

UNE

UNIVERSIDAD
DEL ESTE

SISTEMA UNIVERSITARIO
ANA G. MÉNDEZ

GRADUATE CATALOG 2017-2018



Carolina, Puerto Rico

Off-Campus locations at:
Arecibo, Barceloneta, Cabo Rojo,
Santa Isabel, and Yauco

Universidad del Este's Graduate Catalog 2017-2018

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OUR PROFILE

Universidad del Este (UNE) is a private non-profit institution of higher education and a component of Ana G. Méndez University System. Its main campus is in Carolina and five (5) additional locations in Puerto Rico; these are situated in the towns of Yauco, Cabo Rojo, Barceloneta, Arecibo, and Santa Isabel. The Carolina main 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.

In addition, UNE has a total of five (5) branch campuses in the continental United States and one additional location in the state of Maryland. Three branch campuses are located in the state of Florida: (a) Metro Orlando campus in Orlando; (b) South Florida campus in Miramar; and (c) the Tampa Bay campus in Tampa. In January 2012, the Capital Area branch campus located in the state of Maryland initiated its academic offerings. The Off-campus location in Washington D.C. began operations in 2013 with the Culinary Arts program. The Dallas branch campus opened in 2015 in the state of Texas.

As a professionally oriented institution, UNE offers over forty-nine (49) baccalaureate programs, twenty-five associate degrees, and around twenty-three master programs, in the areas of business, education, social work, criminal justice and criminology. Founded in 1949, as Puerto Rico Junior College (PRJC), it continued to mature into a four-year institution in 1992 as Colegio Universitario del Este (CUE) 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 enrollment at UNE is 10,868, comprised of undergraduate and graduate students. Master's degree programs initiated in October 2001 at UNE's Carolina campus and in 2005 at the additional locations. The academic faculty consists of 192 full time professors and over one thousand part-time professors. Forty seven 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. Puerto Rico Junior College was founded 1949, 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, followed by the Middle States Association of Colleges and Secondary Schools accreditation on May 1, 1959, and has been reaccredited ever since. 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, Ana G. Méndez University System operates four institutions: Universidad del Turabo, Universidad Metropolitana, Universidad del Este, and Universidad Ana G. Méndez. Universidad del Este (UNE) is a non-sectarian, non-profit, independent, educational institution that serves the people of the Commonwealth of Puerto Rico, the states of Florida, Maryland, and Texas. Additionally, through its collaborative agreements the institution contributes to the international communities in general. 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.

UNE 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. In the academic area, UNE 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 main goals of UNE is to educate and develop in its students professional and academic skills that will allow them to perform efficiently in jobs, and that will permit them to achieve advanced academic levels. Guided by this goal, 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.

UNE 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 and an appropriate environment through which the teaching-learning process occurs. 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. Méndez University System. Its academic efforts and services are 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.

GUIDING PRINCIPLES AND GOALS

The principles, which guide the Institution, are excellence, innovation, justice, respect, freedom of thought and action, solidarity, equity, integrity and social responsibility. To fulfill its mission, Universidad del Este proposes to:

1. Provide an education of excellence, through the development of cognitive, affective and psychomotor competencies in students that will enable them to make positive contributions to the social, economic and political setting at local and global levels.
2. Offer traditional and nontraditional academic programs, within the constructivist dimension of learning, that meet the interests and needs of a society oriented toward service, technology, internationalization and research.
3. Attain a faculty that meets the highest standards of excellence and that promotes its commitment to teaching, research, the use of technology and community service.
4. Promote a culture of service within the academic community with equal opportunities, based on human rights and the fulfillment of social responsibility.
5. Advocate in students the socio-humanistic and the integral formation, as well as entrepreneurship, innovation, technological skills and global vision.
6. Encourage research and creative work in the disciplines to contribute to the cultural, social, political, economic and technical-scientific development of our society.
7. Position the university in the international scenario by means of diverse activities, collaborative projects and exchange programs for both faculty and students.
8. Promote a culture of quality and effectiveness through institutional and specialized accreditations of academic programs, consolidation of assessment measurements, and the integration of assessment findings to planning and resources allocation processes.

LICENSURE

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

ACCREDITATIONS

Regional:

Middle States Commission on Higher Education (MSCHE) (2023-2024)
3624 Market Street
Philadelphia, PA 19104-2680

Specialized:

Accreditation Council of Business Schools and Programs (ACBSP) (2010-2020)
International Association for Continuing Education and Training (IACET) (2013-2018)
Council for the Accreditation of Education Preparation (CAEP) (2014-2021)
Council on Social Work Education (CSWE) (2019)
Accreditation Board for Engineering and Technology (ABET) (2015-2019)

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

POLICY STATEMENT

This catalog contains the major points of the current agreement between the students and the Institution. Within this agreement, the institution reserves the right to make changes in course offerings, curricula, and other policies affecting its programs.

Due to the changing nature of professions, the institution is continuously reviewing and restructuring many of its academic programs in an effort to enhance their quality, improve efficiency, or to comply with requirements of professional boards, accrediting agencies, and governmental laws and regulations, among others. In that process, some of the programs and courses mentioned in this catalogue may be modified, consolidated with other programs or courses, or eliminated. When the curriculum of any one program is revised, the institution will automatically initiate the transfer process of every student enrolled in said program to the revised curriculum but without increasing, the number of credits required of the student to finish the program.

If you have questions about a particular program or course, you should contact the appropriate university school or department. In case that a program is eliminated, the program director will prepare a course schedule to assure the graduation of those students enrolled in the program within applicable institutional regulations.

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 university level institutions.

NON-DISCRIMINATION STATEMENT

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

BOARD OF DIRECTORS OF ANA G. MÉNDEZ UNIVERSITY SYSTEM

Ramiro Millán Catasús, President of the Board
Félix Rodríguez Schmidt, Vice President of the Board and Permanent member of the board
José F. Méndez Méndez, President of Ana G. Méndez University System, Permanent member of the board

José F. Méndez González, President Emeritus and Permanent member of the board
Rafael A. Nadal Arcelay, Permanent member of the board
Herminio Martínez Escudero, Permanent member
Héctor A. Jiménez Ramírez, Board member
Víctor Hernández Méndez, Board member
Manuel Agosto García, Board member
René A. Soto Torres, Board member
Wilfredo Cosme Ortiz, Board member
Rita Di Martino, Board member
Delia Castillo de Colorado, Board member
Ricardo Rodríguez Domenech, Board member
Gloria Castillo de García, Secretary
José E. de la Cruz Skerrett, Legal Counselor to the board

ADMINISTRATION OF ANA G. MÉNDEZ UNIVERSITY SYSTEM

José F. Méndez Méndez, President of Ana G. Méndez University System
José F. Méndez González, President Emeritus
Ricardo Rodríguez Domenech, Executive and Operations Vice President and Acting Vice President of Financial Affairs
Jorge L. Crespo Armáiz, Vice President of Planning and Academic Affairs
Mayra Cruz Rivera, Vice President of Marketing and Student Affairs
Victoria de Jesús, Vice President of Human Resources
Luis Zayas-Seijo, Vice President of National Affairs
David Méndez Pagán, Vice President of International Affairs
Mildred Huertas Solá, Chancellor, Universidad del Este
Carlos Padín Bibiloni, Chancellor, Universidad Metropolitana
Dennis R. Alicea Rodríguez, Chancellor, Universidad del Turabo
Luis Burgos Feliciano, Chancellor, Ana G. Méndez University System Florida Campuses
Migdalia Torres Rivera, Chancellor, Ana G. Méndez University

UNIVERSIDAD DEL ESTE'S ADMINISTRATIVE COUNCIL AND ACADEMIC BOARD

Administrative Council

The Administrative Council of Universidad del Este is the legislative body of Institutional policy of the university in accordance with the statutes of 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 Administrative Affairs, the Vice-Chancellor of Sponsored Program, the Vice-Chancellor of Operations and Physical Facilities, the Vice-Chancellor for Information Resources, the deans of the Schools and Graduate Studies, four faculty

representatives, one Director of the additional locations, 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 and norms, regarding faculty, curricula, educational projects and other educational innovations. The Academic Board consists of the Vice-Chancellor, the Associate Deans of the Schools and Graduate program, the Director of the Library, fourteen undergraduate faculty representatives, and two student representatives.

UNIVERSIDAD DEL ESTE'S ADMINISTRATION AND STAFF

Office of the Chancellor

Mildred Huertas Solá, EdD, Chancellor

María S. Díaz Díaz, Vice Chancellor of Administrative Affairs

Mayra M. Ferrán Torres, Vice Chancellor of Sponsored Programs

Marisol Muñoz Zabala, Assistant Vice President of Human Resources

Jorge A. Torres Martínez, Assistant Vice President for Budget Analysis

Alberto J. Camacho Meléndez, Assistant Vice President of Planning

María I. de Guzmán Vendrell, Assistant Vice Chancellor of Institutional Development

Ana Teresa Rodríguez Lebrón, Executive Assistant of the Chancellor

José E. Machuca Morales, Security Director

Ivonne D. Arroyo Rodríguez, Director of Public Relations

Laurie Melín, Director of International Affairs Office

Yamil Natal Estela, Coordinator of Information Systems

Office of the Vice Chancellor

Angel A. Toledo López, PhD, Esq., Vice Chancellor

Magalie Alvarado Hernández, Associate Vice Chancellor of Administrative Affairs

Marcos A. Vélez Rivera, Associate Vice Chancellor of Licensing and Accreditation

Ezequiel de J. Bayuelo Flórez, Associate Vice Chancellor of Institutional Assessment

Luis Iturralde Albert, Associate Vice Chancellor for Research and Dean of Graduate Studies

Maribel Figueroa Rodríguez, Associate Dean of Graduate Studies

Natalia Torres Berrios, Institutional Compliance Officer

Carmen J. Rodríguez Rivera, Associate Vice Chancellor of Retention

Jesús Oliveras Ortiz, Associate Vice Chancellor for the Evening Programs

Sylvia Esquilín Rivera, Assistant Vice Chancellor of Evaluation and Faculty Development

Sylvia M. Blanco Soto, Executive Assistant to the Vice Chancellor

Schools:

Mildred Y. Rivera Cordero, Assistant Vice President and Dean, School of Professional Studies

Johanna Vivoni Suárez, Associate Dean, School of Professional Studies

Terestella González-Denton, Dean, José A. (Tony) Santana International School of Hospitality and Culinary Arts

María del Carmen Arribas Rivera, Dean, School of Education

José E. Berríos Lugo, Dean, IEN Business School

Eloísa Gordon Mora, Dean, School of Social and Human Sciences

Marielis E. Rivera Ruiz, Dean, School of Sciences and Technology

Vanesa M. Ortiz López, Dean, School of Health Sciences

Patricia Mercado Rivera, Dean, School of Technical Studies

Office of the Vice Chancellor of Information Resources

Carmen Ortega Dávila, MLS, Vice Chancellor for Information Resources

Elsa Mariani Hernández, Director, Library

Rigoberto Terrero Sánchez, Director, Telecommunication and Information Systems

Manuel S. Almeida Rodríguez, Executive Director, Library and Research Center Jesús T. Piñero

