

SISTEMA UNIVERSITARIO ANA G. MÉNDEZ

UNIVERSIDAD DEL ESTE

Carolina, Puerto Rico



GRADUATE CATALOG 2013-2014

*Carolina and the Off-campus centers of
Barceloneta, Cabo Rojo, Santa Isabel, Utuado and Yauco*



January 2013 thru August 2014

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IMPORTANT INFORMATION AND CLARIFICATION TO THE STUDENTS:

Universidad del Este's Graduate Catalog is published for informational purposes and should not be considered as a contract between a student and the Institution. Information contained herein supersedes that previously published and is subject to change.

At Universidad del Este (UNE), every effort is made to provide accurate and up-to-date information. However, the University reserves the right to change without notice statements in the catalog concerning rules, policies, fees, curricula, courses, or other matters when necessary. Changes may apply to current students.

Universidad del Este reserves the right to make changes in course offerings, curricula, and other policies affecting its graduate programs. In the specific case of a curriculum revision, current students will be moved horizontally to the new curriculum.

UNE is currently reviewing and restructuring many of our academic programs in an effort to enhance their quality and improve our efficiency. In that process, some of the programs and courses mentioned in this catalogue may be modified, consolidated with other programs or courses, or eliminated. If you have questions about a particular program or course, you should contact the appropriate School or University Center. In case that a program is eliminated, the school's representative or program director will prepare a course schedule to assure the graduation of those students enrolled in the program.

It is the student's responsibility to know and comply with the rules expressed herein, which coincide with current bylaws and regulations of the University, the administrative resolutions and the federal laws on civil rights.

Our Profile

Universidad del Este (UNE) is a private non-profit institution of higher education and a component of the Ana G. Méndez University System. Its main campus is located in Carolina and five Off-Campus sites in Puerto Rico are located in the towns of Yauco, Utuado, Cabo Rojo, Barceloneta, and Santa Isabel. UNE has three branch campuses in the state of Florida; Metro Orlando campus located in Orlando; South Florida campus located in Miramar; and the Tampa Bay campus located in Tampa. In January 2012, the Capital Area branch campus located in the state of Maryland initiated its academic offerings. The Carolina campus is located in the Eastern part of the island. Its 21 acres suburban campus and its modern and spacious buildings provide an ideal atmosphere for the learning experience.

A professionally oriented institution, Universidad del Este offers over thirty-five baccalaureate programs and twenty associate degrees, including programs in business, education, social work, hospitality management, culinary arts, science and technology and the health sciences. Founded in 1949, as Puerto Rico Junior College, it continued to mature into a four-year institution in 1992 as Colegio Universitario del Este and finally evolving into a university in 2001 as Universidad del Este.

UNE's student population consists mostly of commuting young adults from the surrounding communities. The overall population at UNE is 13,800 and comprised of under graduate and graduate students. Master's degree programs were initiated in October 2001 at UNE's Carolina campus and in 2005 at the Off-Campus sites.

The academic faculty consists of one-hundred and thirty-six (136) full time professors and over eight hundred and thirty-five part-time professors. Fifty-one per cent of the full time faculty has doctorates while the rest of the faculty possesses master's degrees in their fields of expertise.

History of Universidad del Este

During the 1940's, three distinguished educators, Dr. Ana G. Méndez, Dr. Florencio Pagán Cruz, and Mr. Alfredo Muñiz Souffront, recognized the need for new developments in the field of education that would keep pace with the social and economic advances that were taking place in Puerto Rico at that time. With this in mind, in 1947 they began to lay the groundwork for establishing a modern institution of higher learning.

In 1949, Puerto Rico Junior College was founded and incorporated according to Puerto Rican laws on June 30, 1950. The Puerto Rico Council of Higher Education licensed the Institution on June 27, 1957, which was followed by the Middle States Association of Colleges and Secondary Schools accreditation on May 1, 1959. It has been subsequently reaccredited since 1959 until the present.

In 1992, the institution changed its name to Colegio Universitario del Este in order to incorporate baccalaureate degrees. Finally, in 2001 Universidad del Este completed its transformation and evolution as well as its new name from a junior college to a college to a university by initiating its first master degree programs.

Presently, the Ana G. Méndez University System operates four institutions and a television station: Universidad del Turabo, Universidad Metropolitana, Universidad del Este, the Ana G. Méndez Virtual Campus and the WMTJ-TV station Channels 40/26.

Universidad del Este is a non-sectarian, non-profit, independent, educational institution that serves the people of the Commonwealth of Puerto Rico, the states of Florida and Maryland, but through its collaborative agreements contributes to the international communities in general. In the academic area, Universidad del Este offers technical-professional certificate programs, associate, bachelors and masters in various disciplines such as: criminal justice, social work, health sciences, science and technology, hospitality management, culinary arts, education, and business administration. The academic programs offered by the Institution can be classified under three categories: occupational and professional programs, transfer programs, and community service programs. One of the principle goals of the Universidad del Este is to educate and develop in its students the work-related and academic skills that will allow them to perform efficiently in jobs, and that will permit them to achieve more advanced academic levels. On account of this, the Institution has designed a diversified and flexible program of studies to prepare each student into a capable professional in the area of his/her specialty.

The Chancellor and the staff direct the administrative activities of the Institution with two governing bodies: the Administrative Council and the Academic Board. The Student Council elected by a governing assembly made up of student delegates also contributes to the student representation in these administrative governing bodies.

Universidad del Este is a teaching institution, therefore it provides its faculty with professional development opportunities in their teaching specialties; it offers teaching support services within its student holistic development framework and it provides the means through which the teaching-learning process occurs in an appropriate environment.

Universidad del Este fosters both the creative activity and educational, scientific, and social research to: promote continuous institutional progress, contribute to the advancement of knowledge, and better serve the community at large.

The principal function of the faculty, according to UNE's philosophy, is to provide responsible and innovative teaching. Faculty enjoys complete academic freedom and participates actively in academic advising processes. Faculty's professional activities on and off campus should follow UNE's basic tenets.

UNE expects to reach academic excellence by means of a well-trained faculty, academic programs sensitive to the needs of students and the job market in adequate and well-equipped physical facilities.

VISION

To be recognized as a university of outstanding academic excellence in Puerto Rico and worldwide.

MISSION

Universidad del Este is a private non-sectarian, non-profit, accredited higher education institution, part of Ana G. Mendez University System. Its academic effort and services are devoted to promote the 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 certificate, associate, bachelor, graduate studies, and continuing education programs.

Licensures

Puerto Rico Council on Education /Consejo de Educación de Puerto Rico
P.O. Box 19900
San Juan, Puerto Rico 00910-1900

Regional Accreditation

Middle States Commission on Higher Education (MSCHE)
3624 Market Street
Philadelphia, PA 19104-2680

Specialized Accreditations

Accreditation Commission for Programs in Hospitality Administration (ACPHA)
American Culinary Federation Education Foundation (ACF)
Accreditation Council of Business Schools and Programs (ACBSP)
International Association for Continuing Education and Training (IACET)

Memberships

American Association for Adult and Continuing Education
American Association for Counseling and Development.
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American Council on Education
American Library Association
American Physical Plant Association
Asociación Universitaria de Programas de Honor Puerto Rico
Association for Educational Communications and Technology
College Board of Puerto Rico
Council for Adult and Experiential Learning
Council on Higher Education Association
Hispanic Association of Colleges and Universities
International Facility Management Association
Learning Resources Network
Library Administration and Management Association
National Collegiate Honors Council
Puerto Rico Association of Higher Education
Puerto Rico Association of Honors Programs
Puerto Rico Association for Counseling and Development.
Puerto Rico Chamber of Commerce
Puerto Rico Library Association
Puerto Rico Manufactures Association

The Association for Institutional Research

Non-profit Status

Universidad del Este is a private, secular, non-partisan educational institution and a member of the non-profit Ana G. Méndez University System, which operates a system of university level institutions.

Non-Discrimination Statement

Universidad del Este does not discriminate on the basis of race, handicap, national or ethnic origin, creed, color, sex, social condition or political, religious, social or trade union beliefs.

Statement of Policy

This catalog includes the main terms concerning the formal relationship between students and Universidad del Este. Regardless of its effective date, the Institution reserves the right to admit, re-admit or register a student only for a semester or session separately. The Institution binds itself only during the semester for which the student has enrolled and paid his/her tuition fees.

It is the student's responsibility to know and comply with the content of this catalog and all UNE's rules and regulations. Norms and regulations contained in this document are subject to institutional and/or administrative changes.

This catalog is in compliance with the Institution's bylaws, regulations and administrative orders and duties under Federal Law. It is subject to subsequent amendments.

Board of Directors of the Ana G. Méndez University System

Héctor A. Jiménez, President of the Board

Ramiro Millán, Vice President of the Board

José F. Méndez, President of the Ana G. Méndez University System

Florabel G. Mullick, Permanent member of the board

José F. Méndez Jr., Permanent member of the board

Rafael A. Nadal Arcelay, Permanent member of the board

Juan R. Melecio

Antonio J. Colorado

Félix Rodríguez Schmidt

José Domingo Pérez

Víctor Hernández

René A. León

José E. de la Cruz Skerrett, Legal Counselor to the board

Administration of the Ana G. Méndez University System

José F. Méndez, President of the Ana G. Méndez University System

José F. Méndez Jr., Executive Vice President

Jorge L. Crespo, Vice President of Planning and Academic Affairs

Alfonso L. Dávila, Vice President of Financial Affairs

Mayra Cruz, Vice President of Student Affairs and Marketing
Victoria De Jesús, Vice President of Human Resources
Jesús A. Díaz, Vice President of Administrative Affairs
Luis Zayas-Seijo, Vice President of National and International Affairs
Carlos Padín, Chancellor, Universidad Metropolitana
Dennis R. Alicea, Chancellor, Universidad del Turabo
Luis Burgos, Chancellor, Ana G. Méndez University System Florida Campuses
Migdalia Torres, Chancellor, Ana G. Méndez Virtual Campus
Margarita Millán, Vice President and General Manager of System/TV Station

Universidad del Este's Administrative Council and Academic Board

Administrative Council

The Administrative Council of the Universidad del Este is the legislative body of Institutional policy of the university in accordance with the statutes of the Ana G. Méndez University System as established by its Board of Directors.

The Chancellor, the Vice-Chancellor, the Vice-Chancellor of Student Affairs, the Vice-Chancellor of Outreach, the Vice-Chancellor for Information and Telecommunications, the Deans of the Schools, four faculty representatives, and two student representatives, constitute the Administrative Council.

Academic Board

The Academic Board of Universidad del Este regulates all the academic aspects of the Institution. It recommends relevant regulations regarding faculty, curricula, educational projects and other educational innovations.

The Academic Board consists of the Vice-Chancellor, the Associate Deans of the Schools, and the Director of the Library, ten undergraduate faculty representatives, and two student representatives.

Universidad del Este's Administration and Staff

Office of the Chancellor

Alberto Maldonado Ruiz, Esq. Chancellor
María S. Díaz, MBA, Vice Chancellor of Administrative Affairs
Jorge A. Torres Martínez, MBA, Assistant Vice President for Budget
Alberto Camacho, MBA, Assistant Vice President of Planning
María I. De Guzmán, MA, Assistant Vice Chancellor of Development and Fundraising
Ivonne D. Arroyo, MBA, Director of Public Relations
Gisela Negrón, MBA, Coordinator of Alumni Affairs
Leanne R. Chacón, MEd, Coordinator of International Affairs
Yamiel Natal, MIS, Coordinator of Information Systems

Office of the Vice Chancellor

Mildred Huertas Solá, EdD, Vice Chancellor
Nilda I. Rosado, MEd, Associate Vice Chancellor of Licensing and Accreditation
Magalie Alvarado Hernández, MPA, Associate Vice Chancellor of Administrative Affairs
María Véaz, EdD, Associate Vice Chancellor of Retention
Luis Iturralde, MBA, Associate Vice Chancellor of Research
Ezequiel Bayuelo, EdD, Associate Vice Chancellor of Institutional Assessment
Claribette Rodríguez, EdD, Assistant Vice Chancellor of Academic Effectiveness
Mildred Rivera, MBA, Assistant Vice President and Dean, School of Professional Studies
Iván Puig, MBA, Dean, José A. (Tony) Santana International School of Hospitality and Culinary Arts
Maria del Carmen Arribas, EdD, Dean, School of Education
Maritza Espina, PhD, Dean, IEN Business School
Marie Igartúa, EdD, Interim Dean, School of Social and Human Sciences
Wilfredo Colón Guasp, PhD, Dean, School of Sciences and Technology
Haydee Encarnación García, PhD, Dean, School of Health Sciences
Johanna Vivoni Suárez, MA, Associate Dean, School of Professional Studies
Georgina Solivan Quiles, EdD, Associate Dean, School of Technical Studies
Sylvia Esquilín, MBA, Director, Faculty Development
Natalia Torres Berrios, MS, Compliance Coordinator
Indrani Fuentes Mercado, BBA, Director, Summer Programs

Office of the Vice Chancellor of Information Resources and Telecommunications

Carmen Ortega, MLS, Vice Chancellor for Information Resources
Carlos H. Medina, MA, Director, Educational Technology
Elsa Mariani, MLS, Director, Library
Néstor Más, MBA, Director, Telecommunication and Information Systems

Office of the Vice Chancellor of Student Affairs

Nahomy Curet, EdD, Vice Chancellor of Student Affairs
Karen Rivera Díaz, MBA, Associate Vice Chancellor of Student Affairs
Ramón Fuentes BBA, Associate Vice Chancellor of Enrollment Management
Magda E. Ostolaza, MBA, Associate Vice Chancellor of Marketing and Recruitment
Carmen G. Velázquez, MA, Associate Vice Chancellor of Quality of Life & Student Wellness
Georgina León de Rivera, MA, Associate Vice Chancellor of Athletics and Sports Program
María de Lourdes Ferrer Torres, EdD, Assistant Vice Chancellor for Multidisciplinary Services
Belinda Ruiz, MA, Assistant Vice Chancellor of Scholarships and Internship Program
Diana M. Colón Román, MBA, Director, Employment Center
Elisa Quiles, MBA, Registrar
Norberto Pagán Vázquez, BBA, Director of Financial Aid
Ramonita Fuentes, BBA, Director of Admissions
Ángel González, BBA, Bursar

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Emmanuel Colón, MA, Director of Social and Cultural Activities
Julio Figueroa, MEd, Director, Athletics and Sports Program
Jeffrey Gladstone, MA, Director of Complimentary Educational Services

Office of the Evening and Weekend Programs

Jesús Olivera, MBA, Assistant Vice Chancellor of the Evening and Weekend Division
Adrián Hernández, BBA, Coordinator

Office of Physical Facilities and Operations

Edgar Dixon Rodríguez, Eng., Manager of Physical Facilities and Operations
Juan Boada, Eng., Assistant Manager of Physical Facilities and Operations
Carlos E. Berroa Emiliano, MBA, Director of Security and Occupational Wellness

Office of the Vice Chancellor of External Resources

Mayra M. Ferrán Torres, MA, Vice Chancellor of External Resources

Off-Campus University Centers Directors

Maricelli Zaragoza, MA, Director, Yauco Off-Campus Center
Sixto Bermúdez, MBA, Director, Utuado Off-Campus Center
Griselda Correa, MBA, Director, Barceloneta Off-Campus Center
Rosa Pérez, MBA, Director, Cabo Rojo Off-Campus Center
Evelyn Ayala, MA, Director, Santa Isabel Off-Campus Center

ADMISSIONS

General Admission

General requirements for admission

1. Have a bachelor's degree or its equivalent from an accredited institution of post-secondary education with a minimum GPA required according to the program. All Masters requires 2.75. Students can be admitted with a lower average, if the Graduate Committee, taking into consideration other elements of importance, recommends them.
2. To be interview by the Graduate Committee.
3. Present two (2) letters of recommendation from persons that can offer an opinion about their possibilities for success in graduate studies.
4. Write an essay about a particular topic that will be requested in the interview and the acceptance of this essay by the Graduate Committee.
5. Comply with all the corresponding procedures for admission (complete the application, pay application fee and other administrative requirements specified by the Admissions Office).

Specific requirements for each program

Students should contact the corresponding School where the program is offered for specific pre-requirements that the program may have.

Other provisions

The majority of the Graduate courses will be offered in a flexible mode. The students will be required a minimum of 20 hours of individual or team work out of the classroom. This mode promotes the integration of theory-practice-research. The courses meet three (3) hours weekly for eight (8) weeks, unless specified otherwise. The students will inform the hours and tasks performed, in writing, following the corresponding formats.

In the accelerated methodology, courses are offered in five or eight week sessions. During each session, classes meet once a week for four hours each week. The students will be required a minimum of 15 hours of individual or team work out of the classroom per week. The accelerated methodology is based on a learning process shared between the professor and the student. Each student receives a module, which serves as a study guide and indicate the assignments and activities that must be completed to prepare for class.

Graduate Committee

- a. The Graduate Committee will be composed of various members. Members of this committee may include members of the graduate program advisory committee, graduate faculty and any other person that represents the academic excellence that the Graduate Programs intend to maintain, for example, a visiting professor, an invited academic, an active graduate student, or graduate alumni.
- b. The Graduate Committee will have the final opportunity to consider and determine the majority of the special cases for admission, readmission, and transfer.
- c. The Graduate Committee may be represented by one of its members.

Transfer students from graduate programs at other universities

Requirements

- a. Students from other duly accredited universities may be admitted if they fulfill the following requirements:
 1. Have taken courses at an accredited university and have approved at least six (6) credits from the institution with an academic average of 3.0.
 2. A maximum of nine (9) credits will be accepted in transfer.
 3. Not be on academic or disciplinary probation at the institution from which they are transferring.
 4. Fulfill the admissions requirements of the program to which they are applying.
 5. All transfer Admissions Applications will be subject to evaluation by the Graduate Committee.
 6. Satisfactorily participate in an interview with the Graduate Committee.
 7. Submit two (2) official transcripts with the Admissions Application. Those students that studied out of Puerto Rico must submit a catalog of the university from which they are transferring.
- b. Transfer credit will be considered attempted credits and will not be considered for the retention index.

Residency Requirements

- a. Each student that transfers to the Graduate Program must observe the following rules to establish residency and be eligible for graduation.
 1. Approve at least twenty-four (24) credits at the University.

Special Students

Requirements for transitory students and auditors

Special students are persons authorized by the Dean of the School or the Graduate Program Coordinator to take a course or courses with the purpose of improving themselves professionally without intending to obtain an academic degree.

All special students must:

- a. File a permit from the institution they are enrolled in allowing them to take courses at the University for a period of not longer than two (2) academic semesters.
- b. Apply for admission within the time allotted by the Office of Admissions.

The University admits students as auditors or visitors. Persons admitted as such may, once they have completed their registration, attend the regular courses at the Institution, but will not receive credit or grades for them.

The cost to audit a course will be \$225.

Registration Permit

- a. A student who receives a permit or a recommendation to enroll for one semester may be admitted as a transitory or auditing student from another university, educational institution or public service agency. The registration permit granted to a transitory or auditing student is not a formal admission to the University and expires at the end of the semester for which it was given.
- b. Transitory or auditing students that wish to change their status to that of a regular student must meet the admissions requirements in effect when they file their Admission Application.
- c. Each applicant will be subject to an interview with the Graduate Committee.

Foreign Students

- a. Requirements for admission, readmission and transfer will apply to foreign students.

- b. Admission for foreign students will be subject to the immigration laws in effect.

Readmission

Once admitted to a program, it is expected that a student will register consecutively each term (except summer) and maintain satisfactory academic progress. Students with satisfactory academic progress that wish to resume their studies after an interruption of one semester or more must apply for readmission and:

- a. Have a cumulative GPA that meets the retention index.
- b. Approve the required percentage of credits of the total attempted credits.
- c. Have completed the period of suspension due to academic reasons, accumulated credits or for disciplinary reasons.
- d. Fulfill the requirements of the program of study applied to, and all other general admissions requirements that apply.

Each student applying for readmission to the Institution will be subject to the curriculum in effect for the program of study to which he or she is admitted. Each candidate for readmission may be subject to an interview with the Graduate Committee.

Admission validity

- a. Students can only enroll in programs offered at the time of their admission or readmission.
- b. Admission or readmission to the University will be valid for the registration period after the date of admission.
- c. Students must fulfill the admission requirements by the dates established in the academic calendar. Applications that are not accompanied by the required documents, or that do not meet the established requirements, will be considered provisional applications. If the documentation is not received within thirty days (30) of the first day of classes, the Institution may invalidate the student's provisional admission and cancel his or her registration.