Office of the Vice Chancellor of Student Affairs

María G. Véaz Morales, EdD, Vice Chancellor of Student Affairs

Gisela Negrón Pérez, Associate Vice Chancellor of Student Affairs

Liz Yadira Méndez Rosario, Associate Vice Chancellor of Enrollment Management

Magda E. Ostolaza Cruz, Associate Vice Chancellor of Marketing and Recruitment

Ramonita Fuentes, Director, Admissions

Carmen G. Velázquez Torres, Associate Vice Chancellor of Quality of Life & Student Wellness

María de Lourdes Ferrer Torres, Assistant Vice Chancellor for Multidisciplinary Services

Mahirami Meléndez Burgos, Assistant Vice Chancellor of Scholarships and Internship Program

Elisa Quiles Charón, Registrar

Eigna De Jesús Molinari, Director of Financial Aid

Ángel González González, Bursar

Diana M. Colón Román, Director, Employment Center

Emmanuel Colón Ayala, Director, Social and Cultural Activities

Julio Figueroa Camacho, Director, Athletics and Sports Program

Anamar Sosa, Director of Alumni Office

Office of the Vice-Chancellor of Operations and Physical Facilities

Carmen Ortega Dávila, MLS, Acting Vice-Chancellor of Operations and Physical Facilities

Juan A. Boada Navarro, Assistant Manager, Physical Facilities and Operations

Andrés Lloveras Méndez, Maintenance Supervisor, Off campus locations

Additional (Off-Campus) Locations

Sixto Bermúdez Vargas, Director, Arecibo

Griselda Correa, Director, Barceloneta

Rosa Pérez Almodóvar, Director, Cabo Rojo

Evelyn Ayala Quintero, Director, Santa Isabel

Maricelli Zaragoza Castro, Director, Yauco

Graduate Council

This council is a consultant body of the office of Graduate Studies. The members of the council are: (a) the dean and associate dean of the office of Graduate Studies, (b) School deans that supervise graduate programs, (c) graduate programs directors or coordinators, (d) directors of the additional locations, and (e) a representative from the Graduate Student Association.

ADMISSIONS

General Admission

The admission procedures are essential steps for establishing a relationship between the student and the institution.

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, which varies from program to program (see the academic offerings section in this catalog).
2. To be interviewed by authorized officials or faculty members, or a committee designated for this purpose.
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 on a designated topic that will be requested as part of the interview process.
5. Comply with all the corresponding procedures for admission: (a) complete the application, and (b) pay the application fee.
6. Resume (all graduate programs) or Curriculum Vitae (Social Work program)
7. Score of the EXADEP for Health Services Administration Program and School and Child Psychology Program only.

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.

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:

1. Meet the evaluation criteria for Satisfactory Academic Progress, including the qualitative and quantitative components.
2. Approve the required percentage of credits of the program at the institution.
3. Have completed the period of suspension due to academic reasons.
4. 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 of the program of study to which he or she is admitted and compliance with all institutional bylaws, rules, regulations, and current catalog. Candidates for readmission may be subject to an interview.

Transfer Students from other Institutions

Requirements

Students from other fully 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.
2. A maximum of nine (9) credits will be accepted in transfer.
3. Fulfill the admissions requirements of the program to which he/she is applying.
4. Satisfactorily participate in an interview with authorized academic officials or faculty members, or a committee designated for this purpose.
5. Present two (2) letters of recommendation from persons that can offer an opinion about their possibilities for success in graduate studies.
6. Write an essay of a designated topic that will be requested as part of the interview process.
7. Comply with all the corresponding procedures for admission: (a) complete the application, (b) pay application fee.
8. Submit two (2) official transcripts with the admissions application. Students that studied out of Puerto Rico must submit a catalog of the university from which they are transferring.

9. Resume (all graduate programs) or Curriculum Vitae (Social Work program)
10. Score of the EXADEP for Health Services Administration Program and School and Child Psychology Program only.
11. The accepted credits count toward the determination of credits hour attempted and earned, but will not be considered in the cumulative GPA.

Special Students

Special students are persons authorized by an academic official (e.g., dean, associate dean, program director/coordinator) to take up to three (3) courses with the purpose of improving themselves professionally without the intention of obtaining an academic degree. These special students may possess a higher degree.

Transitory students and auditors

Transitory students file a permit from the institution they are enrolled in allowing them to take courses at the University for a period of no longer than two (2) academic semesters. They apply for admission within the time allotted by the Admissions Office. 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.

The University admits students as auditors. 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 fifty (50) percent of the graduate cost per credit.

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 and comply with all the corresponding procedures for admission: (a) complete the application, (b) pay application fee, and (c) other administrative requirements specified by the Admissions Office.

Foreign Students

The requirements for admission, readmission, and transfer will also apply to foreign students. Additionally, admission for foreign students will be subject to the immigration laws in effect. The solicitant has to complete Form I-20 and meet with the Designated School Official (DSO) of the Institution. Furthermore, he/she has to present a sworn statement certifying financial capability to disburse for his studies.

Admission Validity

The admission procedures are essential steps for establishing a relationship between the student and the institution.

1. Students can only enroll in programs offered at the time of their admission or readmission.
2. Admission or readmission to the University will be valid for the registration period after the date of admission.
3. Students must fulfill the admission requirements by the dates established in the academic calendar.

Other Provisions: Credit Hour Policy and Flexible Modes of Learning

The U.S. Department of Education defines “credit hour” as: “...An amount of work representing intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom of direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.”

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 teamwork 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 (5) or eight (8) week sessions. During each session, classes meet once a week for four (4) hours each week. The students will be required a minimum of 15 hours of individual or teamwork 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 each class.

REGISTRATION

Registration Validity

Registration is not complete until the student has paid all fees required by the Bursar’s Office; the official stamp of the Bursar’s Office has been stamped on his registration class schedule; and he has signed a statement consenting to follow and observed the rules, norms and regulations of the institution.

1. The Dean of the School, with the support of the student affairs offices, will determine the registration process and will include it on the Institutional Academic Calendar.
2. To be valid, the Bursar must seal the student's invoice schedule.
3. 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.

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, Registrar's Office, and in the Schools.

PROGRAM CHANGES, WITHDRAWALS, AND SPECIAL PERMITS

Reclassification of Program or Specialization

Active students may apply for reclassification of a program or specialization after applying for reclassification to the Registrar's Office and meeting the requirements established by graduate program applied to. The dean of the school or other authorized representative must recommend the reclassification. The student must comply with all the institutional bylaws, rules and regulations. The credits from the previous specialization that qualify to be accepted into the new program will be calculated as part of the satisfactory academic progress (SAP).

Withdrawals

1. To apply for a partial or total withdrawal, students will submit the application for withdrawal to the Registrar's Office within the dates specified in order to be final and official. Withdrawals will affect the academic progress of the student. The date is established in the academic calendar.
2. Partial withdrawal: According to the institutional refund policy, students who withdraw from one of their enrolled courses, will be responsible for the full cost of the course.
3. Non-attendance (partial or total): According to the institutional refund policy, any student who does not attend an enrolled course will be automatically withdrawn and will be responsible for the tuition cost and fees that apply for the enrolled course. Costs are subject to change from one academic year to another, and during the life term of this catalog.
4. Mid-point: According to the institutional refund policy, any student who obtains a "WF" in all their courses at the end of the semester will be responsible for fifty (50) percent of the total cost of their total tuition cost.
5. Total withdrawal: According to the institutional refund policy, any student who withdraws from all of his/her enrolled courses will be responsible for the prorated portion of his/her

total tuition cost. This cost will be prorated according to the days attended to the enrolled courses until the withdrawal date in relation to the total number of days in the semester or the total days of a single Part-of-Term, as applicable.

6. Administrative withdrawal: The institution reserves the right to execute an administrative withdrawal partial or total; temporarily, via exemption or by a decision of a Discipline Council or another Institutional Committee. The academic record of the student will reflect a “W” as qualification.

Special Permits

1. Students will have the opportunity to take courses at other accredited institutions, if the courses are not offered at the university and are required for other courses in the following semesters.
2. To apply for a special permit, the student will submit the corresponding application form to the Registrar’s Office.
3. The student has an official enrollment in the academic term for which the special permit is requested.
4. Students in this situation will receive the recommendation from the Dean of the School or the Graduate Program Director/Coordinator, before the authorization from the Registrar’s Office.
5. The special permit will be given for one academic semester or summer session.
6. 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 GPA.
7. Special permits will be granted for a maximum of six (6) credits.

ACADEMIC LOAD, CLASSROOM CENSUS, AND ACADEMIC ADVISING

Academic Load per Term

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

Census

Admission to the classroom

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

Classroom census

The Institution is not required by any state or regional accrediting agency to take attendance. A census is conducted during the first weeks of each semester or part-of-term to determine whether the student attended at least once during the period of enrollment. This census is made for reporting requirements only. Professors may take into consideration the student's attendance when grading and should explain the possible impact of absences on the student's final grade, if any. The student is also responsible for all material covered during the course, even if he misses classes during the semester or part-of-term. Thus, attendance is strongly recommended to better retain the student and facilitate achievement of his/her academic goals.

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.

EVALUATION OF STUDENT'S ACADEMIC ACHIEVEMENT

Evaluation System

Credit value

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.

Partial and final evaluations

1. Each term, professors will evaluate students based on at least two evaluative components where there will be at least a partial evaluation and a final evaluation.
2. 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.
3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
4. 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.
5. 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

It will be the responsibility of the professors to: (a) inform the students of at least one partial evaluation before the last date established for partial withdrawals, (b) comply with the academic calendar, and (c) 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

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

A	=	3.50-4.00
B	=	2.50-3.49
C	=	1.50-2.49
D	=	1.00-1.49
F	=	0.00-0.99

The following system of letters will be applied in special cases; they will not be considered for student's grade point average (GPA), except for the WF.

IB, IC, ID Incomplete work. Student absent from final examination or failed to complete and turn in final work assignment, but must have complied with all the partial requirements of the course. The professor must calculate the grade with a **(0)** as the final exam.

P	Pass
NP	Not-pass
IP	In progress
NR	Non-reported (grade) by professor
AU	Audit course
T	Transfer course
W	Withdrawal
WA	Administrative withdrawal. Processed by the Vice Chancellor of Student Affairs.
WN	Administrative withdrawal
WF	Student deserted the classroom or excessive unjustified absences from course

Additional information pertaining to course withdrawals are below:

- **“W” (Withdrawal)** - Indicates a withdrawal from a course with the official approval of the Registrar's Office.
- **“WA” (Withdrawal Administrative)** - Indicates an administrative withdrawal approved by the Vice Chancellor of Student Affairs given in mitigating circumstances.

- **“WN” (Withdrawal No Show)** - Indicates no show to a course within the first few days after classes begin (no grade points). Reported by the professor to the Registrar’s Office in the official census process.
- **“WF” (Withdrawal Failure)** - Indicates a student failure to continue attending his classes and does not officially drop the course.

Changes, Grade Objections and Additions

In the event of an objection, the student is obligated to present the objection at the school of his program of studies before the due date established in the institutional academic calendar of the term following the objected grade.

1. Any request for a grade change or addition must be submitted by the professor to the Dean of the School or the Graduate Program Director/Coordinator, within the due date of the institution academic calendar, using the form provided. The Dean of the School or the Graduate Program Director/Coordinator will submit the form to the Registrar’s Office, which will be responsible for making the change or addition in the Official Grade Register.
2. 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

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.

1. In order to remove an incomplete, the student should take the corresponding final examination or work requirement in the subsequent semester or summer session and before the due dates established in the academic calendar. 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 Director/Coordinator to determine how to take the exam or turn in the final work and remove the incomplete.
2. If a student has an incomplete in a course, the credits for the course count toward the determination of credit hours attempted. The course will not be considered in the cumulative GPA until a grade is assigned.
3. In the case of students not complying with these established rules, the Registrar’s Office will assign the grade reported by the professor.

Responsibility of the professors

1. It will be the responsibility of the professors, at the end of each academic term, to submit the grades report at the web for faculty procedure including students that have incomplete, indicating for each case the partial grades obtained. The professors will submit exams with corresponding answer keys or will indicate the work or assignments each student has pending.
2. Upon completion of the term specified to complete the students' academic work, professors will remove the Incomplete. The Dean of the School or the Graduate Program Director/Coordinator will submit them to the Registrar's Office where the Official Grade Register will be completed, and final grades will be given.
3. When completing the Gradebook Electronic Register, the professors will specify the partial grades received by the students.

Course Repetition

1. A student that wishes to repeat a course will have the liberty to do so. The course must be passed with the minimum grade that has been determined according to the rules of each School.
2. Federal regulations limit repetition of courses that can be paid with Title IV financial aid funds. Generally, failed courses may be repeated until passed and courses that you have passed can be repeated only once. Please check with the Financial Aid Office if you are not sure whether a course can be repeated with financial aid.
3. Students that repeat a course will receive the highest grade obtained for purposes of their academic average. That grade will be considered to calculate the academic progress of the student and considered in credit attempts for the SAP.
4. If the grade obtained is the same as the previous one, it will be counted for the GPA and only once for the graduation average.
5. In the case of practice courses, the student may repeat the course no more than 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.
6. Repeated courses will be considered to determine the student's academic progress.

Independent Study

Independent study courses will be offered, as an alternative for those students that require a course that is not programmed in the current semester, but it is part of their curriculum. These courses will be offered through independent study if they meet the following criteria: (a) the course content cannot be substituted for another, (b) the course is not being offered in the session the student is enrolled in and the student cannot attend the section offered in another session, and (c) the course is required by the student's program.

Student should familiarize themselves with all rules, norms and regulations of the institution through the Student Handbook, Student Regulations, and the Handbook of the Academic Norms and Administrative Procedures. These publications are available upon request at the Office of the Vice Chancellor of Student Affairs and at the web site: <http://une.suagm.edu/>. These documents provide the information and updates as to program requirements, academic policy changes as well as other academic and administrative changes that may take place during your years of study at the institution.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory Academic Progress (SAP) measures the academic progress of the student towards the attainment of an academic credential. Federal regulations require that all students who receive Title IV funds, as part of their financial aid package, maintain SAP. The SAP policy applies to all students, including graduate students. The evaluation criteria for SAP include a qualitative and quantitative component.

The qualitative measure is based on the cumulative grade point average (GPA). The quantitative measure is based on the number of credit hours the student attempts and earns. This calculation is completed by dividing the cumulative number of credit hours a student successfully earns by the total number of credit hours the student attempts over the student's academic career in a particular program at the Institution. Students are also expected to complete their program within 150 percent (%) of the length of the program as measured in credits. For example, if a student is enrolled in a master's degree program of 36 credit hours, the student may attempt up to 54 credit hours (36 credits x 1.5 = 54 credits).

The following table shows the qualitative and quantitative minimum standards that UNE's graduate students have to meet, in order to comply with satisfactory academic progress (SAP):

Graduate Degree Programs (Masters and Graduate Certificates)		
Credits Attempted	% of Credits Earned	GPA
1 – 18	55%	3.00
19 – 36	60%	3.00
37 +	67%	3.00

SAP is measured at the end of every two (2) semesters for students enrolled in graduate programs. Students that meet the minimum standards in compliance with SAP are considered to be in "Good Standing" (GS) and those that do not meet the minimum standards SAP are considered "No Academic Progress" (NP). This SAP will apply only to the credits attached to the curriculum of the student.

Veterans and their beneficiaries

Veterans and their beneficiaries must complete the program of studies within the time established in their curriculum (100%). Student who extend their studies beyond the one hundred fifty percent (150%) time established by the program cannot continue to receive veteran's benefits.

Appeals

Students will be informed in writing, through e-mail, of his/her loss of financial aid eligibility due to the failure to meet SAP and will be advised of the process for re-establishing financial aid eligibility. Students who have lost eligibility for financial aid based on a failure to meet SAP standards may appeal their loss of eligibility if they have suffered extenuating circumstances, such as the following:

1. Student's injury or illness,
2. Death of a relative, or
3. Other special circumstances.

Students who wish to make an appeal must be current on all financial obligations. Students may not use financial aid to make retroactive tuition and fee(s) payments. As part of the request for an appeal, the student must explain how the critical situation prevented him/her from meeting the academic progress. The student must also describe how his/her situation has changed in order to allow the student to meet the SAP standards at the next evaluation. The student must submit the following:

1. SAP Appeal Form (please refer to the form for further instructions)
2. Signed dated letter
3. Supporting documentation (third-party documentation may be required as appropriate)

In order for the appeal to be considered, the student must submit the SAP appeal documentation to the Institution's Professional Counselor, who will submit the documentation to the Appeals Committee. The Appeals Committee will evaluate the merits of the appeal by reviewing the documentation submitted as well as the student's previous academic performance at the Institution. The Appeals Committee may request additional information or documentation, as needed. The Vice Chancellor for Student Affairs will notify the student in writing, through e-mail, the determination made by the Appeals Committee.

Financial Aid Reinstatement

If the Institution approves a SAP appeal, this appeal can be authorized with or without financial aid. The student must also be placed on an academic plan. The Institution will advise the student in writing, through e-mail, of the progress the student must achieve to ensure he/she

meets the SAP policy or the requirements of the academic plan by the end of the next semester attended. Students will be eligible for financial aid while on financial aid probation.

After the end of the financial aid probation semester, the Institution will measure the student's academic progress. The student will retain financial aid eligibility only if the student meets published minimum SAP standards or meets the requirements of the academic plan at the end of the semester of financial aid probation. If the student does not comply with SAP or meets the requirements of the academic plan, he/she is not eligible for financial aid funds, unless the student successfully appeals his/her status again.

Any student who loses financial aid eligibility due to failure to meet SAP and attends school at his/her own cost will regain financial aid eligibility in the academic semester following the semester in which the student meets the minimum SAP standards.

Suspension

Students who fail to meet the minimum standards for SAP after being on NP (No academic Progress) are placed on suspension. For more information, refer to the institutional Satisfactory Academic Progress (SAP) Policy.

VALIDATING STUDIES

Transfer Credit for Courses

Validating transfer credits assumes the student was admitted to the university as a transfer student. The validation will take into consideration each of the graduate classes approved and their equivalency with a corresponding subject offered at the University. The following criteria will be taken in consideration in this process:

1. Only courses approved with a grade of "B" (3.49-2.50) or higher at the other institution will apply for transfer credit.
2. The maximum amount of credits accepted will be nine (9).
3. The Dean of the School and the Graduate Program Director/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.
4. 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.

GRADUATION

Eligibility to Obtain an Academic Degree

1. Have approved the courses required for the degree as established by the Institution.
2. Have approved the total number of credits required for the degree with a minimum GPA of 3.00 and pass one or more of the following, as required by the degree: (a) the degree exam, (b) the research project, (c) research proposal, (d) business plan, (e) a portfolio, and (f) internships or practicum.
3. Transfer credits will be considered attempted credits.
4. When calculating the GPA for graduation, only the courses approved and required for obtaining the Master's Degree will be considered.
5. All students admitted to the Institution will be subject to the program requirements at the time he/she applies for graduation. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect, but never a combination of both. If the student decides to change to the new curriculum, he/she must receive an orientation from the school and will sign a form: certification of orientation of curriculum's change. The student has to comply with the new curricula and program requirements in order to obtain the degree.
6. The student must comply with all financial requirements before applying for graduation.
7. Commencement will be held once a year (June), at the end of the second academic semester. Students that fulfill their graduation requirements at the end of the first semester or second semester or during summer may apply and obtain a certification of completion of graduation requirements from the Registrar's Office.
8. Two degrees may be conferred if they are from different programs.
9. Students that have finished their graduate studies in previous years and take post-graduate courses may be conferred certificates of advanced studies.
10. Graduate students do not receive any honors during the commencement exercises.

Residency requirements

Students that transfer to a graduate program must approve at least twenty-four (24) credits at the university in order to establish residency and be eligible for graduation.

Program's requirement

Each graduate program may have a specific requirement for graduation. The following requirements or a combination of them may apply to the graduate programs according to their curriculum: (a) the degree exam; (b) the research project, and (c) internships and practicum.

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 in Social Work (MSW) with specialization in Clinical Social Work. Students from the Master in Criminal Justice and Criminology (MCJ) have the option of completing their degree by taking the comprehensive degree exam or conduct a research project. However, the option of the research projects is subject to approval by the Program's director.
2. The exam will be designed according to the curriculum the student has studied.
3. The policy of the comprehensive examination will be distributed to all students that submitted an application for the exam.
4. The comprehensive exam will be graded with a Pass (P) or Fail (Not-Pass).

Eligibility and applying for the degree exam

1. Students who have completed their foundations or core and specialization courses, can request to be evaluated to present the comprehensive examination.
2. The examination is offered each semester; it will not be offered during the summer.
3. The application must be submitted directly to the master program.
4. A student has to complete all the administrative and academic requirements of the program before applying for the comprehensive exam.
5. The application will be available at the Department of Social Work for MSW students and at the School of Social and Human Sciences for the MCJ students. The Graduate Academic Coordinators in the Off-Campus Centers (additional locations) have available the application during the designated dates.
6. Applications will not be accepted after the announced date. The program will evaluate the application and notify the student if it was accepted or denied.
7. All students must comply with the dates scheduled for the application process and payment.

Research project

All courses that require a research project or business plan will be graded with a Pass (P) or Not-Pass (NP) grading system.

Master in Business Administration (MBA)

1. Students from this master must be registered in the corresponding course according to his/her specialization (BUSG 651 or ITMA 645). To approve the course, students must prepare a research project, which includes the option of a business plan.

2. MBA students must present the results of the research project or business plan to a graduate committee of at least 2 professors convened for these purposes. Contact hours to prepare this research will be no less than 30, considering that the project is being developed from a previously completed proposal. The student and the faculty mentor will submit a written summary of the work performed together as a request for a final presentation date and designation of the graduate committee.

Master in Criminal Justice and Criminology (MCJ)

Students will register the CJGR 648 course after official approval by the Program's director. To approve the course, students must prepare a research project.

Master of Art in Education (MAEd)

Students will register the EDUG 680 course. To approve the course, students must prepare a research project.

Master of Art in Education (MAEd) with specialization in School and Child Psychology

The student under the supervision of a graduate faculty, prepare a research project that meets the standards of the discipline and specialty. The student will register the course SPSY 637. The student selects the methodological design to demonstrate the mastery of research skills with the advice of his/her mentor.