REGISTRATION

Registration Validity

- a. The Dean of the School, with the support of the student affairs offices, will determine the registration process and will include it on the Academic Calendar.

- b. To be valid, the Bursar must seal the student's Invoice Schedule.
- c. The receipt of the official notice of admission will be required to begin the registration process.
- d. Students will be required to register according to the calendar and times announced. Any student may register on the day and time assigned; and during the specified late registration period set and notified on the academic calendar.
- e. Each course the student registers in during regular or late registration will become part of his or her permanent academic record.

Maintaining the academic offering: programming of courses, closing and eliminating sections

The Institution has a Manual of Norms and Procedures for maintaining academic offerings: programming of courses, closing and elimination of sections. It is available at the Office of the Vice-Chancellor, Office of the Registrar, and in the Schools.

Credit for exams

The Schools may offer credits by means of an exam if the total credits do not exceed six (6) and if authorized by the Dean of the School.

The following policies will apply to credits by exams:

- a. The student must be registered (full or part time) and must have demonstrated consistent satisfactory academic progress during his or her business graduate studies.
- b. The student must obtain authorization through his or her counselor and from the Dean of the School. Once authorization is obtained, and after the corresponding payment has been made, the Dean of the School will issue a permit for the exam.
- c. The Dean of the School or the Graduate Program Coordinator will coordinate the examination process.
- d. To receive credit, the grade must be equivalent to "B" or higher.

PROGRAM CHANGES, WITHDRAWALS AND SPECIAL PERMITS

Reclassification of program or major

- a. Active students may apply for reclassification of a program or major after meeting the following requirements:

1. Submit an application for reclassification to the Office of the Registrar.
2. Attend an interview with the Dean of the School or Graduate Program Coordinator.

Withdrawals

- a. To apply for a partial or total withdrawal, students will submit the application for withdrawal to the Office of the Registrar within the dates specified to be final and official.
- b. Withdrawals with reimbursements:
Courses in which the student applies for partial or total withdrawal during the period established by the Institution for withdrawals with reimbursements, will affect the academic progress of the student. In the event of a partial withdrawal, the student will be classified in the category he or she is in at the end of the withdrawal with reimbursement period.
- c. Withdrawals without reimbursements:
Courses that the student requests a partial or total withdrawal from, after the time established by the Institution for withdrawals with reimbursement, will affect the student's academic progress.
- d. The Institution may drop a student on the recommendation of the Discipline Committee or the Vice-Chancellor of Student Affairs, following the provisions established in the Student Handbook.

Special permits

- a. Students will have the opportunity to take courses at other accredited university institutions, if the courses are not offered at the Institution and are required to continue on to other courses in the following semesters.
- b. To apply for a special permit, the student will submit the corresponding application form to the Office of the Registrar.
- c. Students in this situation will receive the recommendation from the Dean of the School or the Graduate Program Coordinator, before the authorization from the Office of the Registrar.
- d. The special permit will be given for one academic semester or summer session.
- e. Courses approved with a grade of B or higher at the institution will be considered. The credits will be considered as attempted credits and will not be considered for the retention index.

- f. Special permits will be granted for a maximum of six (6) credits.

ACADEMIC LOAD, CLASS ATTENDANCE AND ACADEMIC ADVISING

Academic load per term

- a. The regular academic load will be six (6) credits per term (there are two terms per semester in the flexible modality and three terms per semester in the accelerated modality).
- b. For an academic load of more than six credits per term, the student will need authorization from the Dean of the School or the Graduate Program Coordinator.

Class Attendance

Admission to the classroom

- a. The professors must verify that each student is officially registered, confirming this on the Invoice Schedule (Student's Program).
- b. Students that are not officially registered in the corresponding section will not be admitted to the classroom.

Compulsory Attendance

- a. Attendance to class will be compulsory. Students will be responsible for the academic work covered during their absences.
- b. Within the term stipulated by the Registrar, the professor will inform the Office of the Registrar about those students that never attended classes, using the official lists provided the second week after the first day of classes.
- c. Cases identified by the professors as "no attendance" for the first three weeks of class will appear with a grade of WN on their academic record, once the term is ended.

Academic Advising

Students will have an academic advisor assigned according to their program. They must complete all the procedures and schedules for academic advising. In addition, they must meet periodically with their advisor each term.

EVALUATION OF STUDENT'S ACADEMIC ACHIEVEMENT

Evaluation System

Credit value

- a. The credit will be the unit used to determine the value of courses, equivalent to a minimum of fifteen (15) contact hours or of individual or teamwork experiences outside the classroom per credit.
- b. In credits, laboratory work or practice courses will be equal to a minimum of twenty (20) contact hours per credit.

Partial and final evaluations

- a. Each term, professors will evaluate students based on two evaluative components where there will be at least a partial evaluation and a final evaluation.
- b. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the professors and depending on the nature of the course.
- c. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
- d. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.
- e. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.

Responsibility of the professors

- a. It will be the responsibility of the professors to inform the students of at least one partial evaluation before the last date established for partial withdrawals.
- b. It will be the responsibility of the professors to comply with the academic calendar and to inform the students, at the beginning of the course, the following: course objectives and content; exams and other work that will be required for their evaluation.

Grade system

- a. For the purpose of computing the student's average, the number value of the grades in the courses will be:

A = 4.00
B = 3.00
C = 2.00
D = 1.00
F = 0.00

- b. The following system of letters will be applied in special cases; they will not be considered for student's average, except for the WF.

W	=	Official withdrawal
WF	=	Stopped attending the course without applying for withdrawal at the Office of the Registrar.
I	=	Incomplete
IP	=	In progress
P	=	Passed course that does not affect the GPA
NP	=	Failed course
NR	=	Grade not reported
*	=	Repeated course
WA	=	Administrative withdrawal
WN	=	Registered and did not attend class

Changes, grade objections and additions

- In the event of an objection, the student is obligated to present the objection at the Office of the Registrar within thirty (30) calendar days of the first day of class of the term following the objected grade.
- Any request for a grade change or addition must be submitted by the professor to the Dean of the School or the Graduate Program Coordinator, within a period of time not to exceed one term since the grade was obtained, using the form provided. The Dean of the School or the Graduate Program Coordinator will submit the form to the Office of the Registrar, which will be responsible for making the change or addition in the Official Grade Register.
- Changes made outside the time established must be justified in writing and approved by the Dean of the School.

- d. Special cases of grade objections or changes will be resolved by a Committee composed of the Vice-Chancellor, who shall preside, the Dean of the School, a professor, the Registrar and a student appointed by the Chancellor, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Vice-Chancellor will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student's objection was submitted.

Incompletes

Conditions

- a. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if he or she has a minimum of partial grades.
- b. The final exam will be offered or the final work will be accepted only for students that have the opportunity of obtaining a minimum final grade of "C".
- c. It will be the student's responsibility to make the necessary arrangements with the Professor and the Dean of the School or the Graduate Program Coordinator to determine how to take the exam or turn in the final work and remove the Incomplete.
- d. The Incomplete (I) may be removed if the student completes the work required in the academic session within 30 days of the first day of class of the following session and according to the dates established in the academic calendar.
- e. A student that because of receiving Incomplete in one or more courses does not achieve academic progress, once the Incomplete is removed according to institutional policies; financial aid will be reinstated, if it is within the dates established by the Federal Government for assigning aid.

Responsibility of the professors

- a. It will be the responsibility of the professors, at the end of each academic term, to submit to their respective Program offices the Incomplete Form, Grade Register, including students that have Incomplete, indicating for each case the partial grades obtained and with a blank space for the pending grade. The professors will submit exams with corresponding answer keys or will indicate the work or assignments each student has pending.
- b. Upon completion of the term specified to complete the students' academic work, professors will have thirty (30) additional days to hand in the documents for removal of Incompletes to the Dean of the School or the Graduate Program Coordinator. The Dean of the School or the Graduate Program Coordinator will submit them to the Office of the Registrar where the Official Grade Register will be completed and final grades will be given.

- c. When completing the Grade Register, the professors will specify the partial grades received by the students. In those cases where the student did not complete the academic work during the established period, the Registrar will compute the final grade, inserting a grade of zero (0) for the pending work.

Repeating courses

- a. A student that wishes to repeat a course will have the liberty to do so. When a student obtains a C, D, F, W or WF in certain courses required for graduation that must be passed with a minimum of B, it will be compulsory to repeat the course.
- b. The Institution will allow a student that has obtained a C, D, F, W, WF or WN in a course to repeat it using financial aid, if he or she has not exceeded 150% of attempted credits.
- c. Students that repeat a course will receive the highest grade obtained for purposes of their academic average.
- d. If the grades obtained are the same as the previous ones, they will be counted for the GPA and only once for the graduation average.
- e. In the case of Practice courses, the student may repeat the course a maximum of twice. He or she will only be able to repeat the course the second and last time with the approval and recommendation of the Dean of the School and the practice supervisor.
- f. No student will repeat a specified course until he or she has received a grade for it.
- g. Repeated courses will be considered to determine the student's academic progress.

Degree Requirements

Degree Exam (if required by the degree)

General Criteria

1. The degree exam is a requirement for graduation for every candidate that aspires to obtain a degree of Master of Arts and in Science in Education as well as in Criminal Justice and Criminology program.
2. The exam will consist of four or three parts depending on the Specialty that includes the following components: Education Concepts; Research; Curriculum and Teaching, and concepts of the discipline. The part on concepts of the discipline will include topics

integrated to the areas studied in the discipline. For example, the areas of English and Spanish will include topics in linguistics and literature in these languages.

3. The exam will be designed according to the curriculum the student has studied.
4. The minimum passing grade is seventy-five percent (2.50) on each part.

Eligibility and applying for the exam

1. To be eligible, each student must have completed the minimum credits required, according to the major.
2. The exams will be offered on every term of each academic year.
3. The application must be submitted at the Office of the Dean of the School.
4. A student that has not completed all the requirements for admission may not take the comprehensive exam.
5. An authorized student will take the entire exam the first time he or she requests it.
6. If the student only passes one of the parts, he or she will have to repeat the part he or she did not pass.
7. A student that does not pass any part of the exam may repeat it three times within a term of two years. If the student has not passed the exam after three times, the case will be referred to the Academic Committee for evaluation. This committee may determine one of the following:
 - ✓ Authorize the student to take the exam a fourth time.
 - ✓ Recommend that the student repeat the courses necessary to take the exam a fourth time.
 - ✓ Not authorize the fourth exam.
 - ✓ Resolve the cases of exceptions that arise.

Research Project (if required or selected by the student)

- a. The presentation of a research project, as determined by the program of studies of the student, is required to complete the academic degree.
- b. The project presentation will be done before a Graduate Committee convened for these purposes.

- c. The project will be research in action in which the candidate uses computer technology and demonstrates adequate mastery of communication and active research skills. The selection of a work will be on the recommendation of the student's professors and may be active research initiated in any course.
- d. So as to make the project presentation official, the student will register in the course corresponding to his or her major for zero (0) credits and will be assigned a faculty mentor.
- e. Contact hours to prepare this presentation will be no less than 30, considering that the project had been begun previously.
- f. The student and his or her mentor will submit a written summary of the work performed together before being assigned the date for the project presentation.
- g. The registration fee for this course will be equivalent to one credit.
- h. The course will be graded with a Pass (P) or Fail (NP).
- i. This course will not be included when computing the average.

Theses and Research Seminars

- a. The approval of a thesis or research seminar, as determined by the program of studies of the student, is required to complete the academic grade.
- b. Each student, in conjunction with the Dean of the School, will select a Thesis Committee. This Committee will be composed of three graduate professors of the University. If necessary, one of these may be a graduate professor from another university.
- c. The student and the Graduate Committee must submit a work plan with a tentative itinerary to the Dean of the school.
- d. The grade for these courses will be Pass (P), In Progress (IP) or Fail (NP). A student that does not complete his or her research in the course of one semester must register again in one of the sections assigned to students "In progress". The limit of time to maintain of grade of "In progress" will be three academic semesters.
- e. A student that does not complete the work in the established time must submit a written request documented by the Dean of the School. It must include the recommendation of the professor supervising the work.

Independent study

Independent study courses will be offered, as an alternative for those students that require a course that is not programmed in their graduation year, be it the first or second semester. These courses will be offered through independent study if they meet the following criteria:

- ✓ The course content can not be substituted for another.
- ✓ The course is not being offered in the division the student is enrolled in and the student cannot attend the section offered in another division.
- ✓ The course is required for the student's major.

The Vice-Chancellor and the Dean of the School or the Graduate Program Coordinator will consider special cases individually on their own merits.

ACADEMIC PROGRESS

Academic status of the students

- a. The retention index will be 3.00 and will be applied to the percent of approved credits established in the table designed for this purpose.
- b. Students with satisfactory academic progress are those that accumulative GPA is 3.00 or more.
- c. In the case of transfer students, they will be evaluated upon completing their first year of study. Transfer credits will be considered attempted credits and will not be considered for the retention index.
- d. Students on academic probation are those that accumulative GPA is lower than the retention index.

Grade Point Average (GPA)

- a. The grade point average will be the general average of all the grades obtained by the student during his or her studies in the Institution.
- b. For transfer students, courses passed with "B" that are equivalent to those of the program of study they are admitted to, will be accepted as transfer credits up to a maximum of 9 credits.

Retention index

- a. The retention index will be the minimum cumulative GPA that allows a student to continue enrolled in the Institution.

Accumulated credits required and retention index

- a. Accumulated credits are the sum of the credits corresponding to the courses the student registers in annually.
- b. To complete a degree, a student must complete the requirements for it in a period of time not to exceed 150% of the total credit hours required to obtain the degree.
- c. The total of approved credits to complete the degree must meet a minimum average for graduation as established by major.
- d. A student that reaches 150% of the total credits in his or her program of study may continue studying in his or her present status, but will not be eligible for federal or state aid administrated by the Office of Financial Aid to finance the studies.

Probation

- a. To end the probation period, the student must obtain the percentage of credits and the average established. Students whose cumulative GPA is lower than the retention index established or those that do not reach the required percentage of approved credits will be eligible for automatic academic probation.
- b. Students that do not reach the retention index or do not reach the required percentage of approved credits during the period of automatic academic probation will be suspended for the term of one (1) academic year. Upon being suspended for one year, they may appeal one time during their student life.

Suspensions

- a. Students whose cumulative GPA is lower than the retention index and who have not approved the percentage of required credits after ending their probation period, will be suspended from the Institution for the term of one year.
- b. The Institution will not accept any courses, diplomas or degrees conferred on a student by another institution during the time he or she was suspended.
- c. Students that, upon completing their suspension, are interested in being readmitted will be subject to the requirements for readmission.
- d. Those students that discontinued their studies while on probation will be identified as students on probation when applying for readmission.
- e. Readmitted students, upon completing the period established for their first academic sanction, must be recommended by the Admissions Committee. The student will return to a second probation period for the next academic year. If upon completing

this term the student has not reached the retention index required and the percentage of credits necessary, he or she will be suspended for a maximum of two years.

- f. The Appeals Committee may approve an extraordinary probation period for an additional academic year, in the following case: a student that completes the graduation requirements in that academic year.

Appeals

Right to appeal

- a. The student has the right to appeal the institutional determination about his or her not having obtained satisfactory academic progress as defined, if there was a crisis situation that impeded complying with this nor.
- b. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress: an illness of the student or a dependent, an illness of the head of the household that created an economic crisis, natural disasters, divorce of the parents or the death of a parent, mother, spouse or child, or problems where there was an alteration in the nuclear family that in good judgment reasonably hindered the progress of the student.

Appeals Committee

The Appeals Committee will be composed of a representative of the following offices: Career Orientation Program, Registrar, Admissions-Financial Aid, and the Academic Division. It will be presided by the Vice-Chancellor of Student Affairs or his/her representative.

Applying for an appeal

A student that believes that his or her academic status is a result of a crisis situation may submit an Application for Appeal accompanied by the necessary documentary evidence.

In the event of an error in calculation, if upon correcting the error the student meets the Progress Norms, this claim will not be counted as an appeal.

Reestablishing financial aid

A student that submits an application for appeal and it has been considered favorably by the Appeals Committee, will be eligible for financial aid for the semester he or she enrolls in, if it is within the dates established by the Federal Government for payment of financial aid.

The Office of Admissions-Financial Aid will reestablish financial aid for a student by means of the letter sent by the Office of the Vice-Chancellor of Students Affairs notifying the student of the outcome of the appeal.

VALIDATING STUDIES

Transfer credit for courses

- a. Validating transfer credits assumes the student was admitted to the university as a transfer student.
- b. The validation will take into consideration each of the graduate classes approved and their equivalency with a corresponding subject offered at the University.
- c. Only courses approved with a grade of "B" or higher at the other institution will be considered for transfer credit. If it has been more than ten years time since the classes were approved, these will have to be evaluated by the Dean of the School or the Graduate Program Coordinator.
- d. The maximum amount of credits that can be accepted will be nine (9).
- e. The Dean of the School and the Graduate Program Coordinator will establish equivalencies for the courses, consulting with the faculty specialized in the area and using the transferring institution's catalog and official course description as a base.
- f. The Office of the Registrar will inform the student of the courses accepted for transfer.

Substitution of courses taken at the Institution

Courses with similar content may be substituted. Once it is determined that a course may be substituted, the difference in the number of credits will not affect the substitution. To complete the number of credits required, the student will take additional courses in the area, in accordance with the recommendations established by his or her academic program.

GRADUATION REQUIREMENTS

Eligibility to obtain an academic degree

- a. Have approved the courses required for the degree as established by the Institution.
- b. Have approved the total number of credits required for the degree with a minimum GPA of 3.00.
- c. Pass one of the following: the degree exam; the research project, and the thesis, or a portfolio, as required by the degree.
- d. Transfer students must approve at least the last twenty-four (24) credits at the Institution.
- e. When calculating the GPA for graduation, only the courses approved and required for obtaining the Master Degree will be considered.
- f. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.
- g. Have submitted an Application for Graduation to the Office of the Registrar by the date established in the academic calendar.
- h. Until evidence of having no financial debts with the Institution has been presented, no document will be given certifying that the student has completed the graduation requirements.
- i. All students applying for readmission to the Institution will be subject to the graduation requirements in effect the year they are readmitted.
- j. Commencement will be held only once a year, at the end of the second academic semester. Students that fulfill their graduation requirements at the end of the first semester or during summer may apply and obtain a certification of completion of graduation requirements from the Office of the Registrar, before Commencement.
- k. Two degrees may be conferred if they are from different programs or different majors when it is the same program.
- l. Those students that have finished their graduate studies in previous years and take post-graduate courses may be conferred certificates of advanced studies.

Credit expiration

Courses approved at the University or other accredited institution will be valid for ten years, for Master's Degree programs. At that time, the courses will begin to expire.

FINANCIAL INFORMATION

Fees and tuition costs

The information contained in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all graduate students. Tuition costs are approved by the Board of Directors.

The list included in this document does not represent a contract between the University and the student. Due to changing situations, it may be necessary to alter the fees and tuition costs before the publication of the next catalog.

Once a year, the Vice-President of Financial Affairs publishes a brochure with information about the tuition costs for all the academic programs, as well as other fees that apply.

Admission Application

Upon submitting the application for admission, a fee of \$ 25.00* must be paid.

Cost per credit

The cost per credit is \$201.00*. *Subject to change.

General fees

The general fee is \$420.00* per semester.

Reimbursements

The Office of Financial Aid will publish a table containing information related to reimbursements dates for each academic term.

Partial withdrawal

Students that withdraw partially within the first two weeks beginning with the first day of class of each term and within the first two days of class during the summer session will be reimbursed 88% of the total tuition. After this time, the student will owe 100%.

Non - attendance

Students that do not attend the courses they are registered in will be reported as NA by the professor.

Identifications

The Institution issues an identification card for each student. The cost of replacing a lost, misplaced or stolen identification card is \$25.00. The identification card is necessary at several offices within the Institution and will be the property of the Institution.

Copies of credit transcripts

Transcripts may be obtained at the Office of the Registrar. Payment must be made at the Office of the Bursar. The cost of each transcript is \$3.00.

GENERAL PROVISIONS

Separateness

The provisions of this document of Academic Norms are separable; declaring one or more void will not affect the other provisions that may be applied independently of those voided.

Amendments

The Academic Board and the Administrative Council of the Institution have the authority to amend this catalog.

False information

Any candidate who submits false information to attain admission to the Graduate Programs will be immediately disqualified for admission.

If, after admission, it is discovered that a student furnished false information, he or she will be subject to the appropriate disciplinary measures, including canceling his or her enrollment and losing the credits completed satisfactorily.

Graduate courses coding system

All graduate courses will be coded 500, 600 and 700.

Discipline

School's with Graduate Students will observe and comply with all the institutional policies, rules and procedures and will follow a code of exemplary conduct. Each student should be familiar with the institutional policies regarding plagiarism. Also, course work cannot be used to complete the requirement of more than one course unless both professors have approved it. Any violation of discipline will be referred to the Vice-Chancellor of Student Affairs.

Students' responsibility

It will be the responsibility of the students to know and comply with all the academic and institutional norms. The Institution will not accept a declaration of ignorance of a norm to avoid complying with it.

Institution's responsibility

This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, physical handicap, or for political, religious, social or syndicate ideology.

The Institution is also responsible for providing the students a reasonable amount of time to complete his/her degree program. If a specialization or program is placed in moratorium, the School will prepare with the student a phase-out plan to complete the degree within a specific timeframe in accordance with the licensing and accreditation agencies requirements.

Reserved rights

The Institution, to safeguard its goals and objectives, reserves the right to admit, readmit or enroll any student in any semester, session or class. For the same reason, it reserves the right to: temporarily, partially, totally or permanently suspend any student before a hearing, in accordance with the Rules of Discipline.

FERPA

The Institution faithfully complies with the dispositions of the Family Educational Rights and Privacy Act of 1974, known as FERPA. This act is designed to protect the privacy of the academic records and to establish to right of the students to inspect and review them.

Second Masters Degree and Minor specialization

A student that has a Master's Degree from the Institution may seek a second degree in a different program. Only a maximum of six (6) credits from the first degree may be applied to the second. Any degree accepted must fall within the time limits established for the Master's Degree. It is possible to study two degrees concurrently.

Minor specialization within the same program is allowed. Students can obtain a specialization in Human resources and a minor in Management.

Change of name and/or address

It will be the responsibility of the student to notify the Office of the Registrar and the School's of any change of name or address while he or she is an active student at the Institution.

Business School for Innovation and Entrepreneurship

IEN Business School



Master of Business Administration with specialization in:

Human Resources

Management

Accounting

Management of Information Security

Information Technology and Web Business Development

Graduate Catalog

2013-2014

THE BUSINESS SCHOOL FOR INNOVATION AND ENTREPRENEURSHIP

The Business School for Innovation and Entrepreneurship (IEN Business School) provides its students, through the development of entrepreneurial skills, with the necessary tools to obtain a complete and up-to-date professional preparation with a commitment for innovation in the different disciplines within business administration. In addition to the MBA programs, the School offers associate degrees in Business Administration with concentrations in Computerized Information Systems in Graphic Design, Programming, Computer Support Technician, and Web Design. It offers associate degrees in Office Systems with concentrations in Executive Secretary with Information Processing, and Medical Secretary with Health Insurance Billing. Also, it offers bachelor degrees in Business Administration in the areas of: Accounting, Management, Marketing, Finance and Insurance, Computerized Information Systems, Leadership in Human Resources, and a bachelor degree in Office System with a concentration in Administrative Secretary. The IEN Business School is accredited by the Accreditation Council of Business Schools and Programs.

MISSION

The mission of the Business School for Innovation & Entrepreneurship (IEN Business School) is to prepare ethical professionals, innovative and entrepreneurial leaders with a commitment for sustainable businesses. This professional will be inspired by the pursuit of knowledge and the use of technology in order to join a global and multicultural environment.

GOALS

Our goal is to develop in our MBA students the ability to:

Conceptual / Knowledge

1. Integrate and acquire new knowledge by themselves.
2. Distinguish between different theoretical frameworks, foundations and paradigms, practices and business tools to facilitate empowerment in their professional fields.
3. Generate judgments based on criteria and standards relevant to their field of study.
4. Recognize and evaluate emerging technology.
5. Analyze, investigate and assess international markets.

Technical Skills

1. Apply technical and conceptual skills to facilitate working relationships.
2. Manage information and communications technology.
3. Apply writing skills, oral and graphic expressions, analysis and synthesis.
4. Develop skills for research and dissemination of research results.

Affective Skills

1. Be critical, thoughtful and creative in their arguments.
2. Strengthen their self-concept as a responsible business leader to participate in innovation and commitment to the organizational transformation.
3. Model social responsibility and ethics / moral values.
4. Develop sensitivity to cultural diversity.

FACULTY

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MS, Computer Science, Jackson State University, Mississippi Campus

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Massari Hance, José

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MIS Information Systems, EDP College of Puerto Rico

Rosa Castillo, Isabelita

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MBA Accounting, Universidad del Turabo, Gurabo

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Meléndez Carrión, Raquel, Receptionist

Master in Business Administration Specialization in Human Resources

42 Credits	Credits
Core	18
Specialization	18
Electives	3
Capstone / Research	3

Core Courses		18
ACCO 515 ρ	Managerial Accounting	3
†BUSG 505 ρ or INTG 500	Research Techniques in Business Administration Research Methods	3
ECON 530 ρ	Business Economics	3
FINA 530 ρ	Managerial Finance	3
MANA 500	Organizational Development and Behavior	3
MARK 510	Marketing Management	3

Specialization Courses		18
REHU 600	Human Resources Management and Organizational Development	3
REHU 610	Training and Development of Human Resources	3
REHU 611	Labor and Industrial Relations in Human Resources Management	3
REHU 612	Compensations and Benefits Management	3
REHU 614	Safety, Hygiene and Labor Quality Management	3
REHU 615	International Human Resources Management	3

Capstone / Research		3
BUSG 651*	Business Research	3

Electives in the Specialization		3
MANA 613	Management of Diversity	3
COMM 604	Corporate Communications for Managers	3
REHU 620	Leadership in the Organization	3
MANA 621	Research and Assessment in Organizational Develop	3
MANA 622	Modern Tendencies in Organization Development	3
REHU 623	Conflict Management and Organizational Dynamics	3
REHU 624	Negotiation	3
MANA 626	Management Consulting	3
ITMA 525	Management of Information Security	3
MANA 605	New Venture Creation	3

The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. (ρ) Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515 and ECON 202 for ECON 530). A business ethics course (MANA 525) and a technology course (ITMA 525) are required. †BUSG 505 requires 45 contact hours and has STAT 201, 12 core credits and 9 specialization credits approved as prerequisite. *BUSG 651 has the BUSG 505 course approved as prerequisite.

**Master in Business Administration
Specialization in Management**

42 Credits	Credits
Core	18
Specialization	18
Electives	3
Capstone / Research	3

Core Courses		18
ACCO 515 ρ	Managerial Accounting	3
†BUSG 505 ρ or INTG 500	Research Techniques in Business Administration Research Methods	3
ECON 530 ρ	Business Economics	3
FINA 530 ρ	Managerial Finance	3
MANA 500	Organizational Development and Behavior	3
MARK 510	Marketing Management	3

Specialization Courses		18
REHU 600	Human Resources Management and Organizational Development	3
MANA 640	Industrial and Service Quality Management	3
MANA 617	Strategic Planning	3
MANA 618	International Management	3
MANA 619	Project Management	3
ITMA 625	Information Technology for Managerial Decisions	3

Electives in the Specialization		3
MANA 613	Management of Diversity	3
COMM 604	Corporate Communications for Managers	3
REHU 620	Leadership in the Organization	3
MANA 621	Research and Assessment in Organizational Development	3
MANA 622	Modern Tendencies in Organization Development	3
REHU 623	Conflict Management and Organizational Dynamics	3
REHU 624	Negotiations	3
MANA 626	Management Consulting	3
ITMA 525	Management of Information Security	3
MANA 605	New Venture Creation	3

Capstone / Research		3
*BUSG 651	Business Research	3

The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. A business ethics course (MANA 525) and a business law course (MANA 204) are required. †BUSG 505 requires 45 contact hours and has STAT 201, 12 core credits and 9 specialization credits approved as prerequisite. *BUSG 651 has the BUSG 505 course approved as prerequisite.

**Master in Business Administration
Specialization in Accounting**

42 Credits	Credits
Core	18
Specialization	15
Electives	6
Capstone / Research	3

Core Courses		18
ACCO 515 ρ	Managerial Accounting	3
†BUSG 505 ρ or INTG 500	Research Techniques in Business Administration Research Methods	3
ECON 530 ρ	Business Economics	3
FINA 530 ρ	Managerial Finance	3
MANA 500	Organizational Development and Behavior	3
MARK 510	Marketing Management	3

Specialization Courses		15
ACCO 605	Taxes in Puerto Rico	3
ACCO 606	Governmental & Non-Profit Accounting	3
ACCO 627	Advance Auditing	3
ACCO 628 ρ	Advance Accounting	3
ACCO 635	Information Systems Accounting	3

Electives in the Specialization		3
Taxes Track		3
ACCO 629	Federal Taxes	3
ACCO 630	Special Issues in Taxation	3
Non-Profit Accounting Track		3
ACCO 631	Health and Other Non-Profit Institutions Accounting	3
ACCO 632	Accounting for Colleges and Universities	3
Auditing Track		3
ACCO 633	Internal Auditing	3
ACCO 634	Information Systems Accounting	3

Capstone /Research		3
*BUSG 651	Business Research	3

The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. (ρ) Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515, ACCO 201 for ACCO 628 and ECON 202 for ECON 530). †BUSG 505 requires 45 contact hours and has STAT 201, 12 core credits and 9 specialization credits approved as prerequisite. *BUSG 651 has the BUSG 505 course approved as prerequisite. Students with no business background must have MANA 525 and MANA 618.

**Master in Business Administration
Specialization in Management of Information Security**

42 Credits	Credits
Core	18
Specialization	21
Capstone / Research	3

Core Courses		12
ACCO 515 ρ	Managerial Accounting	3
†BUSG 505 ρ or INTG 500	Research Techniques in Business Administration Research Methods	3
ECON 530 ρ	Business Economics	3
FINA 530 ρ	Managerial Finance	3
MANA 500	Organizational Development and Behavior	3
MARK 510	Marketing Management	3

Specialization Courses - On Line		21
ITMA 525	Information Securities and Assurance	3
ITMA 615	Information Technology and Communications ρ	3
ITMA 635	Data Warehouse Management	3
ITMA 620	Information Technology Service Management	3
SECU 600	Business Continuity and Disaster Recovery Planning	3
SECU 610	Cyber Forensics	3
SECU 620	Policy and Administration in Information Technology Security	

Capstone / Research		3
ITMA 645 ^x	Information Systems Project	3

The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. (ρ) Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515 and ECON 202 for ECON 530). †BUSG 505 requires 45 contact hours and has STAT 201, 12 core credits and 9 specialization credits approved as prerequisite. ^xITMA 645 has the BUSG 505 course approved as prerequisite. Students with no business background must have MANA 525 and MANA 618.

Master in Business Administration
Specialization in Information Technology and Web Business Development

42 Credits	Credits
Core	18
Specialization	21
Capstone / Research	3

Core Courses		18
ACCO 515 ρ	Managerial Accounting	3
BUSG 505 ρ or INTG 500	Research Techniques in Business Administration Research Methods	3
ECON 530 ρ	Business Economics	3
FINA 530 ρ	Managerial Finance	3
MANA 500	Organizational Development and Behavior	3
MARK 510	Marketing Management	3

Specialization Courses – ON LINE		21
ITMA 525	Information Securities and Assurance	3
ITMA 615	Information Technology and Communications	3
ITMA 635	Data Warehouse Management	3
MANA 605	New Venture Creation	3
WEBM 600	E-Businesses	3
WEBM 610	Web Based Information Architecture	3
WEBM 620	Web Applications Technologies	3

Capstone / Research		3
ITMA 645	Information Systems Project	3

The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. (ρ) Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515 and ECON 202 for ECON 530). †BUSG 505 requires 45 contact hours and has STAT 201, 12 core credits and 9 specialization credits approved as prerequisite. *ITMA 645 has the BUSG 505 course approved as prerequisite. Students with no business background must have MANA 525 and MANA 618.

Course Descriptions

Accounting

ACCO 515 Managerial Accounting **3 credits**

The course includes the study of the planning of financial and budgetary requirements in business and the analysis of internal and external financial statements and their interrelationship to assist in the related decision making process. It discusses topics about the nature of costs and how to define and use them for different purposes. In addition, topics covering quality and ethical issues are included. These topics, where appropriate, are applied to service, manufacturing and not for profit organizations.

ACCO 605 Taxes in Puerto Rico **3 credits**

This course will study the taxation system in Puerto Rico as it applies to individuals and different types of corporations, including elements of income tax; inclusions and exclusions from income; deductions, personal exemptions and standard deductions from adjusted gross income, personal property tax.

ACCO 606 Governmental and Non-Profit Accounting **3 credits**

In depth study of non-profit and governmental accounting and the information presented in financial statements and other reports of governmental bodies and not-for-profit agencies. The course will emphasize budget control and reporting for decision-making.

ACCO 627 Advance Auditing **3 credits**

A study of the concepts, assumptions, standards, and issues related to contemporary auditing theory and practice.

ACCO 628 Advanced Accounting **3 credits**

Accounting for business combinations and mergers, preparation of consolidated financial statements, home office/branch relationships, foreign operations and transactions, partnerships. Application of different methods of accounting for investments on the books of a parent company. Topics include: consolidation procedures of non-controlling interests, intercompany sales, intercompany debt, ownership patterns and income taxes.

ACCO 629 Federal Taxes **3 credits**

A study of the federal income tax law, US Treasury regulations and IRS revenue rulings and court cases. A major emphasis of the course will be tax avoidance and detailed study of personal federal tax forms and ethics.

ACCO 630 Special Issues in Taxation **3 credits**

A study of special taxation situations, regulations, policies and the law. The course will deal with inheritance, gifts and donations, and trusts, among others.

ACCO 631 Health and other Non-Profit Institutions Accounting

3 credits

In depth study of information presented in financial statements and other reports of health and other non-profit institutions and the state and federal laws that apply.

ACCO 632 Accounting for Colleges and Universities

3 credits

In depth study of information presented in financial statements and other reports of educational institutions and the state and federal laws that apply.

ACCO 633 Internal Auditing

3 credits

The course will provide an in-depth study of internal auditing generally accepted policies and regulations. Students will analyze the ethics code and procedures for the planning, internal controls evaluation and reporting.

ACCO 634 Information Systems Auditing

3 credits

Theory and practice of information systems auditor in systems development; computer based system controls. Topics include: conceptual elements of the audit process; unique elements of computer environment and their effect on the audit process; controls and audit issues related to computer operations; systems development life cycle, prototyping, and modeling of the auditor's role during systems development.

ACCO 635 Information Systems Accounting

3 credits

The course explains the various control and accounting procedures used in collecting, measuring, summarizing and reporting financial data generated by an organization's units. The course emphasizes procedural techniques and studies the flow of financial data through the institution's accounting systems.

Business Administration

BUSG 505 Research Techniques in Business Administration

3 credits

The course develops research skills for the MBA student with direct application to the discipline of Business Administration. The content ranges from the conceptualization of the research idea through the writing and presentation of a research proposal. The course integrates critical thinking and statistical data analysis skills to the knowledge accumulated during the courses of the core component of the MBA's program in a research proposal under the quantitative or qualitative approach within the framework of Action Research.

BUSG 525 Ethical Fundamentals in Business Administration

3 credits

Conceptual and philosophical framework of the nature of business and work, focusing in the study of ethics in the decision-making process. Analysis of ethics and human values and the way they are integrated in personality to influence the organizational culture. Main topics for discussion are: ethics in free commerce, benefits, and competence. It will also analyze ethics in conflict solutions between consumers, and between business culture and ethics.

BUSG 651 Business Research

3 credits

Capstone course which requires a presentation of a research in the area of the student's specialization. The research will be based on a previously developed research proposal. The candidate will use computerized technology and show evidence of adequately mastering communication and research skills. About 30 hours of meeting with the professor assigned will be needed to prepare presentations.

Communications

COMM 604 Corporate Communication for Managers

3 credits

The course will emphasize on the organization, style and strategy of language to inform, direct and persuade through the development of corporate communication skills; drafting, editing, and revising competencies for business memos, letters, reports, and proposals. Oral skills are treated for meetings, interviews, and presentations.

Economics

ECON 530 Business Economics

3 credits

Consider applications of microeconomic theory and analysis tools of decision science, aiming at achieving optimal solutions to business problems. This, private or public, operates within the economic and institutional framework of a country. To understand the dynamics of the company and its operations to project into the future, it is necessary to understand the nature and mechanism of economic processes. Microeconomic theory, in particular, provides some analysis tools that integrate knowledge of statistics, mathematics and economics, which are useful in the decision making process.

Finance

FINA 530 Managerial Finance

3 credits

Comprehensive course that studies the structure analysis of organizations regarding the following: Business, Business Plans, by hundreds of Interest Related to International Trade, Investment Management Long Term Financial Planning Tax Value of Human Capital Financial Business in International Markets, Risk Management and Decision Making Processes of domestic and international markets.

These analyzes will assist in carrying out a projection of the financial outlook in business, in areas involving capital management, asset and debt components currents and, cost analysis and financing in the short and long term. At the same time broadening the perspective of corporate finance, as part of the external growth through mergers and international financial management.

Human Resources

REHU 600 Human Resources Management and Organizational Development 3 credits

A comprehensive study of the key functions and processes of the human resources units through the evaluation of models and strategies directed toward promoting the organizational development. It emphasizes the critical analysis of the interdependency of the constitutive elements of: managerial styles, strategic planning, culture and organizational structure as a function of internal and external factors and their impact on recruitment, selection, classification, training and development, and performance evaluation processes.

REHU 610 Training and Development of Human Resources 3 credits

The evaluation of methods, concepts, theories and strategies for the integral human resources development as a function of the individual and organizational needs and expectations. It will emphasize the training need assessment, instructional design, development and evaluation of training and development programs. It will also analyze research designs and other mechanisms for the evaluation of the effectiveness and efficiency of the teaching and learning process, transference and results measurement.

REHU 611 Labor and Industrial Relations in Human Resources Management 3 credits

A comprehensive study of the principal labor laws, the practices and the fundamental processes related to the field of labor and industrial relations. It emphasizes the impact of labor legislation and the collective agreements on the employee, union and management relations. It will also analyze the development function and coping mechanisms of the interaction processes between the union, the employees and the management. It will discuss the rights, prerogatives and obligations of the involved parties and their implications for the organizational system.

REHU 612 Compensation and Benefits Management 3 credits

Evaluation of the human resources compensation and benefits system in the organization. Emphasis on the way the system is designed and implemented to promote professional quality as it is expressed in recruitment, motivation, and retention. Analysis of systems designed in the organization for human resources selection, recruitment, development, and evaluation.

REHU 614 Safety, Hygiene, and Labor Life Quality Management 3 credits

The study of safety and security, disabilities, industrial hygiene, health, and legislation related to these areas and the impact in human resources management. The course focuses on the responsibility involved to create a safe place for working. Insurance, medical services, prevention, and quality life in work are discussed.

REHU 615 International Human Resources Management 3 credits

Study of the philosophy, theories, policies and predominant practices in the field of human resources management applied to an international context. It focuses on the analysis of the principal strategies applied to the human resources field, and their effect on the organizational dynamics in a global economic market. It will emphasize the study of the impact of cultural, economic, labor, human and logistic factors.

REHU 620 Leadership in the Organization

3 credits

Study of leadership styles and their functions in business. Motivation, communication, control strategies, impact of change, team working, and effective relations in leadership are discussed. The course also analyzes needs to identify, understand, and maximize organizational leadership strategies. Leadership is evaluated from the following perspectives: organizational development, decision-making process, and total quality.

REHU 623 Conflict Management and Organizational Dynamics

3 credits

Study of the human relations in organizations and cause-effect of conflict in the organization. The course addresses how these relations and conflicts impact performance and the work scenario. Emphasis is placed on practical aspect of conflict management and decision making processes in negotiation, agreements, values, interest, personality, and prejudice, among others.

REHU 624 Negotiation

3 credits

The course will explore of the processes and techniques used in successful negotiations to create lasting agreements and formal business contracts. Studies the psychological concepts and theories of negotiation. The student will explore its own personal negotiation and conflict resolution styles. Topics include: distributive bargaining, communication and persuasion, integrative bargaining, power and conflict.

Management

MANA 500 Organizational Development and Behavior

3 credits

The course Development Strategies and Organizational Behavior provide students a conscious and planned development of the capabilities of the organization so that it can reach and maintain an optimal level of performance, as measured by the efficiency, effectiveness and organizational health. In this course, we will focus on the methods, models and processes specifically related to diagnosing and planning for organizational change, in addition to assessing the impact of the behavior of individuals and groups in organizational performance.