Internships and practicum

Two graduate programs require practice or internship: (a) Clinical Social Work (900 hours), and (b) School and Child Psychology (1,200 hours). Programs are responsible for the development and implementation of a supervised practice handbook.

Protection of Human Subjects in Research

All scientific and academic research that requires data from human subjects, through intervention or interaction with the individual, bio-specimen or identifiable private information, must be submitted to Ana G. Méndez Institutional Review Board according to Federal Regulations (45 CFR 46) and Institutional Policies. The review and approval must be completed before any data is collected or any procedure is conducted.

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 \$221.00.

General fees

These fees are subject to change during the life term of this catalog (other fees can be found in the institution's website).

The general fee is \$450.00, divided into:

- | | |
|-----------------|----------|
| a. Construction | \$300.00 |
| b. Technology | \$75.00 |
| c. Services | \$45.00 |
| d. Parking | \$20.00 |
| e. Library | \$7.00 |
| f. Insurance | \$3.00 |

Laboratory and practice \$25 thru \$35, depending on the course

Comprehensive exam \$50.00

Reimbursements

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

Partial withdrawal

Students who withdraw from one of their enrolled courses will be responsible for the full cost of the course.

Non-attendance

A student who does not attend an enrolled course will be automatically withdrawn and will be responsible for 25% of tuition cost of the enrolled course.

Identifications

The Institution issues an identification card for each student at the cost of \$5.00. The cost of replacing a lost, misplaced or stolen identification card is \$10.00. 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 Registrar's Office. Payment must be made at the Office of the Bursar. The cost of each transcript is \$6.00.

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.

Discipline

Schools 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.

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student's Handbook from the Office of the Vice Chancellor of Student Affairs, and commit himself to read and become familiar with the Student's Handbook contents, Student's Regulations and Academic Norms and Administrative Procedures Handbook. These requirements cannot be waived or omitted under any circumstances. These documents are available at the institution web site: <http://une.suagm.edu/> under the heading student services.

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.

Student should familiarize themselves with all rules, norms and regulations of the institution through the Student Handbook, Student Regulations, and the Handbook of the Academic Norms and Administrative Procedures. These publications are available upon request at

the Office of the Vice Chancellor of Student Affairs and at the web site: <http://une.suagm.edu/> these documents provide the information and updates as to program requirements, academic policy changes as well as other academic and administrative changes that may take place during student's years of study at the institution.

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.

Violence against Women Reauthorization Act

This act (VAWA, Pub. Law 11-4, 2013) requires that higher education institution report their annual statistics about crime, domestic violence incidents, sexual violence and sexual harassment. Also this act requires that the institutions advertise their procedures and preventions programs to deal with all these violence problems.

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.

Student Grievance Policy and Procedure

A student grievance exists when a student claims that a violation, misapplication or misinterpretation of Universidad del Este's policy, procedure or practice has occurred. A student filling out a grievance claim should follow the procedure outlined in http://www.suagm.edu/une/srtek/pdf/grievance_policy.pdf

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 Master's Degree

A student that has a Master's Degree from the Institution may seek a second degree in a different program. Any degree accepted must fall within the time limits established for the Master's Degree.

Online Course Policy

The University has established a policy for web-supported and online courses (Executive order no. 20-2016). It determines the norms and procedure for the online courses, blended courses and web-supported courses.

Change of Name and/or Address

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

MASTER'S DEGREE OFFERINGS: 2017-2018

Degree and specialization	Carolina	Arecibo *	Barcelo- neta	Cabo Rojo	Santa Isabel	Yauco
IEN Business School						
<i>Master in Business Administration</i>						
Human Resources	X	-	-	X	-	X
Management	X	-	-	-	-	-
Accounting	X	-	-	-	-	-
Management of Information Security	X	-	-	-	-	-
Information Technology and Web Business Development	X	-	-	-	-	-
School of Education						
<i>Master in Arts in Education</i>						
Curriculum and Teaching in Early Childhood Education	X	-	-	-	-	-
Curriculum and Teaching in English	X	-	-	-	-	-
Curriculum and Teaching in Spanish	X	-	-	-	-	-
Curriculum and Teaching in Special Education	X	-	-	-	-	-
School and Child Psychology	X	-	-	-	-	-
School of Social and Human Sciences						
<i>Master in Criminal Justice and Criminology</i>	X	X	X	X	X	X
<i>Master in Social Work Clinical Social Work</i>	X	X		X	X	X
School of Professional Studies (Adult accelerated program)						
<i>Master of Public Affairs</i>						
Public Policy	X	-	-	-	-	-
<i>Master of Business Administration</i>						
Strategic Management and Leadership	X	-	X	X	X	X
Project Management	X	-	X	-	X	-
<i>Master of Arts in Education</i>						
Bilingual Education	X	-	-	-	-	X
Adult Education	X	-	-	X	-	-
Instructional Design and Technology Integration with E-learning	X	-	X	X	X	X
<i>Master in Health Services Administration</i>						
Health Services Management	X	-	X	-	-	X
<i>Master in Strategic Tourism</i>						
Sport Tourism	X					

*These Programs has been transferred to Barceloneta Off Campus temporarily.

SYSTEM CODE OF THE COURSES

NAME	COURSES
ADED	Adult Education
ACCO	Accounting
BUSG	Business Administration
CJGR	Criminal Justice and Criminology
COMM	Communications
ECEG	Early Childhood Education
ECON	Economics
EDUG	Education
EDBE	Bilingual Education
ENGG	Curriculum and Teaching in English
ETEG	Instructional Design and Technology
ETEL	Instructional Design and Technology
ETRE	Instructional Design and Technology
FINA	Finance
GSTR	Strategic Tourism
HEMG	Health Services Management
HESM	Health Services Management
INTG	Research Methods
ITMA	Information Technology
MARK	Marketing
MANA	Management
MGMT	Management
PRMG	Project Management
PRTE	Instructional Design and Technology
PUAG	Public Policy
REHU	Human Resources
SECU	Information Security
SCFG	Bilingual Education
SPAG	Curriculum and Teaching in Spanish
SPEG	Curriculum and Teaching in Special Education
SPTR	Strategic Tourism
SPSY	School and Child Psychology
STMG	Strategic Management
STTR	Strategic Tourism
STAG	Graduate Statistics
SWGR	Social Work

BUSINESS SCHOOL FOR INNOVATION AND ENTREPRENEURSHIP (IEN BUSINESS SCHOOL)

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 in Computerized Information Systems in Graphic Design, Programming, Computer Support Technician, and Web Design; and associate degrees in Office Systems 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 bachelor degrees in Office System with majors in Administrative Secretary, and Graphic Design. The IEN Business School is accredited by the Accreditation Council of Business Schools and Programs.

Mission and Goals

The mission of the Business School for Innovation and 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. Our goal is to develop in our MBA students the ability to:

Conceptual / Knowledge

1. Distinguish between different theoretical frameworks, foundations and paradigms, practices and business tools to facilitate empowerment in their professional fields.
2. Integrate and acquire new knowledge by themselves.
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.

Vision

To be recognized internationally as one of the best business schools in Puerto Rico

Faculty

Arvelo López, Israel, Associate Professor
MBA, Marketing, Universidad Interamericana de Puerto Rico

Aponte Vega, Jorge, Full Professor
DBA, Management Information Systems, Universidad del Turabo, Puerto Rico

Berríos Lugo, José E., Associate Professor
DBA, Management, Universidad del Turabo, Puerto Rico

Camacho García, Margarita, Full Professor
EdD. Instructional Technology and Distance Education, Nova Southeastern University, Florida

Candal Vicente, Isabel, Full Professor
PhD, Business Administration, CEU Universidad San Pablo, Madrid, España

Castro González, Segundo, Assistant Professor
PhD, International Business, Universidad de Puerto Rico

Cortina Mercado, Melissa, Assistant Professor
DBA Marketing, Argosy University, Sarasota Campus, Florida

Cotto Vargas, José E., Assistant Professor, CPA
MBA, Accounting, Universidad Interamericana de Puerto Rico

Diaz Colón, Mildred, Associate Professor
PhD, Entrepreneurial Management Development: International Business, Universidad Interamericana de Puerto Rico

Escobar Ortíz, Angelita, Full Professor
MEd. Teachers of Business Subject in Higher Education
New York University, New York

Espina Romero, Maritza I., Full Professor
PhD, Management, Rensselaer Polytechnic Institute, Troy, New York

Figueroa Papaleo, Ana de L., Full Professor
Med., Teachers of Business Subject in Higher Education,
New York University, New York

González Contreras, Carmen, Full Professor
MBA, Management, Universidad del Turabo, Puerto Rico

Lebrón González, Edwin, Assistant Professor
MBA, Accounting, Universidad Interamericana de Puerto Rico

Lloréns Gómez, Antonio L., Assistant Professor
DBA, Management Information Systems, Universidad del Turabo, Puerto Rico

Martínez Ramos, Edda L., Associate Professor
CPA, MBA, Accounting, Universidad Interamericana de Puerto Rico

Medina Rivera, Zulma I., Associate Professor
PhD, Organizational Industrial Psychology, Universidad Interamericana de Puerto Rico

Meléndez Morales, Lourdes, Assistant Professor
PhD, Business Administration, San Pablo, CEU, Spain

Nieves Piñeiro, Roberto, Instructor
MBA, Management Information System, Universidad del Turabo, Puerto Rico

Rosado Valentín, Brenda E., Instructor
MA, Graphic Design and Digital Animation
Atlantic College, Guaynabo, Puerto Rico

Santiago Ortega, Rosaliz, Assistant Professor
DBA Management, Universidad del Turabo, Puerto Rico

Viader Ortiz, Ana M., Assistant Professor
DBA, Management, Universidad del Turabo, Puerto Rico

Administrative Staff

Berríos Lugo, José E., Dean
DBA, Management, Universidad del Turabo, Puerto Rico

Vacant, Associate Dean

Díaz Rodríguez, Joanny, Administrative Director
MPA, Public Affairs, Universidad del Este, Puerto Rico

Suárez Rivera, Yaritza A., Student Affairs Director
MAEd, Educational Technology & Instructional System, Universidad del Sagrado Corazón,
Puerto Rico

Morales García, Elizabeth, Students Affairs Coordinator
BOS, Administrative Secretary, Universidad del Este, Puerto Rico

Sánchez Hernández, Aracelia, Administrative Assistant
BOS, Office Administration, Universidad del Turabo, Puerto Rico

Vázquez Feliciano, Ana I., Administrative Assistant
BOS, Administrative Secretary, Universidad del Este, Puerto Rico

Meléndez Carrión, Raquel, Receptionist
MBA, Management, Columbia Central University, Puerto Rico

Program Descriptions

Master of Business Administration (MBA) with specialization in Human Resources

The Master in Business Administration in Human Resources prepares students for management level positions responsible for the strategic development of the human talent in the organization. The program enable leaders to focus on the managerial skills, labor relations and business knowledge needed to manage human resources functions including employee recruitment, selection, retention, development and compensation

Master of Business Administration (MBA) with specialization in Management

The Master in Business Administration in Management develops leadership skills needed to manage new ventures or complex, established organizations. The program includes strategic management, as well as the entrepreneurial management of resources and people in organizations locally and internationally.

Master of Business Administration (MBA) with specialization in Accounting

The Master of Business Administration in Accounting develops in the student various administrative capacities. Graduates will be able to consider the characteristics of accounting by analyzing financial systems, estimating the accounting methods used in different situations, and prepare consolidated financial statements, among others.