The course will focus on the design of different interventions with the application of various methods and multidisciplinary research, in addition to traditional approaches to organizational development and organizational behavior. This course is specifically designed to provide the student with the basic theoretical background and expertise in organizational development and organizational behavior needed to be able to assist and facilitate the positive efforts, and planned change in organizations.

MANA 605 New Venture Creation

3 credits

This course is about the translation of ideas into innovation, and ultimately into a product or service that may be commercialized through a new venture, either in an existing firm or in a startup company. A better understanding of the creative thinking processes behind innovation and entrepreneurship are developed during the course through exercises, readings, discussions, lectures, and guest speakers. A common thread throughout this class is a focus on strategic applications of innovations to the entrepreneurship processes.

MANA 640 Industrial and Service Quality Management

3 credits

Analysis of key operations elements needed to achieve operational excellence, including the planning, design, organizing, and controlling of resources. Topics include quality management and control, capacity management, demand forecasting, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. Quantitative tools of analysis to support decision making processes such as queuing theory, statistical quality control, linear programming, and learning curves.

MANA 617 Strategic Planning

3 credits

Analysis of the processes that construct strategy in organizations. Formal strategic planning and informal strategic processes are considered to study how ideas for strategy arise within an organization, how they are pursued, how they find approval, and how they are ultimately incorporated into strategy. Specific topics to consider are: nature and role of vision, impact of organization structure in the strategy-making process, value-based planning and strategic decision-making. Case study approach is required.

MANA 618 International Management

3 credits

Design as a framework for understanding the international aspects of management, the course examines strategic aspects of managing a global or multinational business firm (cultural, linguistic, economic, political, and geographic). It also reviews the changing patterns of international business; focuses on decision involving entry into particular markets and the location of core activities and regional headquarters. Topics include: trade and foreign direct investment, levels of analysis, modes of entering international markets, institutional environment, labor relations, relations with host governments, cultural problems, legal and political considerations, and competitive market forces. Offered in part of term mode.

MANA 613 Management of Diversity

3 credits

Study of the complex dynamics of diversity in the organization and the strategies to promote unity and avoid stereotypes in order to achieve its mission and objectives. Evaluation of demographic trends and value diversity in labor force and its projections in the organizational structure. Analysis of the impact and legal implications in management related to discrimination for sex, ethnic origin, age, disability, sexual orientation, and religion.

MANA 621 Research and Assessment in Organizational Development

3 credits

A study of the methods, strategies and principal tools in the research level on the human resources and organizational development fields. It will emphasize the design and analysis of research processes through the application of strategic knowledge. Impact strategies will be practiced for the development of strategies and assessment interventions in the organizational context. It will focus on the evaluation and performance assessment; need assessment, organizational diagnosis, opinion surveys, focus groups and interviewing processes.

MANA 622 Modern Tendencies in Organizational Development

3 credits

Study of the modern philosophies and practices concerning to the organizational development field. It will analyze the impact of these tendencies in human resources management and in the effectiveness of the organizational system as a function of their respective components. It will mainly focus on the following special topics: total quality, reengineering, learning organizations, and empowerment and high performance teams.

MANA 619 Project Management

3 credits

The course will promote the study of the language, context and processes to manage most projects in business. Emphasis on the knowledge, skills, tools and techniques needed to manage projects successfully. Topics include the defining bodies of knowledge and their relationships, the project management framework, fundamental project phases, processes, and the project life cycle, the organizational context, team and personality interactions and other areas common to all projects.

MANA 626 Management Consulting

3 credits

The course will examine consulting practices as they apply to different types of business. Emphasis will be on the identification and analysis of threats and opportunities and the implementation of recommendations.

Marketing

MARK 510 Marketing Management

3 credits

Study of the theoretical foundations of marketing management. The course emphasizes the integrated process of making marketing decisions aimed at achieving organizational goals based on the needs and market opportunities.

Information Technology

ITMA 525 Information Security and Assurance

3 credits

An introductory course to the various technical and administrative aspects of Information Security and Assurance, this course provides the foundation for understanding key issues associated with protecting information assets, developing protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.

ITMA 615 Information Technology and Communications

3 credits

Information Technology helps students understand technical concepts underlying current and future developments in information technology. There will be a special emphasis on networks and distributed computing. Students will also gain some hands-on exposure to powerful, high-level tools for making computers do amazing things, without the need for conventional programming languages.

ITMA 625 Information Technology for Managerial Decisions

3 credits

Study of the potential of information technologies to support, shape and define business from a manager's perspective. IT is examined in terms of its strategic impact on the organizations and its role in supporting individual, group, and organizational decision processes. Presents a view of the firm as an information processing entity that must sense and respond to its environment and the opportunities and threats posed by IT in contemporary competitive environments. Topics include computer system resources, applications to functional business areas, information systems planning and development and information system management. Individual exercises in Internet research, PowerPoint presentation, database queries, and spreadsheet analysis and charting are utilized.

ITMA 645 Information Systems Project

3 credits

A research and presentation of Information Security and Web Based area. The research will be based on a previously developed proposal during the course BUGS 505. The student will use the project management skills applied to the area of specialty and show evidence of mastery of research skills and communication skills. As part of the course, students will develop the final part of the research project; Chapter IV and V under the mentorship of Professor. A minimum of 20 contact hours with the mentor professor are required.

ITMA 635 Data Warehouse Management

3 credits

The course is designed to prepare the students for the management of data warehousing, using databases. The student will learn how to plan, design and develop all the methodology to build a successful data warehouse.

ITMA 620 Information Technology Service Management

3 credits

This course provides comprehensive first-level training for anyone involved in support and delivery of IT Services. The course covers the fundamentals of the IT Infrastructure Library (ITIL) Service Delivery and Service Support.

Management of Information Security

SECU 600 Business Continuity and Disaster Recovery Planning

3 credits

The study of this course will examine the preservation of business activities when faced with disruptions of disasters. This involves the identification of real risks, proper risk assessment, and countermeasure implementation.

SECU 610 Cyber Forensics

3 credits

This course offers a solid foundation to system forensics investigation and response. Areas of study include a procedure for investigating computer and cyber-crime and concepts for collecting, analyzing, recovering and preserving forensic evidence. This course is designed to introduce computer system forensics at a practical level. A combination of textbook and Virtual Library resources provides a solid foundation in forensic data investigation, retrieval, and analysis.

SECU 620 Policy and Administration in Information Technology Security
3 credits

This course will give a detailed examination of a systems-wide perspective of information security, beginning with a strategic planning process for security. Includes an examination of the policies, procedures and staffing functions necessary to organize and administrate ongoing security functions in the organization. Subjects include security practices, security programs, and continuity planning and disaster recovery planning.

Web Business Development

WEBM 600 E-Business
3 credits

This course will include the study and analysis of the basic aspects of e-business with emphasis on globalization and the application of new Information and Communication Technologies. The contents will include the study of different e-business models, e-marketing strategies, legal, ethical and regulatory issues. The course will be developed through research exercises, oral presentations, teamwork and the responsible use of technology.

WEBM 610 Web-Based Information Architecture
3 credits

Design, creation, and usage of web sites and related software. The course focuses on how to use search engines optimally, design e-business sites, analyze competition, and how to archive page access paths in service of successful e-commerce infrastructure. The course addresses issues related to the creation of search engines, and web-based information architectures.

WEBM 620 Web Applications Technologies
3 credits

Students will explore and construct web services design for use in other servers over the Internet. Design and implementation of new services that facilitate collaboration and education. Participants will design, develop, and deploy web services. If appropriate, the web services created will be linked together to demonstrate the concept of the Web service supply chains.

School of Professional Studies Adult Accelerated Programs (AHORA)



Master in Public Affairs in Public Policy

**Master of Business Administration with specialization in:
Leadership and Strategic Management
Project Management**

**Master of Arts in Education with specialization in:
Bilingual Education
Adult Education**

**Master of Education with Specialization in
Instructional Design and Technology Integration with e-learning**

**Graduate Catalog
2013-2014**

SCHOOL OF PROFESSIONAL STUDIES

ACCELERATED ADULT PROGRAMS (AHORA, Spanish acronym)

The Ana G. Méndez University System, a pioneer in educational services for adults, continues that tradition by means of the School for Professional Studies at the Universidad del Este. The School for Professional Studies provides a university environment for the professional adult where the methods of teaching, the academic and administrative services are tailored to meet the genuine needs of this population. The School features its AHORA Program, an accelerated studies program for professional adults that wish to continue their university studies.

HISTORY AND DEVELOPMENT

The School of Professional Studies was established in June 1996. The AHORA Program began classes in September of that year, becoming the first accelerated studies program in Puerto Rico. At first, AHORA was offered at our main campus and one university center. At this time, the School of Professional Studies is offered in the five University Centers, Barceloneta, Yauco, Cabo Rojo, Utuado and Santa Isabel. The School of Professional Studies also administers the AHORA Program for the other institutions of the Ana G. Méndez University System.

At the beginning, AHORA offered three programs leading to Bachelor degrees in the accelerated mode. Presently, it has over 14 programs leading to these degrees as well as four master degree programs only offered in this modality in the institution.

In 2003, The Metro Orlando Campus began its offerings followed by The South Florida Campus in 2006 and the Tampa Bay campus in 2010. In January 2013, the Capital Area Campus initialed its academic offerings in the state of Maryland. These branch campuses represent the continuation of the commitment to provide quality access alternatives to a university education for Hispanic adult students through the Accelerated Dual Language Discipline Based Immersion Model, developing language skills in both Spanish and English.

MISSION AND GOALS

The mission of the AHORA Program of the School of Professional Studies is to provide an accelerated educational process to adult students, different from traditional methods of teaching, where their professional experience is incorporated in the classroom to create an interactive, challenging and dynamic environment. Faculty members with professional experience, specially prepared to work with adults, are educational facilitators in an innovative way. AHORA is designed exclusively for the adult student, offering a professional environment, as well as integrated, personalized and individualized services.

To fulfill this mission, the School of Professional Studies intends to:

- Promote adults to value continuous learning and increase their contribution to the world of employment
- Facilitate adult students to reach their educational goals

- Create a learning community that facilitates building new knowledge based on and applicable to the professional and personal reality of adults
- Provide integrated student services of quality and easily accessible to adult students
- Recruit and develop personnel that know and effectively meet the needs of the adult student
- Integrate technology into the academic, service and administrative processes
- Develop academic offerings that respond to the present needs of the professional and business world
- Establish a continuous process of feedback and assessment of all the processes and services.

DESCRIPTION OF THE ACCELERATED PROGRAM OF STUDY

The AHORA Program is accelerated because all of its courses are offered in five or eight week sessions. During each session, classes meet once a week for four hours each week. The accelerated methodology is based on a learning process shared between the professor and the student. Each student receives a module, which serves as a study guide and indicate the assignments and activities that must be completed to prepare for class. Our faculty is specially selected and trained to work with adult students through the accelerated mode, facilitating a class environment where learning is built on experiences and the assignments performed by the students. This model of accelerated studies can be applied to the different academic programs of the institution, to new academic programs or any other academic program where adult students participate.

The courses are offered evenings, Saturdays (morning, afternoon, and evening), and Sundays (morning and afternoon). The student may take a maximum of two classes per session, completing six credits every five or eight weeks. Registration is continuous, with courses beginning fourteen times a year, and the possibility of completing up to fifty-four credits in an academic year. This way, the program provides greater flexibility for students, since they can advance their academic progress or design a class program that conforms to the variety of commitments they may have during the year.

ADMISSIONS REQUIREMENTS

To fulfill its mission and goals, the AHORA Program admits only adult students with academic and professional experience that meet the following requirements:

- 21 years of age or older
- 3 years of work experience
- Have a Bachelor degree

FACULTY

The AHORA Program faculty is selected through a process that certifies that they have the capacity to effectively facilitate learning in an accelerated studies program. This way we ensure that they demonstrate mastery of the subject matter, are updated with the trends and practices of their field, and can be effective facilitators in an accelerated program for adults. Over 1,000 professionals have been certified through this process and are offering courses in the Program. Also, our faculty members have at least a Master degree and five years of previous professional experience in their field.

ADMINISTRATION AND STAFF

The administrative team of the School of Professional Studies is composed of a Dean, Associate Dean, Counselor, Director of Faculty, Director of Curriculum, Director of Integrated Services, Director of Administration, Director of Universities Centers and an Assessment Coordinator.

- ❑ Assistant Vice President/Dean: Mildred Rivera, CQIA, MBA in Management, Universidad Metropolitana
- ❑ Academic Associate Dean: Keila Roche, MEd in Special Education, Universidad del Turabo
- ❑ Associate Dean: Johanna Vivoni, MEd Curriculum in English, University of Puerto Rico
- ❑ Director of Curriculum: Maritza Cabán, MAEd, Curriculum & Instruction with specialization in Computer Education, University of Phoenix
- ❑ Director of Faculty: Viviana Barrabia, MEd in Educational Administration & Supervision, Universidad Metropolitana
- ❑ Director of Student Affairs: Amneris Soto, MC, CPL in Counselor, University of Phoenix
- ❑ Director of Integrated Student Services: Martha Sergio, MBA in Management, Universidad Metropolitana
- ❑ Director of Administration: Deborah Marín, BBA in Management, Universidad Metropolitana
- ❑ Assessment Director: Brenda Burgos, MEd in Educational Administration & Supervision, Universidad Metropolitana
- ❑ Counselor: Gloria M. Martínez Medina MA, CPL, Universidad del Este

The AHORA Program also has a Student Affairs Coordinator on the campus and at each University Center.

INTEGRATED SERVICES

The service offered is characterized for being personalized and individual, where the student and the program representative together go through the steps from admission to registration, according to the particularity of each student. Due to the integration of the different

student services, students can process their admission, preliminary validation of transfer credit for their courses, receive orientation and apply for financial aid, receive personalized academic advising, and complete registration in the offices of the AHORA Program. The AHORA Program personnel also offer orientation about other services available and serve as a liaison to other offices at the Universidad del Este.

CREDIT FOR EXPERIENCE

The School for Professional Services recognizes that not all knowledge is acquired in a classroom. The work place is also a learning center; knowledge obtained through experience can be evaluated and validated as university credits.

Students that have extensive knowledge of the content of a course in their program of studies may obtain credit by passing **challenge exams**. They must apply for this at the offices of the AHORA Program. The student will receive a study guide prepared for each exam.

Students may also obtain credits for knowledge acquired through their experience by means of a **portfolio**. The portfolio consists of an essay that shows that the knowledge obtained through work experience is equivalent to the knowledge that would be obtained in a classroom at university level.

To prepare a portfolio, students must have approved six credits in the Program. They must then register in the EXPL 101 course that will allow them to train in techniques for preparing a portfolio. After taking this course, students can apply for credits for those portfolios they prepare. Students must be aware that they must not only evidence the years of experience, but also the knowledge obtained through that experience. The essay is evaluated by faculty specialized in the area, who will determine if the credits can be given based on the evidence presented.

The cost of a course by challenge exam or portfolio is 50% the cost per credit of the course to be approved. Each course can be taken this way only once. If the exam or portfolio is approved, a grade of "P" (Passed) will be given and the credits corresponding to the class will be awarded. If it is not approved, the student must register in the class.

All procedures related to credit for experience closely follow the Council for Adult Experiential Learning (CAEL) guidelines and standards.

COURSE DESCRIPTIONS OF THE PROGRAMS

The School of Professional Studies section of the graduate catalog contains most of the descriptions of the core, specialization and elective courses of the Master programs they offer. The School of Education and the School of Business Administration section in this catalog will have education as well as business administration course descriptions that apply to both the School of Professional Studies and the School of Education or the School of Business Administration.

**Master in Public Affair with
 Specialization in Public Policy**

36 Credits	Credits
Fundamentals / Core Courses	21
Elective	3
Specialization	9
Capstone	3

Fundamentals / Core courses		21
PUAG 500	Theoretical Foundations I Public Management	3
PUAG 505	Technical Research Writing Skills	3
PUAG 510	Statistical Methods in Software Packages Applies to Public Affairs	3
PUAG 515	Research Methods Applied to Public Affairs	3
PUAG 520	Macroeconomics Theory Applications to Public Policy	3
PUAG 525	Public Budgeting and Finance	3
PUAG 530	Public policy Design and Analysis	3

Elective Courses (Select one course)		3
PUAG 615	Development of Financing Proposals for Public Sector Projects	3
PUAG 620	Legislation and Administration of Environmental Regulations in Public Sector Projects	3
PUAG 625	Human Resources and Labor Relations Administration in Public Sector and in Non-Profit organizations	3
PUAG 630	Development and Management of Strategic Alliances with Non-Profit Organizations	3
PUAG 635	Conflict Resolutions in Public Affairs	3
PUAG 640	Development and Management of e-government Projects	3

Specialization Courses		9
PUAG 600	Public Policy Analysis Using GIS Technology	3
PUAG 605	Topics and Cases in Urban Policy Planning	3
PUAG 610	The Legislative Process	3

Capstone		3
PUAG 600	Directed Students in Public Affairs	3

**Master of Business Administration
 Specialization in Leadership and Strategic Management**

39 Credits	Credits
Core	18
Specialization	15
Electives	6

Core Courses		18
MANA 500	Organizational Development and Behavior	3
BUSG 505 or INTG 500	Research Techniques in Business Administration Research Methods	3
MARK 510	Marketing Management	3
ACCO 515	Managerial Accounting	3
ECON 520	Business Economics	3
BUSG 525	Ethical Fundamentals in Business Administration	3

Specialization Courses		15
STMG 600	Leadership and Entrepreneurial Vision	3
STMG 601	Strategic Management	3
STMG 602	Technological Applications and Information Systems	3
STMG 603	Entrepreneurial Communication	3
BUSG 655	Integration Seminar	3

Electives Courses (select 2 courses)		6
PRMG 530	Project Management I: Introduction to Project Management	3
PRMG 640	Project Management II: Project Planning	3
STMG 604	Organizations in a global economy	3
STMG 608	Strategies for Change, professional and entrepreneurial development	3

**Master Business Administration with
 Specialization in Project Management**

39 Credits	Credits
Fundamentals / Core Courses	21
Elective	3
Specialization	15

Fundamentals / Core courses		21
MANA 500	Organizational Development and Behavior	3
BUSG 505	Research Techniques in Business Administration	3
MARK 510	Marketing Management	3
PRMG 600	Operations Management	3
ECON 530	Business Economics	3
FINA 530	Business Financing	3
BUSG 655	Integration Seminar	3

Specialization Courses		15
PRMG 601	Project Scope and Time management	3
PRMG 602	Project Cost Management	3
PRMG 603	Quality Management	3
PRMG 604	Human resources and Risk Management	3
PRMG 605	Project Integration Management (Internship)	3

Elective Courses (Select one course)		3
PRMG 606	Project Procurement Management	3
PRMG 607	Project Communication Management	3
PTMG 608	Using a Project Management Information System	3
PRMG 530	Project Management I	3
PRMG 640	Project Management II	3

**Master of Arts in Education with
 Specialization in Bilingual Education**

36 Credits	Credits
Fundamentals / Core Courses	6
Specialization	30

Fundamentals / Core courses		6
SCFG 508	Education and Society	3
SCFG 503 or SCFG 506	Human Development and Leadership: The Early Years and Elementary or Human Development and Learning: Secondary	3

Specialization Courses		30
EDBE 502	Bilingual-bicultural Curriculum Development	3
EDBE 504	Language, Literacy and Culture	3
EDBE 506	Sociopolitical and Historical Perspective in Bilingual Education	3
EDBE 510	Introduction to Research Purpose, Issues and Methodologies	3
EDBE 520	Research Methods in Bilingual and Secondary Language Education	3
EDBE 524	Methods of ESL Literacy and Language Development Applied to Content Courses	3
EDBE 525	Illiteracy, Language and Content in Bilingual Education	3
EDBE 526	Theoretical Foundations of Bilingual and Second Language	3
EDBE 566	First and Second Language Acquisition	3
EDBE 697	Field Experiences in Bilingual and Secondary Language Education	3

**Master of Arts in Education
 Specialization in Adult Education**

36 Credits	Credits
Core	18
Specialization	18

Core Courses		18
EDUG 511	Educational Structures and Change	3
EDUG 522	Normative Inquiry in Education	3
EDUG 530	Action research in Curriculum and Teaching	3
EDUG 531	Statistics Applied to Education	3
EDUG 602	The Constructivism Curriculum	3
EDUG 612	Computerized Informations Systems and Telecommunications in Educational Processes	3

Specialization Courses		15
ADED 600	Adult Education: Foundations, Challenges and Controversies	3
ADED 610	The Adult learner	3
ADED 620	Curriculum, Methods and New Technologies in Adult Teaching and Learning	3
ADED 630	Leadership in Adult Education Programs	3
ADED 640	Planning and Evaluations of Adult Education Programs	3
ADED 640	Reading Seminar in Adult Education	3

**Master of Arts in Education with Specialization in
 Instructional Design and Technology Integration with e-learning**

39 Credits	Credits
Fundamentals / Core Courses	18
Elective	3
Specialization	18

Fundamentals / Core courses		18
ETEG 500	Applied Instructional Design Models	3
ETEG 501	Funamentals of Educational Technology	3
ETEG 502	Distance Education Fundamentals	3
ETEG 503	Curriculum Design and Instructional Technology Design for the adult learner	3
ETEG 525	Applied Resarch	3
ETEG 504	Technology Immersion	3

Specialization Courses		18
ETEL 600	E-learning Technology Integrations and Multimedia	3
ETEL 601	Development of Corporate Virtual training	3
ETEL 602	Distance Education Assessment	3
ETEL 603	E-learning and Virtual learning communities	3
PRTE 630	Instructional Designs and Technology project I	3
PRTE 640	Instructional Designs and Technology Academy II	3

Elective Courses (Select one course)		3
ETEL 604	Applied Instructional Designs for the Corporate World	3
ETEL 605	Applied Instructional Design for the Academy	3

Course Descriptions

Public Affairs

PUAG 500 Theoretical Foundations in Public Management **3 credits**

A comprehensive study of contemporary management approaches, techniques, and skills for varying public organizations. Students will examine the role of bureaucracy in government and the politics of organizational structure, decision making and administrative leadership, and the dynamics of communication. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 505 Technical-Research Writing Skills **3 credits**

The course will focus on good writing practices, and effective technical writing skills. The course integrates practical and professional communication skills applied to the content of the courses in the curriculum. Student participation is the key for succeeding in this course. The focus is less on writing and more on re-writing and refining. Workshop approach will be fundamental in the writing process developed in the course. Journaling and portfolio preparation will be used as a self-learning tool to help students organize their thoughts. Critical thinking and analysis will be encouraged in the writing skills development. The course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 510 Statistical Methods in Software Packages Applied to Public **3 credits Affairs**

Introduction to the practical use of statistical methods most commonly applied in social sciences, including descriptive statistics, inferential methods, and regressions in various forms. Emphasis on conceptually understanding statistical methods, knowing when to use which methods, how to use them, how to execute them in statistical software; such as, SPSS software, and how to interpret the results from computer output. Thus, mathematical derivation and manipulation of formulas are de-emphasized. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 515 Research Methods Applied to Public Affairs **3 credits**

The study and practice of the most common research methodologies used in need analysis and program evaluation for public issues. Methodologies include: questionnaires, surveys, checklists, interviews, documentation reviews, observation, focus groups, and case studies. The course includes practice in research proposal writing, data collection techniques design, sampling, coding, data analysis, and final report writing. Training and use of basic descriptive and inferential computer statistical tools is also included. No previous training in statistics is required, but a fluency in high school algebra concepts is recommended. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, technical practices, and field experiences.

PUAG 520 Macroeconomic Theory Applications to Public Policy

3 credits

The course will focus on the fundamentals of macroeconomic theory and its application to public sector decisions. Understanding of the behavior of economy as a whole and the forces at play. The causes of economic phenomenon such as unemployment, inflation, business cycles, economic growth and recessions will be studied. Attention will also be given to economic policy aimed at influencing the performance of an economy and the debates which surround them. The student is encouraged to apply macroeconomic theory in debates on current issues. The course also emphasizes the exposition of principles and techniques of economic theory that are most useful in analyzing economic aspects of public affairs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 525 Public Budgeting and Finance

3 credits

The course will exam the budget and finance at the state and local level of government. Topics include: budget structure and process; decision makers within the political and economic environment; debt, capital planning and bond financing; revenue structures supporting expenditures, as well as contemporary issues such as privatization and liability insurance. Tax policy and associated tradeoffs between tax equity and efficiency and spending and program needs are also examined. Two case studies are utilized: one related to state and local tax policy and one related to budgetary decision-making. The course combines readings with the development of a budget for a hypothetical city to demonstrate budget formats, the politics of budgeting, and methods of projecting expenditures and revenues, administration and criteria for selecting taxes. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 530 Public Policy Design and Analysis

3 credits

The course will provide the comprehensive study of the logic of action and decision making regarding issues underlying scientific and policy research and public policy; the role of problem definition, description, theory, model building, explanation, and prediction in policy research and decision making. The course reviews major substantive theories of public choice and public policy making and critically examines them from a logical and theoretical perspective. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 600 Public Policy Analyses Using GIS Technology

3 credits

Practical introduction to the use of computer mapping (Geographic Information systems) for policy analysis and decision-making using workshop strategies. Students learn MapInfo through examples of map applications. Class sessions will be conducted in a computer classroom and will be devoted to learning how to make maps in MapInfo and to discussing the different uses of maps. The course will touch-on databases and GIS techniques now being developed by public agencies and private concerns. Topics will also include using GIS databases to assist our society with current policy issues, such as water quality, land use and availability, wetland, ground and surface water protection, land resources, and facilities management. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies,

Internet assignments, action research, field experiences, and conferences. Exercises and a final project in the field are required.

PUAG 605 Topics and Cases in Urban Policy and Planning

3 credits

Basic analysis for the revitalization of and planning for communities in general and neighborhoods in particular. Course focuses on the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues and related areas. The emphasis is on project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development. The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity. Students in the course will both, study research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 610 Legislative Process

3 credits

Study of the principles of legislative process and how it is run at the federal and state level with emphasis in Puerto Rico State Legislature. The topics included are: organizational structure and operation, legislator responsibilities, committee schedules and agendas, bills drafting and sources of information for law making, and the decision-making process will be studied to forecast legislative role in policy making. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 615 Development of Financing Proposals for Public Sector
Projects**

3 credits

Practical hands-on study of the concepts, strategies, and techniques of resource development in public and not-for-profit organizations. Emphasis on formulation of needs and capacity studies, organization of goals and objectives, grant proposals and budget preparation. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. A grant proposal for a hypothetical public or non profit organization project is a requirement.

**PUAG 620 Legislation and Administration of Environmental
Regulations in Public Sector Projects**

3 credits

A comprehensive study of laws use for the formulation, articulation, and enforcement of natural resources and environmental policy. Legal sources, such as statutes, cases, administrative rulings, and agency practices; federal and state legislation, cases and administrative rules are examined for policy inconsistencies, contradictions, and overlap. The effectiveness of fees, injunctions, and other legal sanctions is discussed. The goal of the course is to develop an understanding of these techniques through a combination of lectures, exercises, and the examination of a set of real-world case studies. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research,

field experiences, and conferences. The course will culminate with an in-depth analysis of a particular real-world environmental problem using the tools learned in class.

**PUAG 625 Human Resources and Labor Relations Administration in
3 credits Public Sector and in Non-Profit Organizations**

Study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course focuses on methods designed to assist individuals and organizational groups in preparing for present and future opportunities; review and practice of techniques to improve knowledge, skills, attitudes, group behavior, and organizational structures. Topical problems, issues from operational and theoretical perspectives; emphasis on political, legal, economic, social, and environmental forces that shape the human resource function in public agencies will also be examined. The student will explore the negotiation and administration of collective bargaining agreements and issues that accompany the growth of the nonunion sector in both private, non-profit and public sectors. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 630 Development and Management of Strategic Alliances with
3 credits Non- Profit Organizations**

The course will provide the analysis of on management issues unique to non-profit sector. The course focuses on hands-on use of real-world examples of organizations input on community service and the non-profit sector efficiency as services providers in substitution of the traditional public sector organization. Attention is also provided to managing volunteers and fundraising. The student is challenged to a critique approach of the issues related to the development and empowerment of the non-profit sector as an opportunity to boost and expand the non financial resources available to serve the communities. Also, the course discusses the opportunities to empower these organizations to be capable of being intermediaries in long term contractual and non contractual relationships with the traditional governmental organizations to meet the unmet community needs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 635 Conflict Resolution in Public Policy Affairs
3 credits**

Study of the principles of negotiation in organizational settings and provides firsthand experience in simulated negotiations. Theoretical and empirical research on the variables that affect success in negotiations is discussed. The students engage in a series of bargaining exercises between individuals and teams. The course analyses the knowledge and skills necessary for effective management of complex multi-party disputes about public issues such as state budget, land use, and delivery of services. The student examines the principles for managing conflict in the public sector; explores effective methods for analyzing and framing multi-party conflicts; and participate in step-by-step procedures for reaching and implementing agreements. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 640 Development and Management of e-government Projects
3 credits**

Perspective of the issues surrounding the design and implementation of e-government projects and information policies. These issues include development of e-government, e-governance, political influences, strategic planning, design and implementation of information systems, information resource management, privacy and security, information quality, and knowledge management. This

course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. Multiple channels of communication and engaging discussions will serve to facilitate knowledge building. Students are expected to catch up with readings and assignments, group workshops and activities to immerse students with relevant issues and practices in e-government.

PUAG 660 Directed Study in Public Affairs
3 credits

The course will study a public policy issue research, including oral presentation, delivered to members of the Public Affairs faculty. The student should submit a project proposal; arrange meetings with the advisor as work progresses; submit a first draft of report, then submit a final report to the faculty advisor prior to completion of semester graduation.

Strategic Leadership Management

STGM 600 Leadership and Entrepreneurial Vision
3 credits

Analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organizations' vision and mission. Human resources strategies for empowerment and its impact in the organizational culture. Application of theoretical knowledge in relation to individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuous changing environment.

STGM 601 Strategic Management
3 credits

Analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses. Emphasis in the application of the vision, mission, goals and objectives for the development of strategies in the planning process. Development of a strategic plan that includes identification and evaluation of alternatives for its control. This course is targeted to the development and application of analytical skills related to strategic planning.

STGM 602 Technological Applications and Information Systems
3 credits

Develops analytical skills for the operational integration of different information resources. Allows for the identification, analysis and evaluation of alternatives for the improvement of the organizations' effectiveness. Emphasizes the importance of technology for strategic planning and problem solving. This course focuses in the development and application of the knowledge and skills needed to understand, evaluate and make decisions related with information systems.

STGM 603 Entrepreneurial Communication
3 credits

Analysis of effective skills for communication and presentations. Emphasis in knowledge and critical use of different techniques, means and programs. Evaluates different aspects of the communication process including audience, understanding the context, the receptor and the importance of feedback for an effective communication. This course focuses in the study of theoretical and practical concepts for effective business communication.

STGM 608 **Strategies for Change, Professional and Entrepreneurial
3 credits** **Development**

Analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension and respect for diversity and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture. Emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

PRMG 530 **Program Management 1: Introduction to Program
3 credits** **Management**

Analysis of processes related to Program Management. Comprehension of a projects' life cycle and the importance of evaluating its different phases in the achievement of organizational goals. Emphasis in the development of skills and competencies related to planning and methodologies of the area. Study of general theoretical and practical related concepts. Contrasts between project and operations.

PRMG 640 **Program Management II: Project Planning
3 credits**

Analysis, action plan development and usage of effective methods in project management. Study of processes in the planning and initial phases of projects. Critical analysis of inputs, products, tools and techniques used in project management processes. Application of related terminology and definitions.

BUSG 650 **Integration Seminar
3 credits**

Analysis of real and simulated case studies for the appropriate application of the planning, decision making and problem solving processes. Comparative analysis of patterns and managerial problems. Seminar geared towards the application of related principles, concepts and theories. This course includes the development of an individual research project.

Research Course

INTG 500 **Research Methods
3 credits**

Integrated course that studies the nature of research in the behavioral sciences and its various qualitative and quantitative methodologies. Emphasis is placed on planning, implementation, analysis of data and evaluation of field research.

Project Management

PRMG 600 **Operation Management
3 credits**

This course will introduce concepts and techniques for coordination and planning to manage and control manufacturing and service operations. In general, the course provides definitions of operations management terms, tools and techniques for analyzing operations, and strategic context for making operational decisions. The content is organized in five modules: Operations Analysis, Coordination and Planning, Quality Management, Project Management and Supply Chain Management.

PRMG 601 **Project Scope and Time Management
3 credits**

This course includes the definition and analysis of the *Project Management* processes required to ensure that the project includes all the work required to successfully complete the project according project goal, objectives, needs and expectations. Definition and analysis of the processes required to ensure that the project is completed on time taking into consideration activity list, durations, activity sequencing, start and finish dates and graphical representations such as *GANNT* and *Critical Path Method* charts. It is the application of how the project scope baseline is defined and how the work breakdown structure is created and defined.

PRMG 602 Project Cost Management

3 credits

Definition and analysis of the processes required to ensure that the project is completed within the approved budget. It is the application of financial concepts, earned value and forecasting techniques. There is a discussion regarding cost estimating, budgeting, S-curves, operation and maintenance life cycle costs, contingency reserve and baseline. The budget definition for a project is covered as part of this course. The discussion of the differences between a new change to the approved project budget and project variances are reviewed. Impact analysis about project critical areas is also covered.

PRMG 603 Project Quality Management

3 credits

Definition and analysis of the processes required to ensure that the project and each deliverable satisfy the needs for which they were undertaken. It is the application of quality concepts, quality costs and quality control to the management process. The course emphasizes the importance of the quality plan definition, the requirements, the audits, the quality control and the quality baseline. The definition and development of a quality plan is covered. The discussion of the differences between a new change to the approved quality plan and project variances are reviewed. Impact analysis about project critical areas is also covered.

PRMG 604 Project Human Resources and Risk Management

3 credits

Definition and analysis of the processes required to make the most effective use of people involved in the project and the development of the project team. The class includes a study of high performance project teams. Strategies for the recruitment and selection of project team members are also covered along with the development of the project team. Description and analysis of Motivational Theories such as Maslow, Herzberg, Alderfer, and McGregor among others, and the impact to project team development are discussed. Other topics include the definition and analysis of processes concerned with identification, analysis and response to project risk that will help in the development of a risk management plan and risk response plan. Topics include risk identification, qualification, and quantification to help in the analysis of the risk impact according to project's triple constraint.

PRMG 606 Project Procurement Management

3 credits

Definition and analysis of the processes required to acquire goods and services from outside the performing organization. Topics include the discussion about contract types, negotiation processes, contractual terms and conditions, clauses, procurement team, quality levels, financial components among others. Also covered in the class are cost-benefit analysis, make or buy decisions, management of proposals, quotations and contracts.

PRMG 607 Project Communication Management
3 credits

Definition and analysis of the processes required to ensure timely and appropriate generation, collection, dissemination, storage and ultimate disposition of project information. Emphasis is on the components of effective communication. A description of strategies for an effective communications with project stakeholders and the definition of project team ground rules and conflict management are also covered.

PRMG 608 Using a *Project Management* Information System
3 credits

This course covers the use of a *Project Management* information system tool such as Microsoft Project®. The attendee will receive knowledge of schedule development, resource management, dependencies, dashboards, metrics, cost estimating and budget, baseline setup, using reporting options among others.

PRMG 605 Project Integration Management (Internship)
3 credits

The students will have the opportunity to participate in 60 hours during 8 weeks, in a real project to apply the *Project Management* Concepts by developing a project definition and analysis of the processes required to ensure that the five processes groups and nine knowledge areas of the project are properly coordinated in the project. Aspects required to integrate all areas of knowledge and processes established, will be complemented with the discussion.

BUSG 655 Integration Seminar
3 credits

Analysis of real and simulated case studies for the appropriate application of the planning, decision making and problem solving processes. Comparative analysis of patterns and managerial problems is covered in the course. The seminar is geared towards the application of related principles, concepts and theories. This course includes the development of an individual research project. 8 weeks course.

Education Course Descriptions

Social and Cultural Foundation

SCFG 503 Human Development and Learning: The Early Years and
3 credits Elementary

This course will focus on the developmental processes school-age children, kindergarten through elementary school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people. Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.

SCFG 506 Human Development and Learning: Secondary
3 credits

This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity vis a vis race, class, and gender formations within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society. Forms of inquiry will include students' examination of their own lives and assumptions, critique of theory, and observations of young people in a variety of contexts. Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.

SCFG 508 Education and Society
3 credits

A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

Bilingual/Bicultural Education

EDBE 502 Bilingual-Bicultural Curriculum Development
3 credits

Reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. Includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity. Students will connect prior knowledge with new course content and applications through large and small group discussions, demonstrations, and cooperative learning among other strategies.

EDBE 504 Language, Literacy, and Culture
3 credits

Examines the interdisciplinary study of language and literacy in their cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human developmental processes. Explores the social and political conditions that endorse different language and literacy practices and doctrines and create anti-bilingual education ideologies in the U.S. Topics include language and literacy and ethnicity, identity, social class, and gender, among other related topics. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis,

problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

**EDBE 506 Sociopolitical and Historical Perspectives in Bilingual
3 credits Education**

Presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

**EDBE 525 Biliteracy, Language and Content in Bilingual Education
3 credits**

Analyzes and evaluates methods and materials used in bilingual education and ESL programs for content teaching. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language and how it is approached in content areas. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues by the use of discussions, cooperative learning, research and observation of classroom experience.

**EDBE 524 Methods of ESL Literacy and Language Development
3 credits Applied to Content Courses**

Course examines the relationship of reading and writing development to second language acquisition in ESL contexts as it is approached in content courses. Discusses various learning and teaching approaches that effectively extend English language learners' literacy and language skills in content areas. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development and by the use of learning activities that promote oral and written communication, use of technology, in cooperative group settings, research and observation of classroom experience.

**EDBE 526 Theoretical Foundations of Bilingual Education and ESL
3 credits**

Presents an introduction to the field of Bilingual Education as opposed to English as a second language, with attention to basic concepts of second language acquisition in various subject matter contexts. Discusses interdisciplinary perspectives of second language acquisition and their application to content area classroom practices. The different factors influencing the acquisition of English as a second language are examined as well as current research in applied linguistics and different approaches to language teaching. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make

presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 566 First and Second Language Acquisition
3 credits

Addresses the relationship between language development and use and social, emotional, cognitive, and physical development of children. Introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. Includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

Research Course Descriptions

EDBE 510 Introduction to Research: Purposes, Issues and
3 credits Methodologies

Presents the multiple frameworks that inform education action research, the various methodologies employed in collecting and analyzing data, and the advantages, limitations and values implicit in conducting and evaluating research. This course examines the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 520 Research Methods in Bilingual and Second Language
3 credits Education

Introduces and develops research design for the study of linguistic, social, and psychological variables in bilingual, second language, and dialectically diverse populations; emphasis on designing and carrying out a research project related to bilingual education and/or second language acquisition issues. The Research Methods in Bilingual & Bicultural Studies course will focus on research issues in bilingual-bicultural education. It will provide students with opportunities to develop research questions, establish methods, review research literature, and begin field work for the writing of their Masters theses or M.Ed. papers. PREREQUISITE: EDBE 510.

Field Experience Course Descriptions

EDBE 697 Field Experiences in Bilingual and Second Language
3 credits Education

Observations and participatory experience with children and youth in a school or agency at the level they have specialized in. They will observe and report on specific bilingual classroom settings,

activities, and cases where they will be able to demonstrate their knowledge and applicability of the courses from the program. A systematized and structured plan will be required between student and facilitator. PREREQUISITE: 20 credits approved; including: EDBE 502, EDBE 525, & EDBE 566.

Adult Education

ADED 600 Adult Education: Foundations, Challenges and 3 credits Controversies

A study of the historical and philosophical foundations of adult education, including methods and approaches. Analysis of the adult education movement, from its early stages to present. Critical study of the changes which have created new learners, challenges and controversies in the contemporary practice of adult education and their future implications.

ADED 610 The Adult Learner 3 credits

A study of the physical and psychological changes in the life of the adult and their implications to the learning process. Identification of adult education principles, differences between young and adult learning, and most recent research regarding adult education. Analysis of the theoretical perspectives of the adult student and its implications to the educational practice. Evaluation of the forces motivating behavior in an adult learning setting.

ADED 620 Curriculum, Methods and New Technologies in Adult 3 credits Teaching and Learning

A study of the principles and practices related to curriculum and teaching adult students. Selection and use of instructional design strategies, learning experiences, and appropriate educational materials used in a variety of contexts, audiences and situations in which adult education is offered. Selection, use, implementation, and evaluation of appropriate technologies to be used in the offering of educational opportunities for adult students. Analysis of methods, traditional and innovative approaches, preparation of lesson plans, use of learning evaluation techniques, and development of self-directed learning skills and competencies, and education in service.