Master of Business Administration (MBA) with specialization in Management of Information Security

The Master of Business Administration in Management of Information Security is oriented towards the world of business and technology. It aims to develop skills in graduates to know and apply the theoretical and practical aspects of information security systems within the organization.

Program requirements

Admission

In addition to the general admission requirements at UNE, the student must have a bachelor's degree or its equivalent from an accredited institution of postsecondary education with a minimum GPA required of 2.50. Students can be admitted with a lower average, if an authorized official (e.g., dean, associate dean, program director/coordinator), taking into consideration other elements of importance, recommends them.

Graduation

The graduation requirements for the master programs are: a) have approved the courses required for the degree as established by the IEN Business School; 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 research project or business plan as required in the BUSG 651 or ITMA 645 course; d) transfer students must approve at least the last twenty-four (24) credits at the Institution and when calculating the GPA for graduation, only the courses approved and required for obtaining the Master Degree will be considered.

Accreditation

Council of Business Schools and Programs (ACBSP): www.acbsp.edu

Programs of Study

Master in Business Administration: Specialization in Human Resources		
42 Credits		Credits
Core Courses		18
Specialization Courses		18
Capstone / Research		3
Electives in Specialization		3
Core Courses		18
ACCO 515	Managerial Accounting	3
BUSG 505+	Research Techniques in Business Administration	3
ECON 530	Business Economics	3
FINA 530	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
Elective in the Specialization (Select one course)		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	Information Securities and Assurance	3
MANA 605	New Venture Creation	3

†BUSG 505 requires 45 contact hours and has 12 core credits and 9 specialization credits approved as prerequisite.

*BUSG 651 has BUSG 505 course approved as prerequisite.

Master in Business Administration: Specialization in Management		
42 Credits		Credits
Core Courses		18
Specialization Courses		18
Capstone / Research		3
Electives in Specialization		3
Core Courses		18
ACCO 515	Managerial Accounting	3
BUSG 505+	Research Techniques in Business Administration	3
ECON 530	Business Economics	3
FINA 530	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
Capstone / Research		3
BUSG 651*	Business Research	3
Elective in the Specialization (Select one course)		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	Information Securities and Assurance	3
MANA 605	New Venture Creation	3

†BUSG 505 requires 45 contact hours and has 12 core credits and 9 specialization credits approved as prerequisite.

*BUSG 651 has BUSG 505 course approved as prerequisite.

Master in Business Administration: Specialization in Accounting		
42 Credits		Credits
Core Courses		18
Specialization Courses		21
Capstone / Research		3
Core Courses		18
ACCO 515 #	Managerial Accounting	3
BUSG 505+	Research Techniques in Business Administration	3
ECON 530 #	Business Economics	3
FINA 530 #	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 and Non-Profit Accounting	3
ACCO 627	Advance Auditing	3
ACCO 628	Advance Accounting	3
ACCO 635	Information Systems Accounting	3
Capstone / Research		3
BUSG 651*	Business Research	3
Electives in the Specialization (Select two courses)		6
Taxes Track		
ACCO 629	Federal Taxes	3
ACCO 630	Special Issues in Taxation	3
Non-Profit Accounting Track		
ACCO 631	Health and Other Non-Profit Institutions Accounting	3
ACCO 632	Accounting for Colleges and Universities	3
Auditing Track		
ACCO 633	Internal Auditing	3
ACCO 634	Information Systems Accounting	3

†BUSG 505 requires 45 contact hours and has 12 core credits and 9 specialization credits approved as prerequisite.

*BUSG 651 has BUSG 505 course approved as prerequisite and ACCO 628 has ACCO 515.

Master in Business Administration: Specialization in Management of Information Security		
42 Credits		Credits
Core Courses		18
Specialization Courses		21
Capstone / Research		3
Core Courses		18
ACCO 515	Managerial Accounting	3
BUSG 505+	Research Techniques in Business Administration	3
ECON 530	Business Economics	3
FINA 530	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 p	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	3
Capstone / Research		3
ITMA 645*	System Development Project Management	3

†BUSG 505 requires 45 contact hours and has 12 core credits and 9 specialization credits approved as prerequisite.

*ITMA 645 has BUSG 505 course approved as prerequisite.

Course Descriptions

Master of Business Administration (MBA) with specialization in Human Resources

Core courses

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.

BUSG 505 Research Techniques in Business Administration
3 credits Prerequisite: 12 core credits and 9 specialization credits approved

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. The course requires 45 contact hours.

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.

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.

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.

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.

Specialization

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 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.

Capstone

BUSG 651 Business Research
3 credits Prerequisite: BUSG 505

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.

Electives

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.

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.

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.

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.

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.

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.

ITMA 525**Information Securities 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.

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.

Master of Business Administration (MBA) with specialization in Management

Core courses

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.

BUSG 505 Research Techniques in Business Administration
3 credits Prerequisite: 12 core credits and 9 specialization credits approved

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. The course requires 45 contact hours.

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.

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.

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.

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.

Specialization

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

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 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.

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.

Capstone

BUSG 651 Business Research
3 credits Prerequisite: BUSG 505

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.

Electives

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.

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.

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.

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.

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.

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.

ITMA 525**Information Securities 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.

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.

Master of Business Administration (MBA) with specialization in Accounting

Core courses

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.

BUSG 505 Research Techniques in Business Administration

3 credits

Prerequisite: 12 core credits and 9 specialization credits approved

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. The course requires 45 contact hours.

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.

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.

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.

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.

Specialization

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 **Prerequisite: ACCO 515**

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 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.

Capstone

BUSG 651 **Business Research**
3 credits **Prerequisite: BUSG 505**

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.

Electives

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.

Master of Business Administration (MBA) with specialization in Management of Information Security

Core courses

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.

BUSG 505 Research Techniques in Business Administration
3 credits Prerequisite: 12 core credits and 9 specialization credits approved

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. The course requires 45 contact hours.

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.

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.

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.

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.

Specialization

ITMA 525 Information Securities 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 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.

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.

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
3 credits

Policy and Administration in Information Technology Security

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.

Capstone

ITMA 645
3 credits

System Development Project Management

Prerequisite: BUSG 505

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.

SCHOOL OF EDUCATION

The School of Education is home to the UNE graduate 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. 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 locations, as well as in the School of Professional Studies (AHORA).

Mission and Goals

The School of Education is an academic community committed with the promotion of the comprehensive and professional development of our students as citizens of the world in constant transformation. We strive to contribute to best practices and emerging educational processes related to education, through the creation of academic programs in the areas of teacher preparation programs and allied professions education.

The School's goals 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. To achieve the mission, the school is dedicated in developing the educational environment needed to achieve the following strategic goals:

1. Provide the student an environment academically transformative and services achieve their full development and integral.
2. Develop in the student the knowledge, skills and attitudes pedagogical and professional necessary, with an emphasis on academic literacy, educational foundations, information management; as well as, in concentrations, through a flexible and up-to-date curriculum in constructivism.
3. Obtain specialized accreditation in the academic offerings.
4. Maintain an active and dynamic faculty who develops pedagogical activities, including research and publications.
5. Keep and continue to develop strategic alliances and collaborative agreements in the community that enable the strengthening the academic programs.
6. Encourage students and faculty the development of research skills, the responsible use of technology, community engagement, internationalization and entrepreneurship, framed in a socio-humanistic formation.

Vision

To be recognizing as a school of education of excellence that meets international quality standards.

Faculty

Aponte Medina, Vanesa, Instructor
MAEd, Curriculum and Teaching in Early Childhood, Universidad del Este, Puerto Rico

Arribas Rivera, María del Carmen, Full Professor
EdD, Curriculum and Teaching in Spanish, Universidad de Puerto Rico

Bayuelo Flórez, Ezequiel de J., Associate Professor
EdD, Curriculum and Teaching in Science, Universidad de Puerto Rico

Figueroa Camacho, Julio, Instructor
MEd, Teaching in Physical Education, Universidad Metropolitana, Puerto Rico

Huertas Solá, Mildred, Full Professor
EdD, Curriculum and Teaching in Science, Universidad de Puerto Rico

Martínez Plana, Mayra R., Associate Professor
PhD, Psychology, Universidad de Puerto Rico

Reeves García, Luis R., Instructor
MAEd, Teaching in Physical Education, Universidad Interamericana de Puerto Rico

Ruiz Limardo, Noemí, Full Professor
EdD, Curriculum and Teaching in Mathematics, Universidad de Puerto Rico

Santiago Santana, Juan R., Instructor
Med, Administration in Recreational Services, Universidad Metropolitana, Puerto Rico

Administrative Staff

Arribas Rivera, María del Carmen, Dean
EdD, Curriculum and Teaching in Spanish, Universidad de Puerto Rico

Maldonado Escobar, Mary Ann, Associate Dean
EdD, Curriculum and Instruction, Universidad Interamericana de Puerto Rico

Álamo Tavárez, Wanda I., Administrative Assistant
MA, Office Systems, Universidad Interamericana de Puerto Rico

Meléndez Bayala, Denisse, Academic Coordinator
MBA, Management, Universidad del Turabo, Puerto Rico

Cariño Carmona, Amalia, Administrative Assistant
BBA, Office Systems, Universidad del Este, Puerto Rico

Urbina Fuentes, Carmen A., PCMAS Effectiveness Coordinator
MS, Postsecondary Education Administration, Universidad del Este, Puerto Rico

Program Descriptions

Master of Arts in Education (MAEd) with specializations in Curriculum and Teaching in: Early Childhood Education, English, Spanish, and Special Education

These masters are aimed at teachers who want to develop in its field of specialization with the idea of deemed them as teachers highly qualified in publics and private schools. It has an emphasis in appropriate practices that characterize each level of instruction and contents.

Master of Arts in Education (MAEd) with specialization in School and Child Psychology

The program emphasizes a professional that is concerned with the science and practice of psychology with infants, children, youth, families; learners of all ages; and the schooling process. The program prepares them to provide a range of psychological services, such as: diagnosis, assessment, intervention, prevention, health promotion, and program development and evaluation services. The focus is on the developmental processes of children and youth within the context of schools, families and other ecological systems. The program prepares them to intervene at different levels to ensure and promote a healthy development.

Professional Certificate in Education with Students and Special Populations

This is a graduate certification with emphasis in education with special populations.

Program Requirements

Admission

In addition to the general admission requirements at UNE, these programs have the following: 2.50 points for Master of Arts in Curriculum and Teaching in: Spanish, English, Early Childhood Education and Special Education, and 3.00 points for Master of Art in Education specialization in School and Child Psychology.

Graduation

The graduation requirements for the master programs are: the student must complete 3.00 points for Master in Curriculum and Teaching in: Spanish, English, Early Childhood Education, Special Education and Master of Art in Education in School and Child Psychology. A final research

project is a requirement for all Curriculum and Teaching specializations. The School and Child Psychology program requires the preparation of a research project and an internship.

Programs of Study

Master of Arts in Education: Specialization in 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		18
ECEG 621	Observation, Evaluation and Assessment	3
ECEG 622	Family, School and Community: Implications for Young Children	3
ECEG 623	Children with Special Needs: Early Interventions	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 of 15 weeks.