ADED 630 Leadership in Adult Education Programs 3 credits

A study of the leadership principles used to manage programs in adult education in a variety of contexts. Emphasis in the methods to establish effective adult education programs and the procedures in marketing, design, organization, operations management, human, physical, and fiscal resources of adult education organizations and institutions. Analysis of policy establishments and procedures to achieve the objectives of adult education programs within local and federal requirements.

ADED 640 Planning and Evaluation of Adult Education Programs 3 credits

A study of planning models and procedures, development, and evaluation of adult education programs. Critical analysis of most recent theory and real life case studies to develop necessary skills in the design and application of need studies, establishment of priorities, objectives, standards, and implementation of procedures and evaluation techniques of adult education programs.

ADED 650 Reading Seminar in Adult Education

3 credits

Integration of theory and practice in an experience in which analysis of readings and research will be analyzed within the adult education field. Application of obtained knowledge and skills to solve simulation problems regarding the improvement of the quality of educational services to the adult student. Prerequisite: At least 12 credits in adult education courses

Instructional Design

ETEG 500 Applied Instructional Design Models

3 credits

An introduction to Instructional Design (ID) theories. ID Models will be studied, such as Mayer (1999) SOI model; Merrill (1983, 1994) CD Model; Jonnassen (1999) CLEs Model, ASSURE ISD model (1985). This model integrates the Robert Gagné Instructional event, as well as, ADDIE (1975) and Dick and Cary (1990) models. This course will analyze, conduct needs assessment, improvement of performance, systematic design of materials, teaching strategies, and evaluation, both formative and summative, of instructional materials.

ETEG 501 Fundamentals of Educational Technology

3 credits

Educational technology fundamental theories, concepts, and trends will be studied. Terminology, definitions, and development of the educational technology will be analyzed from a professional and reviewer perspective. The role of the Educational technologist and the professional practices will be analyzed in accordance to the most recent changes in technology of the 21st Century. The course will include research, case studies, and readings related to the field.

ETEG 502 Distance Education Fundamentals

3 credits

Distance Education's fundamental theories and philosophy will be discussed. Students will evaluate the technologies that might be incorporated into distance education, as well as, teaching and learning strategies for the modality. Emphasis will be given to the Internet, video clips, video-conference, and the selection and impact of the most appropriate medium and technologies for both synchronic or asynchrony distance education instruction.

ETEG 503 Curriculum Design and Instructional Design for the adult learner

3 credits

Introduction to the principles of curriculum design for an adult population, and the development of innovative strategies to be used with this population will be discussed. The use of evaluation methodology and the selection of constructivism strategies for instructional design and implementation will be emphasized.

ETEG 504 Technology Immersion

3 credits

Study and integration of the most commonly used applications and software for Instructional design purposes. New technological trends and open source multimedia, WEB 2.0, the new world of virtual reality, and its contributions to corporate organizational processes in cultural, educational, and social environment will be studied.

ETRE 525 Applied Research

3 credits

The course focuses on the analysis of research methods and the integration of research methodology to the real world. Data collection, organization, and analysis of this data for decision making, evaluation and implementation of changes will be covered. Immersion of statistics data and research methodology, development of evaluation and assessment instruments, and the researcher's responsibilities in relation to federal Institutional Review Board (IRB) regulations will be studied. The course devotes special emphasis to the research skills as applied in this particular field of knowledge, but maintaining the tradition of the scientific investigation. Application of results to the distance learning discipline.

ETEL 600 E-learning, Technology Integration and Multimedia

3 credits

Introduction to the effective use of instructional media and e-learning strategies for promote new skills and knowledge, with the support of internet communication technologies. The planning and production of an instructional module that integrates the different technologies and available multimedia as learning tools will be discussed. Although, evaluation of instructional media (video, audio, apps, CDs, DVDs, among others) for teaching and learning support will be discuss.

ETEL 601 Development of Corporate Virtual training

3 credits

This course emphasized in the design, concepts and strategic planning required for developing the corporate human resources. Students will analyze the philosophic concepts that guide the different virtual training models. Emphasis will be given to the selection, adjustment and practice of current virtual strategies, activities and methods for corporate settings.

ETEL 602 Distance education assessment

3 credits

Study of different strategies and phases of the assessment that allows interpretations and use of the data collection related to the students learning process. A systematic approach for developing significant learning and comprehension required to develop student's knowledge as a result of the educational experience will be emphasized. Electronic assessment techniques like e-portfolios, e-rubrics, and e-forms will be used, as well as a variety of Open Technologies that support distance education.

ETEL 603 E-learning and Virtual learning communities

3 credits

Study of media and technology used in distance education, such as video clips, audio, blogs, wikis, and open source, among others. Classes will be conducted synchronized and asynchronous in order to promote the new virtual environment of the 21st Century. Critical analysis of the principles and theories of e-learning, communication media research, and effective teaching techniques for implementing virtual learning communities will be covered.

ETEL 604 Applied Instructional Designs for the Corporate World

3 credits

An introduction to the theories and foundations of the systematic design of instruction by integrating learning strategies focused on the corporate world. Among the topics, the analysis of improving employee performance, through a systematic design of materials, learning experiences and integrating technologies for the adult learner, implementation of the ID, need of assessment, and formative and summative evaluations will be covered.

ETEL 605 Applied Instructional Designs for the Academy
3 credits

Introduction of the theories and Foundations of systematic instructional design based on Dick and Carey model, focusing on the strategies for the adult learner integrating constructivism. The student will design a unit using the nine steps of this model in the instructional design including the strategies for an adult population.

PRTE 630 Instructional Designs and Technological Project I
3 credits

Individual supervised project consisting of presenting an innovative technological instructional design as a solution to a real educational problem of practical nature. Discussions will be held to guide students in identifying the problem, present the hypothesis, research, data collection, data analysis, interpretation, presentation, and conclusions. Significant information must be presented to prove the need of the **technology integration** as a tool for virtual education environments.

PRDI 640 Instructional Design Technological Project II
3 credits

Individual supervised project consisting of research and critical analysis of instructional design models for virtual educational environments. Study of the model's process for distance education and e-learning will be emphasized. Discussions will be held to guide students in identifying the problem, present the hypothesis, research, data collection and data analysis, interpretation, presentation and conclusions. Significant information must be presented to prove the need of the **Instructional Technologist** and the performance of students' **involvement in virtual learning communities**.

School of Social and Human Sciences



Master in Crimal Justice, Criminology and Research

Master in Social Work with specialization in Clinical Social Work

GRADUATE CATALOG

2013-2014

SCHOOL OF SOCIAL AND HUMAN SCIENCES

The School of Social and Human Sciences offers graduate and undergraduate degrees as well as general education courses. The School also houses two specialized units: the *Department of Social Work* and the *Institute of Security and Protection (ISeP)*.

VISION

The School of Social and Human Sciences is a learning community committed to the continuous development and application of the highest quality of education.

MISSION

The School of Social and Human Sciences' mission promotes the integral development of an individual that is capable of successful accomplishments in his/her social, spiritual, political, and economical environment. The school is committed to foster responsibility with the human morals and ethics, as well as a comprehensive attitude and an appreciation of diversity and respect of human dignity.

The School encourages strengthening, enriching, and continuing the academic development of the faculty and student body, as well as, research and assessment in all its graduate and undergraduate programs. The school also promotes the integration of information skills and the proper use of technology.

The curriculum is focused on stimulating critical and creative thinking skills, in addition to stimulating the enhancement of the teaching and learning process. The School of Social and Human Sciences prepares the student to confront the opportunities and challenges presented by the social, cultural, political, and economical circumstances of the changing world.

GOALS

- ◆ Offer a multidisciplinary curriculum that guarantees the quality of its offerings and is geared towards the professional development of the student.
- ◆ Promote the professional development of the faculty and students in order to contribute to the attainment of the School's mission.
- ◆ Promote research and investigation within and among the student body and faculty.
- ◆ Promote the development of the student through the use of a variety of teaching strategies, support services, research experiences, co-curricular activities, and experiences in the workplace.
- ◆ Develop and improve decision-making skills, problem-solving skills, oral and written expression, team work, and leadership skills.
- ◆ Foster the development of national and international alliances and collaborative agreements.

FACULTY

Almeida Rodríguez, Manuel S., Assistant Professor

PhD, Political Sciences, University of Massachusetts-Amherst

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PhD, Literature, Centro de Estudios Avanzados y del Caribe
MEd, Spanish, New York University

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PhD, Hispanic Studies, University of Puerto Rico, Rio Piedras Campus
MEd, Spanish Curriculum, University of Puerto Rico, Rio Piedras Campus

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Associate Professor

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JD, University of Puerto Rico, Rio Piedras Campus

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MEd, Administration and Supervision, Turabo University

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PsyD, Clinical Psychology, Carlos Albizu University
MA, Criminal Justice, Interamerican University, School of Law

Pérez Cordero, Gladys, Associate Professor

EdD, Education Administration and Leadership, Dowling College
MEd, TESL, University of Puerto Rico, Rio Piedras Campus

Sanabria Rodríguez, Jhon J., Assistant Professor

PhD, Community and Prevention Research, University of Illinois at Chicago

Toledo López, Ángel A., Assistant Professor

PhD, American Politics, Pennsylvania State University
JD, University of Puerto Rico, School of Law

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JD, Pontifical Catholic University of Puerto Rico, Ponce Campus

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Martínez Romero, Ricardo, Administrative Director

MBA, Accounting, Universidad Metropolitana, Puerto Rico

Bidot Baerga, Ruth, Director of Student Affairs

MBA, Marketing, Phoenix University

Barriera Ortiz, Diana, Academic Coordinator

MBA, Management, Universidad del Este

Velázquez, Vimary, Coordinator of Student Services

MBA, Universidad del Este

Méndez, Ana C., Coordinator of Student Services

BA, Interamerican University of Puerto Rico, San German Campus

PROGRAM DESCRIPTIONS

Criminal Justice

The Master in Criminal Justice, Criminology and Investigation, integrates the study of the components of the justice system, the analysis of criminal behavior and the application of research strategies for finding and understanding of criminal. With this new name and structure, this master prepares professionals who know the criminal justice system, its components and processes that take place within each of them to master the theories on the etiology, prevention, intervention and management criminal behavior, applying skills qualitative and quantitative research, drafting and preparation of proposals, scenario development and interpretation of data, and to master the strategies and action steps to effectively work a crime scene.

Social Work (see Department of Social Work)

The professional in Social Work promotes social change, problem solving in human relationships and the empowerment of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

The social work professional offers a variety of services to individuals, families, groups, and communities. Among the professional services performed by social workers are service interviews, referrals, gathering and evaluating information, and documentation of services provided. In addition the social worker may use other intervention systems related to their professional endeavors. Graduates are offered a variety of experiences in the various fields of Social Work so they may be apt to provide those services upon graduating. Graduates from the Social Work Program may seek professional licensing provided by the Board of Examiners of the Social Workers of Puerto Rico.

ADMISSIONS REQUIREMENTS

These are in addition to the general admissions requirement at UNE.

- Bachelor degree with a grade point average of 2.75.

GRADUATION REQUIREMENTS OF THE PROGRAM

The graduation requirements for the masters programs are:

- A general grade point average of 3.0
- Approve a comprehensive examination

Master in Criminal Justice, Criminology and Research

42 Credits	Credits
Fundamentals	9
Research	9
Specialization	21
Select from	
Comprehensive Examination	3

Fundamentals		9
CJGR 502	Fundamentals, Organization and Administration of the Criminal Justice System	3
CJGR 515	Legal, Ethical and Moral Issues in Criminal Justice	3
CJGR 636	Correctional philosophy and Offender Rehabilitation	3

Research		9
CJGR 611	Forensic Research Principles applied to Criminal Justice	3
CJGR 646	Forensic Criminalistics	3
INTG 500	Research Metodology	3

Specialization Courses		21
CJGR 602	Criminology and Deviant Behavior	3
CJGR 607	Information Technologies applied to Criminal Justice	3
CJGR 615	Penology	3
CJGR 620	Victimology	3
CJGR 627	Statistics Applied to Criminal Justice	3
CJGR 633	Cyber Criminology	3
CJGR 637	Forensic Psychology	3

Comprehensive Examination / Research Project		3
CJGR 651	Integrated Seminar for Comprehensive Test	3
or		
CJGR 648	Research Project in Criminal Justice	3

COURSE DESCRIPTIONS

CJGR 502 Foundations, Organization and Administration of the Criminal Justice System **3 credits**

Exploration of the theoretical, historical and sociopolitical of Criminal Justice, with emphasis on the etiology of criminal behavior and policies related to the control of crime. Review of the key components of the criminal justice system (police, courts, correction system, juvenile justice systems), including their corresponding historical perspectives, roles and functions, related agencies and any process that is part of the administration of the justice.

CJGR 515 Legal, Ethical and Moral Aspects of Justice **3 Credits**

Review the legal, ethical, and moral approaches to crime and justice; examine the principles of Justice and contemporary ethical concerns regarding the law, police, courts and corrections; discussion of the moral choice the criminal justice practitioners face every day and the ways of making moral judgments and decisions. In-depth discussion of legal and ethical issues such as confidentiality, conflicts of interest, professional behavior, use of force, factual and legal guilt, discretion, corruption, codes of ethics. Analysis of classical ethical theories and their consideration in the administration of criminal justice, criminal justice agencies and their relevance to issues in criminal justice (law enforcement, punishment, life in prison, death Penalty, among others). Four important areas involved in the ethical decision-making will be discussed in depth: law enforcement, professional ethics, correctional ethics and ethics in the formulation of public policy.

CJGR 602 Criminology and Deviant Behavior **3 Credits**

This course provides an analysis of deviant behavior as a social process by the study of the schools and theories of crime and delinquency, from the interdisciplinary perspective of Criminology based on social control, the impact of crime on victims and the regulations filed by the criminal justice system. Also discusses the role of the Government in the formulation of public policy related to the control of crime and the maintenance and strengthening of the Criminal justice system. Internalize in the responsibility of the public safety agencies to ensure compliance with the law, such as the police, courts, the system of juvenile justice and correction system. Students will be able to make a critical analysis of major theoretical perspectives on deviance behavior within sociology, including, functionalist, conflict, and symbolic-integrationist perspectives.

CJGR 607 Information Technology Applied To Criminal Justice **3 credits**

Study of the key elements and critical issues related to technical and administrative aspects of the new information and communication technologies applied to the Criminal Justice system. Topics include where they are considered the strategies, infrastructure, security, management and control, web services and future challenges in the adoption of technology applied to Criminal Justice.

CJGR 611 Forensic Research Principles Applied to Criminal Justice **3 credits**

This course works with the theories, scientific methods and procedures related to the crime scene investigation. Emphasize the ethical aspects, functions and role of the researcher before the court, applying forensic science to the presentation of evidence in court. Students will apply the scientific and operational techniques that a researcher uses to work the scene of a crime. Apply the principles of research, using the equipment for the collection, preservation and control of pieces of evidence.

Learn about safety measures to be taken at the scene for their protection and the protection of the evidence obtained.

CJGR 615 Penology

3 credits

Analysis of philosophical and theoretical foundations of punishment as an official system of crime control. Depth analysis of the use of prisons as the principal means of punishing criminal offenders and controlling criminal behavior. Study of the historical development of correctional structures, punishment, organization, and practices in the handling of criminals from early to modern times. Focus is on the goals and development of corrections system, the history of corrections, characteristics of correctional clients, correctional practices (jails, probation, intermediate sanctions, prison...), examples of correctional programs and issues related to correctional management. Modern penal systems are then examined from both sociological and legal viewpoints. Some important topics for discussion are: politics of punishment; police role; criminal justice administrators job performance; the growth of prison population; the rehabilitation debate; prison subcultures; life in prison; women and children in prison; alternatives to incarceration, and the future of criminal punishment.

CJGR 620 Victimology

3 credits

In-depth analysis of Victimology, this specialized field of criminology which is related to the study of victims of crime and factors connected to the victim. A historical perspective on the study of victimology, theories related to the explanation of victimization, the modern evolution of victim rights, and the development of victim services will be examined. Special consideration is given to time, space, sex, age, and occupational factors in criminal-victim relationships and victim typology. Topics will also include assessments of victim risk, the causes of victimization, reactions to victimization experiences, and fear of crime. The interaction between victims of crime and the system of criminal justice (responsibilities; professional intervention, restitution or compensation); between offenders and victims; victims justice; and the emergence of the victim's role in the Criminal Justice System and the services that the victim is offered is considered.

CJGR 627 Statistics Applied To Criminal Justice

3 credits

This course is an introduction to statistical techniques applied in the field of Criminal Justice and Forensic Investigation. It requires a basic knowledge in mathematics and statistics. Study the calculation, interpretation and basic understanding of descriptive and inferential statistics measures, correlation and analysis. Students will make practical applications.

CJGR 633 Cyber Criminology

3 credits

Exploration and critical analysis of the etiology and cyber ethics climber (commonly known as hacker) from a criminological perspective, particularly on the causes and motives and the resulting control mechanisms. From an interdisciplinary perspective, explores the different modalities, technologies and techniques of cyber crimes and changing springs. Students will study its impact and the reactions of the state regulatory oversight and the private corporate sector.

CJGR 636 Correctional philosophy and offender rehabilitation

3 credits

Depth study of the major theories and methodologies used in therapeutic treatment, crisis intervention and rehabilitation of criminals and offenders. Analysis of the ideal model of rehabilitation and the controversies that have occurred historically on criminal phenomenon. Special

consideration will be given to issues related to the methodology to be used in rehabilitation processes, such as planning process and techniques used; implementation and subsequent evaluation of interventions, group work, techniques related to skills development social and cognitive models of social interaction and study of criminal and delinquent behavior in terms of their own decision-making processes. It will also assess the current legislation provides mechanisms for the rehabilitation of offenders (youth and adults).

CJGR 637 Forensic Psychology
3 credits

This course examines the impact of crime on human behavior, taking into consideration the collection of information for analysis and presentation of evidence in legal proceedings before judges. It is based on the logical understanding of substantive and procedural law for assessments and psychological-legal analysis, for effective interaction with judges, prosecutors, advocates and other professionals in the judicial process

CJGR 646 Forensic Criminalistics
3 credits

Interim study of the scene and the evidence left where the crime took place. It is based on systematic and scientific verification of the crime as an auxiliary of Criminal Justice. Formal sciences are used for the deduction and analysis of the applicable theorems for the resolution of criminal cases. Include the analysis of the facts from the standpoint of the study and recreation of the scene. It uses the factual sciences on the work field, to illustrate the facts to the judge and to the public prosecutor, in the search of the causes of crime and its perpetrator.

CJGR 648 Research Project In Criminal Justice
3 credits

This course is aimed to the integration of acquired knowledge and individual choice of a definite related to the areas studied in the Masters in Criminal Justice. It is an experience of applied research, which harmonizes and logically articulate theories, methodologies, concepts and strategies of documentary and field research. It discusses the basics of quantitative and qualitative research in a technical way to identify, analyze problems and identify solutions. Taking the scenario of the historical development and current role of Criminal Justice, students will use their hypotheses, questions, tools for data collection and strategies learned to complete their investigation. A Director of the Research Project will supervise the process.

INTG 500 Research Methods
3 credits

Integrated course that studies the nature of research in the behavioral sciences and its various qualitative and quantitative methodologies. Emphasis is placed on planning, implementation, analysis of data and evaluation of field research.

**SCHOOL OF SOCIAL AND HUMAN SCIENCES
DEPARTMENT OF SOCIAL WORK**

VISION

To be recognized as the best Social Work program in Puerto Rico.

MISSION

To produce and disseminate a body of knowledge that encourages the development of Social Work skills and competencies in line with our pursuit of social justice and equality, respect for human rights, and recognition of the importance of human dignity as well as the appreciation of diversity, integrity, personal and professional responsibility, and an unwavering commitment to bring social transformation to Puerto Rico.

FACULTY

Acosta Hernández, Griselles, Full Professor

MSW, University of Puerto Rico

Crespo Rivera, Evelyza, Instructor

PhD, Social Work with Specialization in Public Policy, University of Puerto Rico, Rio Piedras
MSW, Administration and Supervision, University of Puerto Rico, Rio Piedras

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PhD, Clinical Psychology, Pontifical University of Puerto Rico, Ponce Campus
MSW, Interamerican University of Puerto Rico

González Guarderrama, José A., Assistant Professor

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MSW, Interamerican University of Puerto Rico, Metropolitan Campus

Nieves Rolón, Irvyn, Assistant Professor

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MSW, Families, Children and Adolescents, Central University of Bayamon

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PhD, Social Work with Specialization in Public Policy, University of Puerto Rico, Rio Piedras
MA, Administration of Social Services, University of Illinois at Chicago
MS, Urban Education, Fordham University New York

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MSW, University of Puerto Rico, Rio Piedras Campus

Santiago Orria, Astrid, Assistant Professor

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MPHE, University of Puerto Rico, Medical Sciences Campus

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Jessica Rodríguez Rodríguez, Administrative Assistant

MBA, Universidad del Este

PROGRAM DESCRIPTION

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

Social workers understand both the public and the private social service systems and how it serves its clientele. Among the services performed by social workers are appropriate referrals, direct services, short term therapies, crisis interventions, information gathering, planning, administration and evaluation of social services. Social workers analyze legislation and social policies in order to make recommendations for improving the quality of life of all citizens. Graduates of Social Work may seek professional licensing from the Social Work Board of Examiners at the State Department of Puerto Rico.

ADMISSIONS REQUIREMENTS TO THE PROGRAM

These are in addition to the general admissions requirement at UNE.

- Bachelor degree with a grade point average of 2.75.

GRADUATION REQUIREMENTS THE PROGRAM

The graduation requirements for the masters programs are:

- A general grade point average is of 3.0
- Approve a comprehensive examination

**Master in Social Work with
 Specialization in Clinical Social Work**

54 Credits	Credits
Foundation courses	27
Specialization courses	21
Elective courses	6

Foundation Courses		Credits
SWGR 504	Social Policy Analysis	3
SWGR 505	Human Diversity and Social Justice	3
SWGR 506	Social Work with Individuals and Families	3
SWGR 507	Social Work with Groups and Communities	3
SWGR 510	Research Design	3
SWGR 601	Theories and Models of Human Development and Behavior I	3
SWGR 606	Theories and Models of Human Development and Behavior II	3
SWGR 555	Social Work with Seminar and Field Practicum I	6
SWGR 670	Comprehensive Exam (1 st part)	0

Elective Courses (6 credits from these courses)		Credits
SWGR 602	Clinical Intervention I	3
SWGR 607	Clinical Intervention II	3
SWGR 511	Research Analysis	3
SWGR 655	Social Work with Seminar and Field Practicum II**	6
SWGR 665	Social Work with Seminar and Field Practicum III**	6
SWGR 670	Comprehensive Exam (2 nd Part)	0

Elective Courses (6 credits from these courses)		Credits
SWGR 604	Social Work and Mental Health	3
SWGR 620	Adult and Elderly Development	3
SWGR 623	Drug and Substance Abuse	3
SWGR 616	Violence and Society	3
SWGR 627	Mental Health Services and Policies	3
SWGR 625	Psychopharmacology and Social Work	3

**Master in Social Work
Secondary Specialization: Administration**

Social Work Administration		15
SWGR 610	Management of Social Services	3
SWGR 613	Administration and Supervision of Human Resources	3
SWGR 615	Evaluation of Social Services and Programs	3
SWGR 628	Budgeting and Finances for the Social Sector	3
SWGR 632	Social Policy Design and Program Development	3

COURSE DESCRIPTIONS

Foundation Courses

SWGR 504 Social Policy Analysis **3 credits**

This course consists of a systematic analysis of the development of the social policies that impact the Social Work field in Puerto Rico. It promotes a critical analysis of the political, social, cultural and economic contexts that influence these policies. It supports the acquisition of theoretical and practical knowledge of the design, implementation and evaluation processes of social welfare policies. The course encourages the use of practice-based research to achieve positive action towards the goal of social justice and equality.

SWGR 505 Human Diversity and Social Justice **3 credits**

This course is directed to the study of human diversity and to promote cultural competence among advanced social work students. Students will analyze and evaluate the concepts of human diversity, discrimination, oppression, economic and social inequalities and social justice. Racism, sexism, heterosexism, homophobia, religious fundamentalism, ethnocentrism, classism, ageism and disability status are examined. Strategies are discussed and applied to mitigate the social injustices that affect Puerto Rican society. Students will develop self-awareness of their own social and cultural identities and how it affects their professional relationship with participants.

SWGR 506 Social Work with Individuals and Families **3 credits**

Introductory course that presents the historical and theoretical foundation of Social Work, its values, and the skills required to serve and work with individuals and families. It promotes a critical analysis and evaluation of the principal models that explain the person's functionality within the environment from a bio-psycho-social perspective. Analyses the Social Worker's role and instill in the students the commitment to work with diverse populations. It allows the development of knowledge of the specific models of intervention. Systemic elements are discussed such as injustice, inequality, racism, discrimination and violence, and their impact on individuals and families. The course explores the different codes of ethics that guide social workers and the legal considerations inherent in the profession. It, also, introduces students to the importance of conducting practice based on research evidence and conducting research on professional interventions and practice.

SWGR 507 Social Work with Groups and Communities **3 credits**

The course explores the process of formation, maintenance, and evolution of groups, communities and organizations as social entities from a Social Work perspective. Attention is given to the unique structural characteristics that make up these entities and their roles in the promotion of systemic and structural changes that advance justice and equality. The course addresses the theoretical framework and develops the professional competence to work with groups, communities and organizations. It also examines the socio-economic, political, and cultural aspects as well as the role of minorities in group, community and organizational processes. Focus is placed on the social worker's commitment with social justice, equality and respect for human rights in order to maximize the opportunity of oppressed and alienated groups to participate in the social life and economy of today's Puerto Rico. It emphasizes the ethical and legal responsibility of the professional social worker towards these populations.

SWGR 510 Research Design

3 credits

This course deals with the methodology of designing scientific social research. It discusses quantitative and qualitative concepts and procedures applying them to the practice of social work. The topics include research development, theoretical approaches, ethics in research, and elements of diversity in the investigation, the discussion comparison and application of quantitative and qualitative designs, samplings, the elaboration of research tools and data and information gathering. It facilitates skill development and fundamental knowledge for the design and completion of research in social work.

SWGR 601 Theories and Models of Human Development and Behavior I

3 credits

This is the first of two courses that introduce students to models and theories of human behavior and development. This course covers the early span of development, from conception through adolescence. Students are required to critically analyze the implications of these models for Puerto Rican society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 606 Theories and Models of Human Development and Behavior II

3 credits

This is the second of two courses that introduce students to models and theories of human behavior and development. This course covers the later span of development, from young adulthood to death. Students are required to critically analyze the implications of these models for Puerto Rican society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

Specialization courses

SWGR 602 Clinical Intervention I

3 credits

This course is part of advanced component of the curricular model. This is intended to aid to the students, therapeutic skills in the context of clinical social work based on the theoretical and practical components aimed at intervention with individuals, families, couples and groups. The approach is aimed at the development of skills through analysis and application of established models, therapeutic techniques, treatment plans and also by identification of various mental disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) for precise diagnostics. Several aspects that relate to the environmental and psychosocial functioning in which humans operate are taken into account. Moreover, analysis of the various roles of the social work professionals' functions and activities as well as the personal traits or qualities necessary to facilitate the process and the various clinical intervention strategies is taken into consideration. Similarly, it's intended that students develop the skills necessary to identify the strengths and the importance of prevention promotion in order to achieve improved psychosocial functioning. Students are expected to take into account legal ethics, human diversity and culture to identify the needs, problems and concerns that require attention during clinical intervention.

SWGR 607 Clinical Intervention II

3 credits

This course is part of advanced component of the curricular model. It's designed to continue developing in the student the clinical intervention skills required for the social work field. It also enables students to correctly identify the proper selection of the theoretical model and therapeutic intervention techniques considering the target population. It emphasizes on the analysis of various

mental disorders and the situations presented by the participants with the purpose of enabling students to develop effective treatment plans. Provides attention to the discrimination that can occur when an individual is diagnosed with a mental disorder, such as their needs and limitations to human services. Students are expected to further develop the skills in identifying needs, problems and concerns that require attention during clinical intervention.

SWGR 511 Research Analysis
3 credits

This is the second part of the 6 credits course centralized in the scientific social investigation in Social Work. It deepens the elements of quantitative and qualitative data analysis as well as the preparation of reports with analyzed data and their conclusions. Among the topics are the techniques for data gathering, validation criteria, reliability and quality in research, data processing and presentation, and the use of programs for quantitative and qualitative analysis. Importance of protection of human subjects and diversity in populations is discussed.

Electives in Specialization: Clinical Social Work

SWGR 604 Social Work and Mental Health
3 credits

This course is directed to the analysis and evaluation of the role, function, as well as the social, ethical and legal responsibility of the clinical social worker that provides services to clients that present mental health problems. It focuses on the concepts of mental illness, the elements involved and the factors that influence the development of mental conditions from a biological, systemic and holistic perspective. The course explores the more common mental conditions, their etiology, and prevalence, and the methods of prevention and treatment in accordance with the DSM IV-TR as a tool in the diagnosis of mental illness.

SWGR 616 Violence and Society
3 credits

This course examines the nature and causes of violence in society, and how its manifestation contributes and perpetuates violence on an interpersonal and intrafamilial level. A diversity of manifestations of violence will be examined from macro- and micro-system perspectives. Students will also research and examine the systemic and ecological aspects that perpetuate oppression, inequality, and social injustice, and how these affect human and social group behavior and development. Particular focus is placed on the acquisition of the knowledge to identify and assess risk factors, and on the research skills to evaluate, compare, and contrast different prevention and treatment alternatives. In addition, the course will look at case studies that particularly reflect Puerto Rican reality, taking into account the ethical and legal elements that affect social worker's interventions.

SWGR 620 Adult and Elderly Development
3 credits

This course focuses on the acquisition of knowledge and skills for interventions with adults. It explores factors that promote wellbeing and prevent illness and disorders in adults and the elderly. Bio-psycho-social theories of aging, the impact of health disorders on individuals and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to health will be presented.

SWGR 623 Drug and Substance Abuse

3 credits

This course will address current theories on the use, abuse, and chemical dependency of psychoactive drugs and alcohol. It also evaluates the social worker interventions with populations that face these addictions.

The significance of drugs such as caffeine, nicotine, cocaine, opiates, hallucinogens, inhalants, marihuana, amphetamines, sedatives, and alcohol will be discussed according to their classification in the DSM IV-R. On the other hand, theoretical intervention models with active populations will be identified in the use, abuse or dependency of psychoactive drugs and alcohol as well as rehabilitation and relapse prevention services.

SWGR 625 Psychopharmacology and Social Work

3 credits

This course has a clinical and orientation to practice. The aim is to examine the interaction and impact of psychopharmacological medication as part of treatment of mental health patients. Clinical practice of social work includes the acquisition of knowledge of psychotropic medications, and how they interact with the treatment plan. An integral part of this course is to focus on the design of treatment plans through the use of technology resources, recent research related to therapeutic interventions with families and patients.

SWGR 627 Mental Health Services and Policies

3 credits

The course discusses the historical development of the mental health services in Puerto Rico. It analyzes the public policies, regulations and the administration of the mental health services, together with the programs, promotional services, prevention, treatment and rehabilitation of children, adolescents and the adult population. The relationship between the governmental sector, private providers, insurers and community based organizations for the provision of mental health services will be discussed. The impact of federal laws and the financial mechanism for the provision of mental health services will be critically examined. The course will also analyzed the stigmatization affecting mental health patients as a human rights and social justice issue.

Seminar and Field Practicum

SWGR 555 Social Work with Seminar and Field Practicum I

6 credits

The course corresponds to the foundation component of supervised social work generalist practice at the graduate level. It provides training experience in direct service and intensive supervision focused on the importance of acquiring generalist intervention skills with individuals, groups, families, communities and organizations. It is expected that students can consolidate their education at this level based on the foundation of social work given the systemic multiplicity, diversity, equity, welfare and social justice of the client system.

In the early stages of the course the social workers in training, within their practice scenario, should analyze, contrast and evaluate individual idiosyncrasy versus the professional role and how to harmonize them, considering the ethical and legal issues which frames their execution. The course encourages students to achieve mastery of the practice scenario, applying their understanding of the services' philosophies, institutional policies and procedures, applying intervention skills under the generalist model, evaluating the relationship of human behavior and their environment from an ecosystems perspective. In addition, the course allows for the integration of social research conducted by students in the practice scenario and in the practice seminar in social work where students attend three hours a week.

SWGR 655 Social Work with Seminar and Field Practicum II
6 credits

The course corresponds to the advanced curriculum in clinical social work. Allows students to contrast generalist social work and clinical social work and discusses values, ethical and legal issues in professional practice. It is expected that students develop clinical and therapeutic skills for the identification of psychosocial problems on the client system. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented.

At this stage it is expected that students, within the practice scenarios, should analyze, contrast and evaluate the intra-psychic world and ecosystem factors in the client system, in order to identify problems, diagnose, select models and therapeutic techniques to guide the design of clinical interventions. The course encourages students to achieve integration of evidence-based practices in the intervention with the client and practice communication strategies with different professionals. In turn, students should reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 665 Social Work with Seminar and Field Practicum III
6 credits

The course corresponds to the advanced curriculum in clinical social work. It provides students the opportunity to continue their development of advanced diagnostic skills, design and implementation of therapeutic interventions with the client system. The course emphasizes effective utilization of the DSM-IV-TR for the diagnosis of mental health conditions and the identification of psychosocial problems by the client system and clinical conceptualization, guided by the design and implementation of the treatment plan. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented.

During this course it is expected that students integrate their knowledge, values and skills expected for the advanced level in social work. The course is designed to strengthen professional identity and strengthen the commitment of the student to work with individuals and groups providing emphasis on intervention with families and couples, by applying appropriate models and therapeutic techniques. In addition, the course encourages students to achieve integration of evidence-based practices in the intervention with the client and to communicate with different professionals. Students must reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

Specialization in Social Administration

Administration

SWGR 610 Management of Social Services
3 credits

Study of management theories and models related to non-profit management, specifically social service agencies and community organizations. The course will cover topics such as: governing structures, administrative leadership, policy development, program planning and development, human resources, fund raising, budgeting, marketing strategies, community organizing and program evaluation, among others.

SWGR 613 Administration and Supervision of Human Resources

3 credits

Analysis of how social services administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. The course will present ways to develop health and viable workplace environments for employers and employees. Staff recruitment, hiring and supervision among others will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, and community research.

SWGR 615 Evaluation of Social Services and Programs

3 credits

This course will cover the theoretical and practical analysis and evaluation of the models and theories for the evaluation of social programs and services. In this course students will analyze and evaluate the principles and the most commonly recognized theories of evaluation of social programs and services, as well as how to implement them in their agencies. This course will include the analysis and evaluation of theories and models as well.

SWGR 628 Budgeting and Finances for the Social Sector

3 credits

This course is intended for students that aspire to manage a social service agency or program. It provides a basic understanding of the following non-profit management concepts: fiscal policies, accounting systems, budgets, internal controls, financial statements, financial planning and analysis, cash management, among other relevant topics. Students will be exposed to case studies to apply the concepts and to make financial and budgeting decisions for the benefit of the organization or agency.

SWGR 632 Social Policy Design and Program Development

3 credits

Review of the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the skills associated with facilitating the enactment of these policies. Applicable local laws and their process will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences.

School of Education

Master of Arts in Education with especilization in Curriculum and Teaching in:

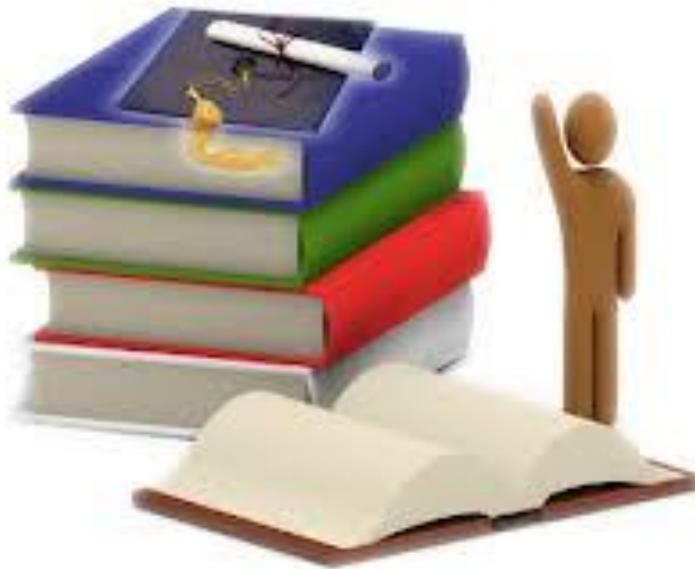
English

Spanish

Special Education

Early Childhood Education

Elementary Level



Graduate Catalog
2013-2014

SCHOOL OF EDUCATION

The School of Education is home to the UNE graduate and undergraduate academic programs that prepare teachers, educational leaders and other professionals in education. Also, it is responsible for the fundamental and professional courses for obtaining the corresponding State Teaching Certification (Professional Pedagogical Component).

The School guides and collaborates with those initiatives that are inherent to its body of knowledge, including the graduate programs in Education. In addition, it promotes the integration of purposes between different units that offer programs and projects in education, at the main campus, at the off-campus centers, as well as in the School of Professional Studies (AHORA). The School's goal is to use continuous assessment as an effective means of objective and true decision-making. According to the Institutional Mission, the learning paradigm, along with the constructivist educational approach, and the cognitive-humanistic theoretical framework, are the core of the pedagogical operation of the School of Education.

The development of the School's theoretical framework is supported in the study of foundations of education inherent to the educational effort. The philosophical, sociological and psychological foundations of the School are based on support for the learning paradigm under which several focal points have been developed. Among those used and modeled by the School in its educational actions are:

- (1) the cognitive – humanistic theories;
- (2) the constructivist paradigm, and
- (3) new focus of studies on learning based on the brain, multiple intelligence, emotional intelligence, moral values and education, among others.

Also, the School has developed by integrating the foundations of education (theoretical and applied) that are inherent and essential to its effort, which is to educate. Each of the foundations of education is projected in some manner in the organization of the School, especially in its curriculum and educational activities. The foundations allow flexible development and the agility required by a curriculum in education.

VISION

Beliefs and Values

The School of Education is by nature an organic academic – administrative unit; that is, where life is given and a system of common values, goals and objectives are shared in an interrelated and co-existing manner. The values are attributes or elements to specific modes of behavior or states of existence, personal or social, individual or in groups (Goldstein, Nolan & Pfeiffer, 1992). Using this premise, the School shares, develops its culture, gives meaning to its existence, facilitates its processes and aligns with the principles that guide the UNE in its new Mission. These principles, **wisdom, justice, honor** and **freedom**, are the pillars of the conduct and the general development of the School.

The School believes in the individual and collective capacities of all of its constituents, who are, the faculty, the students, the administrators, the support professionals and the community in general. In its inherent educational endeavor, it places emphasis on students as the center of all the processes, academic and administrative.

MISSION

“...To promote formal educational preparation, the personal and professional development and learning for all their lives of future teachers and professionals in education”. This is attained by means of transformative learning based on the building of knowledge and the development of critical - creative thinking. The academic programs respond to the study about the needs in the

reality of Puerto Rican education. Pedagogical theory, early internships, formal teaching practice, community service and research are integrated throughout the curriculum as a means of active and applied learning. Integrating into the professional community, both in the government and private sectors, as well as into the general community by developing collaborative learning communities, is a priority interest for the School. Assessment and access to information through different sources are the principal means that support academic, administrative, and service activities aimed at the student teachers.

GOALS

To achieve its Mission, the School is dedicated to developing an educational environment favorable for achieving the following strategic goals:

1. *Develop a culture of achievements appropriate for the university academia...*

...Based on common values, beliefs and customs, that allow the integration of all the components, collaborative discussion, measured and decisive dialogue about affairs relevant to the teaching endeavor, that shows new venues to celebrate the achievements and learn from the opportunities, and that the administrative and budget processes be based on the discussion of its constituents according to the work plan.

2. *Provide to the students an academically transformative environment so they can achieve their full and whole development...*

...So they can be prepared for life as Puerto Rican and global citizens, to exercise leadership and face a technologically changing and dynamic occupational world.

3. *Develop in the students the pedagogical – professional knowledge and skills necessary in the fundamentals of education, emphasizing writing and reading, as well as in the specialties, through a flexible and updated curriculum...*

...That will emphasize teaching, obtaining their Professional Certification, learning assessment processes, inquiring, team work experiences derived from cooperative learning and from manipulative and field experiences, among others; and that incorporates elements of access, evaluation and application of information to lead them to the solution of problems, personal as well as professional and communitarian.

4. *Develop, implement and evaluate undergraduate academic offerings to contribute to the development plan of the School...*

...In tune with the occupational trends and identified needs, strengths and opportunities, to achieve academic competitiveness necessary for the sustained development towards quality and excellence.