Master of Arts in Education: Specialization in 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		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 of 15 week

Master of Arts in Education: Specialization in 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		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 of 15 weeks.

Master of Arts in Education: Specialization in 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		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 of 15 weeks.

Master of Arts in Education: Specialization in School and Child Psychology		
60 Credits		Credits
Core: Research Methods		6
Core: Theories, Ethics and Biopsychosocial		12
Specialization: Ethical, Theoretical, and Practical Aspects		18
Specialization: Measurement and Evaluation		6
Specialization: Education, Teaching, Special Education and Special Conditions		9
Specialization: Internship I –II		6
Specialization: Research and Final Project		3
Core: Research Methods		6
STAG 504	Graduate Statistics	3
SPSY 506	Research Methods	3
Core: Theories, Ethics and Biopsychosocial		12
SPSY 500	Theories of Personality	3
SPSY 502	Human Learning	3
SPSY 508	Human Development Psychology	3
SPSY 510	Physiological Aspects of Human Behavior	3
Specialization: Ethical, Theoretical, and Practical Aspects		18
SPSY 530	School Psychology's Ethical and Professional Aspects at the Fieldwork	3
SPSY 532	Theoretical Principles of Psychological Assessment and Measurement	3
SPSY 630	Models for Counseling	3
SPSY 632	Theories and Social Systems of the Family, School and Community	3
SPSY 633	Prevention and Crisis Intervention	3
SPSY 634	Perspectives on Practice Community Consultation	3
Specialization: Measurement and Evaluation		6
SPSY 534	Psychoeducative Evaluation	3
SPSY535	Socioemotional Evaluation	3
Specialization: Education, Teaching, Special Education and Special Conditions		9
ECEG 623	Children with Special Needs: Early Interventions	3
SPSY 631	Special Conditions of Infant, Child and Adolescent Behavior	3
EDUG 526	Teaching Methodologies	3
Specialization: Internship		6
SPSY 635	Internship I	3
SPSY 636	Internship II	3
Specialization: Research and Final Project		3
SPSY 637	Research Project	3

Professional Certificate in Education with Students and Special Populations

24 Credits		Credits
SPEG 601 or SPEG 607	Legal Aspects and Inclusion in Special Education Issues and Trends in Learning Using Assistive Technology	3
SPEG 602	Observation, Evaluation and Assessment in Special Education	3
SPEG 605	Nature, Needs and Behavior Management of the Special Education Student in the Elementary School	3
SPEG 606	Nature, Needs and Behavior Management of the Special Education Student in the Secondary School	3
ECEG 623	Children with Special Needs: Early Interventions	3
SPSY 621	Typical and Atypical Developmental of Children and Adolescents	3
SPSY 622	Behavioral Disorders and Learning Disabilities of Children and Adolescents	3
SPSY 624	Assessment and Intervention in Infants and Preschoolers with Developmental Deficiencies	3

Course descriptions

Master of Arts in Education (MAEd) with specialization in Curriculum and Teaching in Early Childhood Education

Core courses

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.

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.

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 María 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.

Specialization

ECEG 621 **Observation, Evaluation and Assessment**
3 credits

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 Interventions**
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
3 credits

Integrating the Arts to the Early Childhood Curriculum

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
3 credits

Language Development, Whole Language and Children's 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 Problem Solving

3 credits

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.

Final requirement

EDUG 680
3 credit

Research Project

Prerequisite: Academic Advisor authorization

Development of a research 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.

Master of Arts in Education (MAEd) with specialization in Curriculum and Teaching in English

Core courses

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.

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.

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 María 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.

Specialization

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
3 credits

20TH-Century British and American Prose and Poetry

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.

Final requirement

EDUG 680
3 credit

Research Project

Prerequisite: Academic Advisor authorization

Development of a research 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.

Master of Arts in Education (MAEd) with specialization in Curriculum and Teaching in Spanish

Core courses

EDUG 525
3 credits

Foundations of Education

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.

Educational Research

EDUG 531
3 credits

Statistics Applied to Education

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
3 credits

Research Methods

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.

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 María 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.

Specialization

SPAG 601 Modern Trends in Linguistics **3 credits**

Revision, study and description of the modern 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 and representative literary texts 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 and representative literary texts 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.

Final Requirement

EDUG 680 **Research Project**
3 credit **Prerequisite: Academic Advisor authorization**

Development of a research 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.

Other Elective Offerings

EDUG 612 **Computerized Information Systems and Telecommunications in Educational Processes**
3 credits

Use of technology (computers, telecommunications, information networks, programs, interactive video, among others) to enrich the curriculum and the educational process. Discussion of the challenges and opportunities produced by the use and increase in technology in all phases of the educational process at all levels, public and private. Strengthening of skills in the use and production of instructional materials using technology. Application of technology in different educational environments.

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.

SPAG 610 Writing Theory and Practice
3 credits

A writing course with a methodical examination of the functions of writing, the history of writing and its teaching. Students will write original works.

Master of Arts in Education (MAEd) with specialization in Curriculum and Teaching in Special Education

Core courses

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.

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.

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 María de Hostos, Paulo Freire and others. Emphasis in research analysis and curriculum design adapted to student's needs. Practice in the curriculum design models.

EDUG615 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.

Specialization

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 use of observation, analysis and development of assessment instruments and lesson planning; and responsible use of technology.

SPEG 603 Methodology for Teaching Special Education Students
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 use 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
3 credits Education Student

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 processes 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 the 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
3 credits Student

Analysis of the social, psychological, physiological, and emotional strengths 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 classroom in an inclusion setting. Study of the interdisciplinary contribution required for the effective transition of the student from one level to the next: from 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.

Final Requirement

EDUG 680

3 credit

Research Project

Prerequisite: Academic Advisor authorization

Development of a research 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.

Master of Arts in Education (MAEd) with specialization in School and Child Psychology

Core courses

SPSY 500

3 credits

Theories of Personality

Depth evaluation of theories and research in the area of personality from several perspectives, including; psychoanalytic, humanistic, trait, social-learning, biological, cognitive and developmental dimensions. It is designed to help students develop a solid theoretical foundation of personality and assist them in furthering their own understanding of human nature. Topics include personality development and consistency, personality change, biological determinants, sex differences, anxiety, the self and self-esteem, and personality as a social inference. The course will foster the student abilities to intelligently discuss, critique and debate, in verbal as well as written form, the various theories that are analyze throughout the period.

SPSY 502

3 credits

Human Learning

Psychological analysis of the construction of knowledge process and its historical transformation as well. The course promotes an emphasis on critical evaluation of the predominant and actual models and theories that demonstrates the complexity of human learning. This course is based on the discussion of the factors proposed by the human learning models, theories and the emergent research, related to development, personality, and cognition, among others. The course will foster oral and written critical analysis throughout structured exercises and activities.

STAG 504

3 credits

Graduate Statistics

Study and practice of the basic statistical techniques utilized in the investigation. Emphasis in descriptive and inferential statistics. The following concepts are studied: bases of statistics, measures of central tendency, of position and of dispersion, analysis of correlation and lineal

decline, normal distribution, estimation and test of hypothesis, sampling, analysis of variance and chi-square. Use of computerized programs for the statistical analysis.

SPSY 506 Research Methods
3 credits

Discussion of a variety of qualitative and quantitative research methods and designs used in the field of psychology. As a core course it aimed at helping graduate students start to conceptualize, clarify and refine their research topics or problems/questions. It acknowledges the importance of excellence in research design, but is predicated on the assumption that the problem definition should determine research design. The course evaluates research issues and techniques in a manner intended to assist the students in selecting research methods and specific strategies for application and in deep study. The course aims at enabling the students to be able to read and evaluate research reports and scholarly articles critically. At the end of the course, the students should produce a research proposal.

SPSY 508 Human Developmental Psychology
3 credits

Advanced overview of current perspectives and issues in typical and atypical developmental psychology. Some of the topics are: perceptual-motor development, language acquisition and process of cognitive development, contextualized to social development. The course emphasis is on typical development as a process in time and on the determinants and constraints which affect that process. Course format is variable, including –but not limited- to lectures, seminar-style discussions, clinical observations, and student presentations.

SPSY 510 Physiological Aspects of Human Behavior
3 credits

An intensive study of the mechanisms underlying behavior and applications of biological psychology to human problems. This course discusses the biological foundations, evolution and development of the nervous system, perception and action, the regulation of behavior, emotions and mental disorders and cognitive neuroscience. Course format is variable, including –but not limited- to lectures, seminar-style discussions, and student presentations.

Specialization

EDUG 526 Teaching methodologies
3 credits

Analysis and comparison of methods, approaches, strategies, techniques, means, systems of organization and new tendencies utilized in the processes of teaching and learning. Discussion and comparison of the theoretical framework for the planning and the instructional development based on the needs of the children and the girls to provide the appropriate educational strategies. The course will be carry out through the use of critical essays, observations of classes,

demonstrations, planning of lessons and curriculum planning; besides the responsible use of technology.

SPSY 530 **School Psychology's Ethical and Professional Aspects at the
3 credits** **Fieldwork**

Study of the laws and ethical standards that guide the responsible professional practice of the discipline and their specialties. Analysis of the aspects related to certification, licensure, confidentiality, values, and forensic concerns. The course is developing based on analysis and assessment of cases in any fieldwork.

SPSY 532 **Theoretical Principles of Psychological Assessment and
3 credits** **Measurement**
Prerequisites: SPSY 530

Discussion of the theory and application of psychological assessment of cognitive abilities and measures of personality in children and adolescents. This course offers opportunities to begin to develop the skills needed to become reflective decision-makers throughout the assessment process.

SPSY 534 **Psychoeducative Evaluation**
3 credits **Prerequisites: STAG 504; SPSY 532**

Study of models and methods to obtain information about the cognitive and academics strengths and weaknesses of children and adolescents, taking into account the processes of development, the family and school environment, as well as the influence of sociocultural aspects in learning. The course will integrate the theory and practices it upon providing to the graduate students the opportunity of applying what it learned in a specific school environment.

SPSY 535 **Socioemotional Evaluation**
3 credits **Prerequisites: STAG 504; SPSY 532**

Study of models and methods to obtain information about the emotional development, and its influence into the social, academics, and cognitive performance of children and adolescents, taking into account the level of development, the family and school environment, as well as the influence of sociocultural aspects in learning. It incorporates besides the knowledge and skills acquired in the course Psychoeducative Assessment (SPSY 532). The course will integrate the theory and practices it upon providing them the graduate students the opportunity of applying it learned in a specific school environment.

SPSY 630 **Models for Counseling**
3 credits **Prerequisites: SPSY 502; SPSY 530**

An analysis of the fundamentals of counseling for the application of counseling programs in the fieldwork of the school psychologist. The emphasis is on a learner-centered process that includes planning, implementing, evaluating, and modifying a comprehensive counseling program. The course emphasizes the personal work in terms of philosophy, principles, services, and standards of professionalism important for the role of the school psychologist. The course

combines the use of lectures, discussion, experiential exercises, to advance students' knowledge and competencies.

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.