5. *Obtain the specialized accreditations in the corresponding academic offerings...*

...To allow an updated curricular development, to be in tune with the professional changes and trends, to allow occupational mobility for our alumni, to position us as an institution of prestige and participate in the development of professions related to education.

6. *Maintain an active and dynamic faculty that develops a variety of pedagogical activities, including research, publishing and writing fundraising proposals...*

...For its personal and professional development; to integrate into the organizational development by means of implementing and evaluating a plan for continuous training and professional development for the constituents, so as to achieve innovation and efficiency in the teaching and administrative processes.

7. Maintain and continue developing strategic alliances and collaborative agreements...

...That allow to contribute to the development of universal values and socioeconomic of the Island, to promote strengthening of the academic programs and the creation of advisory boards, in addition to integrating efforts of mutual collaboration.

8. Develop community service...

...As a means of contributing to a better quality of life in the surrounding communities and serve the public and private schools from pre-school and elementary, through high school.

FACULTY

Arribas Rivera, María del Carmen, Associate Professor

Ed. D., Curriculum and Teaching in Spanish, University of Puerto Rico, Rio Piedras Campus

Bayuelo Flórez, Ezequiel de J., Associate Professor

Ed. D., Curriculum and Teaching in Science, University of Puerto Rico, Rio Piedras Campus

Cintrón Cabrera, José R., Associate Professor

Ed. D., Education Administration, Inter American University, Metro Campus

Figueroa Rosario, Amarilis, Assistant Professor

Ed. D., Administration and Supervision, University of Puerto Rico, Rio Piedras Campus

Huertas Solá, Mildred, Full Professor

Ed. D., Curriculum and Teaching in Science, University of Puerto Rico, Rio Piedras Campus

Martínez Plana, Mayra, Associate Professor

Ph. D., Psychology, University of Puerto Rico, Rio Piedras Campus

Ruiz Limardo, Noemí, Associate Professor

Ed. D., Curriculum and Teaching in Mathematics, University of Puerto Rico, Rio Piedras Campus

ADMINISTRATIVE STAFF AND SUPPORT PERSONNEL

Arribas Rivera, María del Carmen, Dean

Ed. D., Curriculum and Teaching in Spanish, University of Puerto Rico, Rio Piedras Campus

Ruiz Limardo, Noemí, Associate Dean

Ed. D., Curriculum and Teaching in Mathematics, University of Puerto Rico, Rio Piedras Campus
MA Ed., Administration and Supervision, University of Phoenix, Puerto Rico Campus

Meléndez Bayala, Denisse, Academic Coordinator

MBA, Management, Universidad del Turabo, Gurabo Campus

Álamo Tavárez, Wanda I., Administrative Assistant

MA, Office Systems, Inter American University, Metro Campus

Dávila Villanueva, Ineris, Administrative Assistant

BBA, Administrative Secretary, Universidad del Este, Carolina Campus

Master of Art in Education
Specialization: Curriculum and Teaching in Early Childhood Education

39 Credits	Credits
Foundations of Education	3
Educational Research	6
Curriculum	9
Specialization	18
Final Requirement	3

Foundations of Education		3
EDUG 525*	Foundations of Education	3

Educational Research		6
EDUG 531*	Statistics Applied to Education	3
INTG 500*	Research Methods	3

Curriculum		9
EDUG 600	Curriculum Theory	3
EDUG 601	Curriculum Design and Development	3
EDUG 615	Curriculum Evaluation	3

Specialization in Early Childhood Education		18
ECEG 621	Observation, evaluation and assessment	3
ECEG 622	Family, school and community	3
ECEG 623	Children with special needs	3
ECEG 624	Integrating the arts to the early childhood curriculum	3
ECEG 625	Language development, whole language and children's literature	3
ECEG 626	Early concepts in math and science: critical thinking and problem solving	3

Final Requirement		3
EDUG 680*	Research Project	3

* This is a semester course between 15 – 16 weeks.

Master of Art in Education
Specialization: Curriculum and Teaching in the Elementary Level

39 Credits	Credits
Foundations of Education	3
Educational Research	6
Curriculum	9
Specialization	18
Final Requirement	3

Foundations of Education		3
EDUG 525*	Foundations of Education	3

Educational Research		6
EDUG 531*	Statistics Applied to Education	3
INTG 500*	Research Methods	3

Curriculum		9
EDUG 600	Curriculum Theory	3
EDUG 601	Curriculum Design and Development	3
EDUG 615	Curriculum Evaluation	3

Specialization in Elementary Level		18
EDUG 614	Evaluations and Assessment in Elementary School	3
EDUG 622	Teaching of Reading	3
EDUG 640	Teaching English in the Elementary School	3
EDUG 642	Teaching Social Studies in the Elementary School	3
EDUG 644	Scientific Conceptual Developments in Children	3
EDUG 646	Innovations in Elementary School Mathematics	3

Final Requirement		3
EDUG 680*	Research Project	3

* This is a semester course between 15 – 16 weeks.

**Master of Art in Education
 Specialization: Curriculum and Teaching in English**

39 Credits	Credits
Foundations of Education	3
Educational Research	6
Curriculum	9
Specialization	18
Final Requirement	3

Foundations of Education		3
EDUG 525*	Foundations of Education	3

Educational Research		6
EDUG 531*	Statistics Applied to Education	3
INTG 500*	Research Methods	3

Curriculum		9
EDUG 600	Curriculum Theory	3
EDUG 601	Curriculum Design and Development	3
EDUG 615	Curriculum Evaluation	3

Specialization in English		18
ENGG 606	Sociolinguistics and Education	3
ENGG 610	Modern English Grammar	3
ENGG 612	Advanced Technical Writing, Editing and Document Design	3
ENGG 631	History of Literary Criticism	3
ENGG 633	Literature for Adolescents	3
ENGG 634	20TH-Century British and American Prose and Poetry	3

Final Requirement		3
EDUG 680*	Research Project	3

* This is a semester course between 15 – 16 weeks.

**Master of Art in Education
 Specialization: Curriculum and Teaching in Spanish**

39 Credits	Credits
Foundations of Education	3
Educational Research	6
Curriculum	9
Specialization	18
Final Requirement	3

Foundations of Education		3
EDUG 525*	Foundations of Education	3

Educational Research		6
EDUG 531*	Statistics Applied to Education	3
INTG 500*	Research Methods	3

Curriculum		9
EDUG 600	Curriculum Theory	3
EDUG 601	Curriculum Design and Development	3
EDUG 615	Curriculum Evaluation	3

Specialization in Spanish		18
SPAG 601	Modern Trends in Linguistics	3
SPAG 605	Psycholinguistics	3
SPAG 631	Principles of Literary Analysis	3
SPAG 633	Spanish Literature	3
SPAG 634	Puerto Rican Literature	3
SPAG 635	Latin American Literature	3

Final Requirement		3
EDUG 680*	Research Project	3

* This is a semester course between 15 – 16 weeks.

Master of Art in Education
Specialization: Curriculum and Teaching in Special Education

39 Credits	Credits
Foundations of Education	3
Educational Research	6
Curriculum	9
Specialization	18
Final Requirement	3

Foundations of Education		3
EDUG 525*	Foundations of Education	3

Educational Research		6
EDUG 531*	Statistics Applied to Education	3
INTG 500*	Research Methods	3

Curriculum		9
EDUG 600	Curriculum Theory	3
EDUG 601	Curriculum Design and Development	3
EDUG 615	Curriculum Evaluation	3

Specialization in Special Education		18
SPEG 601	Legal Aspects and Inclusion in Special Education	3
SPEG 602	Observation, Evaluation and Assessment In Special Education	3
SPEG 603	Methodology for Teaching Special Education Students	3
SPEG 604	Development of Language and the Reading Process in the Special Education Student	3
SPEG 605	Nature, Needs and Behavior Management of the Special Education Student	3
SPEG 607	Issues and Trends in Learning Using Assistive Technology	3

Final Requirement		3
EDUG 680*	Research Project	3

* This is a semester course between 15 – 16 weeks.

Master of Arts in Education Course Descriptions:

Component: Foundations of Education

EDUG 525 Foundations of Education **3 credits**

The course provides the integration of the foundations of education within a curricular framework: historical, sociological, psychological, philosophical and political-legal. It provides a comprehensive body of knowledge on the various foundations of education and significant contemporary issues, while incorporating relevant interdisciplinary perspectives.

Component: Educational Research

EDUG 531 Statistics Applied to Education **3 credits**

A study and practice of the basic statistics techniques used in educational research. Emphasis on the measures of central tendency and dispersal, analysis of regression, correlations, association of variables, test of hypothesis, sampling, design of research methods and analysis of variance. Use of computerized programs for the statistical analysis.

INTG 500 Research Methods **3 credits**

Integrated course that studies the nature of research in the behavioral sciences and its various qualitative and quantitative methodologies. Emphasis is placed on planning, implementation, analysis of data and evaluation of field research.

Component: Curriculum

EDUG 600 Curriculum Theory **3 credits**

Exploration of the theoretic models and their social and philosophical contexts. Analysis of the curricular discourse in the framework of the diverse epistemological views that are dominant. Application of a theoretic model to the curriculum analysis.

EDUG 601 Curriculum Design and Development **3 credits**

Study of the curriculum theory, curriculum design models and curriculum development for educational systems. Curriculum design models include: disciplines centered curriculum, student centered curriculum, and problems centered curriculum. Comparison between the traditional models with the new vision of curriculum from the point of view of Eugenio M. de Hostos, Paulo Freire and others. Emphasis in research analysis and curriculum design adapted to student's needs. Practice in the curriculum design models.

EDUG 615 Curriculum Evaluation **3 credits**

Study of traditional curriculum evaluation models and their authors or proponents: Tyler, Provus, Stakes, Stufflebeam, Eisner, Scriven, Metfessel & Michael, Alkin, Hammond, Weinstein & Fantini, Carl Roger and Accreditation. Comparison within models in: structure, characteristics, advantages, disadvantages, philosophy and their theory. Comparison between traditional models and modern curriculum trends. Practice evaluating a curriculum or program.

Component: Research

EDUG 680 Research Project **3 credit**

Development of a research or a critical-analytical essay in the area of the student's specialization. The project will be based on a previously developed proposal. The candidate will use computerized technology and show evidence of adequately mastering communication and research skills. It's required meetings with the assigned professor to develop the project. The course is scheduled for 15 weeks. Requisite: Academic Advisor authorization

Specializations:

Early Childhood

ECEG 621 Observation, Evaluation and Assessment in Early Childhood **3 credits Education**

This course analyzes and applies informal and formal assessment to plan individualized curriculum and teaching practices. Students will observe, record, and assess young children's development and learning to plan appropriate programs, outcome guidelines, environments, interactions, and adaptations for individual differences. They will also select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children. The course will be developed through the use of observation, analysis and development of assessment instruments, lesson planning, and the responsible use of technology.

ECEG 622 Family, School and Community: Implications for young Children **3 credits**

This course examines families through historical, social, cultural, and psychological perspectives. It will provide students with strategies to empower families, invigorate schools, and nurture community support. Emphasis will be placed on the preparation of the child to become a life-long learner, a productive worker, and a responsible member of society. The course will be conducted through case studies, interviews, research on specific early childhood education topics, and research posters. Responsible use of technology will be encouraged.

ECEG 623 Children with Special Needs: Early Intervention **3 credits**

This course includes an analysis and understanding of diverse abilities of children from birth to eight years of age in any of the following areas: physical, social, emotional and intellectual (growth and development). It examines the law that protects our ever-growing population of young children with social needs. Emphasis is placed on the prevalence of disorders, treatment, modalities, and community resources serving this population, the teacher's role in mainstreaming and early intervention, parental involvement, and federal legislation. The course will be conducted through the use of classroom observations, discussion groups, reflective diaries, interviews, forums, and lesson plans.

ECEG 624 Integrating the Arts to the Early Childhood Curriculum **3 credits**

This course will analyze the importance of art, music, games, and movement experiences in the lives of children from birth to eight years of age. It will provide the theory and practice opportunities to enable them to understand, appreciate, design, implement, and assess quality experiences for young children in the creative arts. The course will be conducted through hands-on activities,

demonstrations, evaluation of resources and materials that are aligned to the appropriate practices of early childhood education, and the responsible use of technology.

**ECEG 625 Language Development, Whole Language and Children's
3 credits Literature**

This course analyzes and evaluates various perspectives of emergent literacy by recognizing how young children acquire language and become emergent readers and writers. The role of the family, centers, schools, and community in the development of linguistically enriched environments and the assessment of early literacy development will be studied. The course will be conducted through development of lesson plans, demonstrations, storytelling, and the evaluation of children's books and materials. The responsible use of technology will be encouraged.

**ECEG 626 Early Concepts in Math and Science: Critical thinking and
3 credits Problem Solving**

Students will explore, analyze, and integrate principles, methods, materials, and environments that support the attainment of math and science concepts through discovery and play; and relate the sequence of cognitive development to the acquisition of Math and Science. Strategies that promote critical thinking and problem solving in children will be developed. The course will be conducted through the development of lesson plans, demonstrations, and evaluation of resources and materials. The responsible use of technology will be encouraged.

Elementary Level

**EDUG 614 Evaluations and Assessment in Elementary School
3 credits**

Discussion of the theory and methods of assessment for the evaluation of student's learning in elementary school and for the reflection of the teaching practice. Includes: design and administration of instruments, interpretation of assessment, evaluating and reporting results.

**EDUG 622 Teaching of Reading
3 credits**

A critical analysis of theory and practice in the teaching of reading, the reading models and their pertinence to the field of teaching. A study of the trends and controversies concerning the teaching of reading using a multidisciplinary and interdisciplinary perspective. Research techniques in the teaching of reading, reading comprehension and cognitive development. Analysis of the opinions of researchers on reading and the most significant contributions to the teaching of reading.

**EDUG 640 Teaching English in the Elementary School
3 credits**

Research, recent trends, and current developments in the field of teaching English as a second language in children and its implications for classroom practice in the elementary school.

**EDUG 642 Teaching Social Studies in the Elementary School
3 credits**

Purpose, substantive issues, and content of elementary social studies curriculum. Innovative approaches to designing and implementing social studies curriculum for elementary classrooms.

EDUG 644 Scientific Conceptual Development in Children

3 credits

Framework for the development, analysis, and evaluation of scientific literacy and conceptual learning. Instructional methods, materials, and curricula for teaching the sciences in elementary school. Development of process-oriented learning and scientific inquiry. Relevant research and methodology are reviewed.

EDUG 646 Innovations in Elementary School Mathematics

3 credits

New trends of teaching of mathematics in elementary school and implications for classroom practice. Content and instructional materials for modern mathematics programs in elementary education. Analysis of instructional strategies, cognitive development, and use of research results.

English

ENGG 606 Sociolinguistics and Education

3 credits

Panoramic approach to Sociolinguistics including overview of social class, gender, age, ethnicity and race as factors affecting language performance and acquisition. An introduction to issues in cross-cultural pragmatics and research on politeness.

ENGG 610 Modern English Grammar

3 credits

Overview of modern English grammar with in-depth discussions and analysis of various texts. The student will explore how to integrate the grammar into the communicative approach to language teaching. Key areas of English morphology and syntax will be reviewed with an emphasis on the meanings they express.

ENGG 612 Advanced Technical Writing, Editing and Document Design

3 credits

Advanced study of document design, technical editing and usability. Written technical communication is focused combined with oral presentations.

ENGG 631 History Of Literary Criticism

3 credits

Survey of the history of literary criticism from Antiquity to early Modern period. Introduction to major theoretical definitions of literature and modes of practical criticism. Close study of Aristotle's Poetics, Sidney's Apology for Poetry, Pope's Essay on Criticism, Coleridge's Biographia Literaria, Eliot's essays and other landmark works in development of literary criticism.

ENGG 633 Literature for Adolescents

3 credits

An examination of literature for adolescents, emphasizing criteria for selection and evaluation, along with consideration of audience, genre, and censorship. Students will be expected to read and respond critically to historical and contemporary literature written for adolescents.

ENGG 634 20TH-Century British and American Prose and Poetry

3 credits

Examination of British and American fiction of this century and relationship of significant intellectual, historical and political issues. Inclusion of such writers as Joyce, Conrad, Woolf,

Frost, Pound, and Williams Also an examination of representative writers of novel and short fiction. Study of English poetry from its late Victorian phase through Modernism to present post-war scene and of modern American poetry from rebellion against the romantic and genteel verse of the 1890's.

Spanish

SPAG 601 Modern Trends in Linguistics

3 credits

Revision, study and description of the trends in the field of linguistics during the last decades. Semantics will be studied through lexicographical analysis.

SPAG 605 Psycholinguistics

3 credits

An interdisciplinary study and analysis of language using the fields of developmental psychology, experimental psychology, cognitive psychology and neuropsychology as starting points. Diverse approaches, investigations, facts and conclusions used in psychology, which are applied to the study of language.

SPAG 631 Principles of Literary Analysis

3 credits

Knowledge of the poetic and rhetoric principles of texts in their social and literary context, as well as diverse methodology trends. A study of the projection of teaching of text commentaries by means of applications using texts from Spanish, Puerto Rican and Latin American literature.

SPAG 633 Spanish Literature

3 credits

A structural analysis and critical appraisal of Spanish literature of different periods. Emphasis will be on the different literary movements responding to students' interest. Work will be done in collaborating groups where the students will practice literary and critical analysis.

SPAG 634 Puerto Rican Literature

3 credits

A structural analysis and critical appraisal of Puerto Rican literature of different periods. Emphasis will be on the different literary movements responding to students' interest. Work will be done in collaborating groups where the students will practice literary and critical analysis.

SPAG 635 Latin American Literature

3 credits

A structural analysis and critical appraisal of Latin American Literature from the pre-Columbian and Colonial periods through modern and contemporary literature and the Twentieth Century Masters. Work will be done in collaborating groups where the students will practice literary and critical analysis.

Special Education

SPEG 601 Legal Aspects and Inclusion in Special Education

3 credits

Evaluation of the inclusion concept and asistive technology, as an important element to serve students with impairments. Critical discussion of the legislative, judicial, and present matters that belong to the special education process. Evaluation of experiences designed to help in the learning of the students with impairments. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

SPEG 602 Observation, Evaluation and Assessment In Special Education

3 credits

Analysis of the importance of the observation and the evaluation in the development of the children with disabilities. Development of competences for planning appropriate programs, guides of execution, environments, interactions and adaptations for the individual differences (children and adolescents with disabilities). Analysis and application of assessment techniques for the individualized curriculum planning and teaching practices. Critical discussion on the selection, evaluation and interpretation of standardized instruments and the ways to utilize the assessment information for the benefit of the children with disabilities. The course will be conducted through the used of observation, analyze and develop of assessment instruments and lesson planning; and responsible use of technology.

SPEG 603 Methodology for Teaching Students with Special Needs

3 credits

Analyze and compare techniques and approaches in the methodology for teaching special education. Discuss and compare a framework for planning and developing curriculum based on the developmental needs of special children, and provides the appropriate strategies, materials and learning environment. The course will be conducted through the used of critical essays, classroom observations, demonstrations, lesson planning, and curricular planning; and responsible use of technology.

SPEG 604 Development of Language and the Reading Process in the Special Education Student

3 credits

Analysis of the basic cognitive processes (attention, perception and memory) that intervene in the development of the language of the student with special needs. Exam of the development of the reading and the writing from the linguistic enriched environments, and inside the whole language approach. Evaluation of the meta linguistic and meta cognitive processess and its importance in the development of the language. Design of instructional strategies that facilitate the reading and writing for students with special needs. Evaluation of interactive equipment that support he instruction and that facilitate the development of the linguistic skills. Use of semantics maps, cases studies, problem solving,distance learning, thematic discussions and portfolio.

SPEG 605 Nature, Needs and Behavior Management of the Special Education Student

3 credits

Analysis of the social, psychological, physiological, and emotional strenghtens and weaknesses that characterize a student with special needs. Emphasis in the development of individualized educational programs. Appropriate educational practices in the special education classroom and in the regular clasroom in an inclusion setting. Study of the interdisciplinary contribution required for the effective transition of the student from one level to the next: form Elementary to Secondary Level and from Secondary to University Level or workforce. Practice, case studies, curriculum

development and field observation experiences. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

SPEG 607 Issues and Trends in Learning Using Assistive Technology

3 credits

Analysis of trends in learning of the students with special needs using assistive technology devices. Evaluation of how the advance in this area allows the development of the social, cognitive, physical and communication abilities of the student with special needs, as established in IDEA (Law of 1997). Application and evaluation of new technologies for students with special needs, mainly those recommended by The Assistive Technology Industry Association (ATIA). Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

Universidad del Este's Graduate School Catalog 2013-2014

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