SPSY 631 Special Conditions of Infant, Child and Adolescent Behavior
3 credits Prerequisites: SPSY 500; SPSY 502; SPSY 508; SPSY 510

The study of emotional, behavioral and cognitive difficulties in childhood and adolescence. Through the use of readings, presentations, papers, case analysis and class discussions, the student will become familiar with the characteristics of these special conditions, including its diagnostic criteria, etiology, prevalence, treatment and effective management. The student will be able to identify and distinguish among them, as well as be up to date with the research findings related to each condition. The class discussion will take into consideration a critical evaluation of the traditional diagnostic and treatment models and will consider the familiar and sociocultural context in which these conditions manifest.

SPSY 632 Theories and Social Systems of the Family, School and Community
3 credits Prerequisites: SPGY 530

Discussion and analysis of the theories and social models inherent to the relationship between the family, school and community. The course stresses the importance on family systems, including their strengths and influences on student, learning, behavior, and social development and of methods that can involve families and the community in education. The course includes case studies and clinical observations based on theories and models.

SPSY 633 Prevention and Crisis Intervention
3 credits Prerequisites: SPGY 534-535; SPSY 630; SPSY 631

Study of the history and theoretical models of prevention. Crisis intervention theory and strategies in fieldwork settings will be the focus of secondary intervention approaches. The course discusses and analyzes issues such as abuse, divorce, family and school violence, loss, and suicide among other that affects the mental health and physical well-being of individuals. Students need to be prepared to practice the prevention and crisis intervention skills and techniques in small group role plays in specific situations.

SPSY 634
3 credits

Perspectives on Practice Community Consultation
Prerequisite: SPSY 633

Integration of the community consulting, including historical perspectives, theories, models, methods, practice, research, and ethical considerations. Also, promote the consulting skills development, emphasizing the effective collaboration with others in planning and decision-making processes at the individual, group, and the community system levels. The course includes 15-hour practicum for the application of competencies and utilization of professional consultant skills under supervision.

SPSY 635
3 credits

Internship I
Prerequisites: Have passed all core and specialization courses

First part of the last portion of the school psychology program. It comprises 600 hours of supervised field experience in an approved school setting where the student can show its ability to integrate the required skills and knowledge in order to offer a broad spectrum of psychological services. This experience provides the student the opportunity to work with diverse populations, a range of educational, behavioral and social problems, as well as different types of programs that use varied intervention methodologies. Internship I emphasizes the individual in the school environment.

SPSY 636
3 credits

Internship II
Prerequisites: SPSY 635

Second part of the last portion of the school psychology program. It comprises 600 hours of supervised field experience in an approved school setting where the student can show its ability to integrate the required skills and knowledge in order to offer a broad spectrum of psychological services. This experience provides the student the opportunity to work with diverse populations, a range of educational, behavioral and social problems, as well as different types of programs that use varied intervention methodologies. Internship II emphasizes the social interactions that occur within the school environment and their influence in the teaching-learning process.

SPSY 637
3 credits

Research project
Prerequisite: Internship I and academic advisor authorization

The student, under the supervision of the graduate faculty, prepares a research project that meets the standards of the discipline and specialty. The student with the advice of his mentor selects the methodological design to demonstrate the mastery of research skills.

Professional Certificate in Education with Students and Special Populations

SPEG 601
3 credits

Legal Aspects and Inclusion in Special Education

Evaluation of the inclusion concept and assistive 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

SPEG 607
3 credits

Issues and Trends in Learning Using Assistive Technology

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

ECEG 623
3 credits

Children with Special Needs: Early Interventions

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

SPSY 621
3 Credits

Typical and Atypical Development of Children and Adolescents

Study of the behavior and functional characteristics of the typical and atypical development of children. Evaluation of the milestones, functional diagnoses and the etiological aspects of the conditions are explored. Emphasis in the epidemiological aspects in Puerto Rico linked to the different patterns of development. Emphasis in the study of the different dimensions of the spectrum of intellectual disabilities, chromosomal genetics, metabolic genetics, learning, among others. The course is based on case studies, clinical observations, among others criteria.

SPSY 622

Behavioral Disorders and Learning Disabilities of Children and Adolescents

3 Credits

Co-requisite: SPSY 623

Pre-requisite: SPSY 621

Study of the behavioral and learning disorders in school age that will help distinguish and differentiate the characteristics of the disorders, their diagnostic criteria, etiology, prevalence, treatment and effective management. Essential consideration from a critical standpoint to the traditional diagnosis and treatment models and includes an evolutionary view and the recognition of family and social considerations that are involved in these disorders. It will evaluate the findings in scientific research relevant to each condition. The course will be conducted through lectures, presentations, class discussion, analysis and evaluation of cases and written work.

SPSY 624

Assessment and Intervention in Infants and Preschoolers with Developmental Deficiencies

3 Credits

Co-requisite: SPSY 622

Pre-requisite: SPSY 621

Study of the functional assessment in the intervention with infants and preschoolers with developmental deficiencies. Evaluation and practice with the existing specific tests for diagnosis. Analysis of the strategies and procedures used for assessment, diagnoses and program planning for early intervention. The course is based on case studies, clinical observations and practice, among others criteria.

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)*.

Mission and Goals

The School of Social and Human Sciences mission is to foster the development of a well-rounded individual who is creative, enterprising, and committed to the community; a citizen who demonstrates and appreciates the values of justice and equity; respects the dignity and the diversity of others; respects culture, the arts, and the environment. The school promotes academic and professional development of faculty and students by incorporating research, information skills, technology, internationalization, and assessment in all the academic areas. The curriculum of the diverse academic programs stimulates the critical and creative thinking skills through a constructivist teaching-learning process.

Students will be capable of performing successfully in their professional, social, cultural, political, and economic contexts. They will engage in encounters of local and international opportunities within the global, changing world. The goals of the school are:

1. Offer a multidisciplinary curriculum that guarantees the quality of its offerings and is geared towards the professional development of the student.
2. Promote the professional development of the faculty and students in order to contribute to the attainment of the School's mission.
3. Promote research and investigation within and among the student body and faculty.
4. 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.
5. Develop and improve decision-making skills, problem-solving skills, oral and written expression, teamwork, and leadership skills.
6. Foster the development of national and international alliances and collaborative agreements.

Vision

The School of Social and Human Sciences is a learning community that is committed to offering high quality education that promotes the continuous development of its students.

Faculty

Acosta Hernández, Griselles, Full Professor
MSW, Social Work, Universidad de Puerto Rico

Almeida Rodríguez, Manuel S., Associate Professor
PhD, Political Sciences, University of Massachusetts-Amherst

Arana González de Curet, María M., Associate Professor
PhD, Literature, Centro de Estudios Avanzados de Puerto Rico y del Caribe, Puerto Rico

Báez Arroyo, María I., Full Professor
PhD, Hispanic Studies, Universidad de Puerto Rico

Betancourt Díaz, Elba A, Assistant Professor
PhD, Social Work, Universidad de Puerto Rico

Camuñas Madera, Ricardo R., Full Professor
PhD, American History, Universidad de Valladolid, Spain

Crespo Armáiz, Jorge L., Assistant Professor
PhD, History of Puerto Rico and the Caribbean, Centro de Estudios Avanzados de Puerto Rico y el Caribe, Puerto Rico

Crespo Rivera, Evelyza, Associate Professor
PhD, Social Work, Universidad de Puerto Rico

Cruz Flores, Yeida, Instructor
MSW, Social Work, Universidad Interamericana de Puerto Rico
MA, Criminal Justice, Universidad Interamericana de Puerto Rico

Curet Molina, Nahomy, Associate Professor
EdD, Teaching Curriculum and Learning Environment, Universidad del Turabo, Puerto Rico

De Jesús Ceballos, Francheska E., Instructor
JD, Universidad Interamericana de Puerto Rico, School of Law, Puerto Rico

De Jesús Rosa, Iván, Instructor
MSW, Social Work, Universidad de Puerto Rico

Delgado Velázquez, Juan R., Instructor
Defensive Tactics Instructor
Law Enforcement Vehicle Operation Instructor
Fire Arms Instructor
Florida Department of Law Enforcement

Delgado Pereira, Iris N., Assistant Professor
PsyD, Clinic Psychology, Pontificia Universidad Católica de Puerto Rico

Echevarría Peraza, Camille, Assistant Professor
PhD, Teaching, Universidad Metropolitana, Puerto Rico

Encarnación Rivera, Ángel M., Full Professor
PhD, Hispanic Studies, Universidad de Puerto Rico

Figueroa Flores, Jorge F., Associate Professor
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Puerto Rico

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MAC, Communications, Universidad de Puerto Rico

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MBA, Accounting, Universidad Metropolitana, Puerto Rico

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Certified Sound Engineering, Colegio de Cinematografía, Artes y Televisión, Puerto Rico

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Mangual Escobar, Eneid, Administrative Assistant
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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.

Mission

To prepare competent social work professionals committed to social justice, human rights and the defense of diversity in all its manifestations. Our graduates will demonstrate critical thinking skills with the capacity to communicate effectively and conduct research related to their

practice; will be capable of integrating entrepreneurship, self-management and technology in their work and will self-identify as active citizens in a global world in constant change, committed to the social transformation of Puerto Rico, the Caribbean and the United States.

Vision

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

Faculty

Acosta Hernández, Griselles, Full Professor
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López Torrales, Norma E., Administrative Assistant
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Program Descriptions

Master in Social Work (MSW) with specialization in Clinical Social Work

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.

Master in Criminal Justice and Criminology (MCJ)

The master degree in Criminal Justice and Criminology integrates the study of the components of the justice system, the analysis of deviant behavior, and the application of research methodology to gain a better comprehension of the necessary strategies needed to prevent and manage criminal conduct. With this new name and structure, the master prepares professionals to know the criminal justice system, its components, processes and what takes place within each of them. The program offers students the necessary tools to analyze the relevant theories on criminal etiology, and consider prevention, intervention and management strategies for criminal behavior, by applying the scientific methods, qualitative and quantitative research, drafting and preparation of proposals, scenario development and interpretation of data. The program also provides an opportunity to master the strategies and steps to effectively work a crime scene, and understand the basics of evidence analysis.

Program Requirements

Admission

In addition to the general admissions requirement at UNE, the programs require a bachelor degree with a grade point average of 2.75.

Graduation

The graduation requirements for the masters programs are: (a) a general grade point average is of 3.00 and (b) approve a comprehensive exam. In the Criminal Justice and Criminology program, this exam can be substituted by a research project.

Accreditation

Council of Social Work Education (CSWE): www.cswe.org

Programs of Study

Master in Social Work: Specialization in Clinical Social Work		
54 Credits		Credits
Foundation Courses		27
Specialization Courses		21
Specialization Elective Courses		6
Foundation Courses		27
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
Specialization Courses		21
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 671	Comprehensive Exam (2 nd Part)	0
Specialization Elective Courses (Select two courses)		6
SWGR 604	Social Work and Mental Health	3
SWGR 608	Psychopathology and Social Environment	3
SWGR 616	Violence and Society	3
SWGR 620	Adult and Elderly Development	3
SWGR 623	Drug and Substance Abuse	3
SWGR 625	Psychopharmacology and Social Work	3
SWGR 627	Mental Health Services and Policies	3

Master in Criminal Justice and Criminology		
42 Credits		Credits
Core Courses		9
Specialization Courses		21
Research		9
Comprehensive Examination/Research Project		3
Core Courses		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
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
Research		9
CJGR 611	Forensic Research Principles applied to Criminal Justice	3
CJGR 646	Forensic Criminalistics	3
INTG 500	Research Methods	3
*Comprehensive Examination / Research Project (Select one course)		3
CJGR 651	Integrated Seminar for Comprehensive Examination	3
CJGR 648**	Research Project in Criminal Justice and Criminology	3

*To enroll in one of these courses, the student must have approved all previous courses and complete specific requirements.

**Students interested in the research project must submit a copy of their completed research proposal with their final requisite application. Enrollment in the course requires proposal revision and approval by the Program's director.

Course Descriptions

Master in Social Work (MSW) with specialization in Clinical Social Work

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

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 608 Psychopathology, Human Behavior and Social Environment
3 credits

The course examines the history of mental health in Puerto Rico in its sociocultural context and evaluation of different approaches to studying psychopathology. Student is expected to classify mental disorders, identify its causes, categories, symptoms, severity level, time and specific criteria for effective clinical diagnoses. It is important to analyze the factors that influence the development of mental conditions from a biological, psychological, social and spiritual perspective to a systemic and holistic approach. Likewise, the relationship between human behavior and social environment. The course explores some of the most common mental conditions, their etiology and prevalence, prevention and treatment methods according to the Diagnostic and Statistical Manual of Mental Disorders, as a diagnostic tool for the social worker. The student is directed to the evaluation of the functions, roles and social responsibility as well as the contrast of the ethical and legal aspects of the social worker in clinical practice.

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 (3) 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.

Comprehensive Exam

SWGR 670 Comprehensive Exam I **0 credits**

The comprehensive exam I is an individual exercise course covering the master's degree foundation courses, these are: SWGR 504, SWGR 505, SWGR 506, SWGR 507, SWGR 510, SWGR 601, SWGR 606 and SWGR 555. The exam is divided in three areas: (a) research, (b) foundation, and (c) generalist practice.

SWGR 671 Comprehensive Exam II **0 credits**

The comprehensive exam II is an individual exercise course covering the master's degree specialization courses, these are: SWGR 511, 602 SWGR, SWGR 607, SWGR 655 and SWGR 665. The exam is divided in three areas: (a) research, (b) specialty, and (c) advance practice.

Master in Criminal Justice and Criminology (MCJ)

Core courses

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 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).

Specialization**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 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 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

Research

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 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.

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.

Comprehensive Examination /Research Project

CJGR 651 Comprehensive Examination Integrated Seminar
3 credits

Preparatory course to take the comprehensive examination in Criminal Justice and Criminology. The degree exam is one of the two options for graduation for every candidate that aspires to obtain a degree of Master in Criminal Justice and Criminology program. The exam will be designed according to the curriculum the student has studied.

CJGR 648 Research Project in Criminal Justice and Criminology
3 credits Prerequisite: Subject to approval by the Program's director

This course is aimed to the integration of acquired knowledge and individual choice of a research topic related to the areas studied in the Master in Criminal Justice and Criminology. 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.

SCHOOL OF PROFESSIONAL STUDIES: ACCELERATED ADULT PROGRAMS

The Ana G. Méndez University System, a pioneer in educational services for adults, continues that tradition by means of the School for Professional Studies (SPS) at UNE. This academic unit was established in 1996. The SPS provides a university environment for the professional adult where the methods of teaching, and 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. At the beginning, AHORA offered three programs leading to bachelor degrees in the accelerated mode. Presently, it has over 104 programs leading to these degrees as well as six (6) master degree programs only offered in this modality in the institution.

The AHORA Program is accelerated because all of its courses are offered in five (5) or eight (8) 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, two weeks prior to the beginning of the course, 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 weekdays in the evenings and Saturdays (morning, afternoon, and evening). 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. 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. The AHORA Program personnel also offer orientation about other services available and serve as a liaison to other offices at the Universidad del Este.

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:

1. Promote adults to value continuous learning and increase their contribution to the world of employment
2. Facilitate adult students to reach their educational goals
3. Create a learning community that facilitates building new knowledge based on and applicable to the professional and personal reality of adults
4. Provide integrated student services of quality and easily accessible to adult students
5. Recruit and develop personnel that know and effectively meet the needs of the adult student
6. Integrate technology into the academic, service and administrative processes
7. Develop academic offerings that respond to the present needs of the professional and business world
8. Establish a continuous process of feedback and assessment of all the processes and services

Vision

We aim to become local and international leaders in accelerated education for adults. We will be recognized for the excellence and pertinence of our academic programs, integrated services, the application of emerging technologies and the strengthening of high-level competencies that will allow students to be effective in a globalized work environment, becoming lifelong learners.

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.

Berdecía Cruz, Zaida, Assistant Professor
PhD, Business and Management Development: Administration of Human Resources,
Universidad Interamericana de Puerto Rico
MPA, Personnel Administration, Universidad de Puerto Rico

Correa Escobar, Griselda, Assistant Professor
DBA, Business Administration, Universidad del Turabo, Puerto Rico
MSA, Health Services Administration, Central Michigan University, Mount Pleasant, Michigan

Esquilín Rivera, Sylvia, Assistant Professor
EdD, Instruction Technology and Distance Education, Nova Southeastern University, Florida
MBA, Human Resources, Universidad Metropolitana, Puerto Rico

Lugo Cáceres, Justo, Assistant Professor
MHSA, Health Service Administration, University of Puerto Rico, Medical Sciences Campus

Rivera Cordero, Mildred, Instructor
MBA, Management, Universidad Metropolitana, Puerto Rico

Rivera Rosario, Carolim M., Instructor
MSW, Social Work, Universidad de Puerto Rico

Rubio Negrón, Esther, Assistant Professor
EdD, Instruction Technology and Distance Education, Nova Southeastern University, Florida
MAEd, Learning Design and Technology, Universidad Sagrado Corazón, Puerto Rico

Vázquez Guzmán Ericks, Assistant Professor
PhD, International Relations, Universidad Alas Peruanas, Perú
MBA, Management, Universidad Metropolitana, Puerto Rico

Zayas-Seijo, Luis J., Instructor
MA, Political Sciences, Universidad de Puerto Rico

Part-Time Faculty

Lafontaine-Madera Luz, Lecturer
PhD, Hospitality Administration, Oklahoma State University, Oklahoma
MAEd, Secondary Education Administration, New York University, New York

Ortiz-Cintrón, Josué, Lecturer
PhD, Health Sciences, Universidad Alas Peruanas, Perú
MS, Science in Environmental Health, Universidad de Puerto Rico

Santiago-Román Jaime, Lecturer
PhD, Electronic Commerce, Northcentral University, Scottsdale, Arizona
MBA, E-Business, University of Phoenix, Arizona

Pastor-Cortés, Gilda, Lecturer
PhD., History of Puerto Rico and the Caribbean, Centro de Estudios Avanzados de Puerto Rico y el Caribe, Puerto Rico
MPA, Public Affairs Administration, Universidad del Turabo, Puerto Rico

Administrative Staff

Rivera Cordero Mildred Y., Assistant Vice President and Dean
CQIA, MBA, Management, Universidad Metropolitana, Puerto Rico

Vivoni Suárez Johanna, Associate Dean
MAEd, Curriculum and Teaching, Universidad de Puerto Rico

Vázquez Guzmán Ericks, Associate Academic Dean
PhD, International Relations, Universidad Alas Peruanas, Perú

Cabán Escobar Maritza, Director of Curriculum and Instructional Design
MAEd, Curriculum and Instruction with specialization in Computer Education, University of Phoenix, Puerto Rico

Peña Martínez Grisselle, Director of Faculty
MEd, Educational Administration and Supervision, Universidad Metropolitana, Puerto Rico

Sergio Machuca Martha, Director of Integrated Services
MBA, Management, Universidad Metropolitana, Puerto Rico

Rivera Rivera José Luis, Assistant Director
MBA, Marketing, Universidad Metropolitana, Puerto Rico

Marín Dávila Deborah, Director of Administration
BBA, Management, Universidad Metropolitana, Puerto Rico

Soto Soto Amneris, Director of Students Affairs
MED, CPL with specialization in Counseling, University of Phoenix, Puerto Rico

Burgos Rivera Brenda, Director of Assessment and Research
EdD, Organizational Leadership and Higher Education Leadership, Nova Southeastern University, Puerto Rico

Martínez Medina Gloria M., Counselor
EdD, Counseling and Orientation, Universidad de Puerto Rico

Program Descriptions

Master of Public Affairs (MPA) with specialization in Public Policy

The program is geared towards the theoretical and methodological analysis of the public affairs issues and their relevancy within the study of the decision-making process in the public sector. Both the skills development and its application within the investigation are the bases to elaborate recommendations towards a more effective and efficient restoration of public affairs. The program emphasizes the analysis of public policies, focused on legislation, its planning and the use of appropriate technology. The program will enable students to, among others:

1. Analyze the legislative process as an essential part of public policy.
2. Examine the interaction between the Executive and the Legislative branch in developing public policy.
3. Practice urban planning with geographical maps.
4. Design and apply work model to develop public policy.
5. Strengthen interpersonal relationships for the effective promotion of urban projects.

Master in Business Administration (MBA) with specialization in Strategic Management and Leadership

The program is focused on students that aspire a position of leadership within their business organizations. The students will learn the basic fundamentals of business, innovative management techniques and strategies in a global context. The curriculum emphasizes the development of leadership skills, development of vision and strategic planning, ethical values, written and oral communication skills and the effective application of new technology. The program will enable students to:

1. Solve problems and make decisions based on professional, ethical and legal considerations.
2. Possess the skills to analyze the economic impact of decision making in the organization.
3. Design control and follow up models that will help in the evaluation of proposed plans.
4. Have a clear vision of the future anticipating the needs of the current market.

Master in Business Administration (MBA) with specialization in Project Management

The program is geared towards people who aspire leadership positions in their businesses in all economic sectors. These individuals will be able to complete a project and achieve success by completing the project within the set timeframe, a budget and according to client satisfaction. The individuals will also develop interpersonal skills such as teamwork, effective communication, negotiation, among others, which will be key for the effective management of the projects they are in charge of. The program will enable the students to:

1. Complete projects within a time limit, and complying with Budget, and standards.
2. Develop interpersonal skills such as teamwork, effective communication, negotiation which are key for the effective management of a project.
3. Lead human resources effectively
4. Establish the project's objectives
5. Manage operational techniques for the analysis and decision making for the achievement of the project's objectives
6. Apply risk management techniques

Master of Arts in Education (MEd) with specialization in Bilingual Education

The program will prepare students to integrate theory and practice of bilingual-bicultural education with its informing fields, consider multiple perspectives in theory, practice, and evaluation, promote positive transformation and consciousness, as well as function as a life-long learner while doing attending personal and professional responsibilities. The student will be developed as a well-rounded person as they work with youth, adults, and communities. The program recognizes the need to prepare adequately its students for both local and global communities, in addition to reclaiming the educational spaces for active learning, analyzing, discussing, and assessing knowledge. The program will prepare students to:

1. Articulate various theoretical frameworks in bilingual education and second language acquisition.
2. Foster students' critical understanding of various approaches to bilingual education, their theoretical foundations and assumptions, and their sociopolitical implications.
3. Develop educators who understand and implement a wide-range of learning strategies and assessments that are academically rigorous and culturally sensitive.
4. Examine the sociopolitical implications of various approaches to language education and language.

Master of Arts in Education (MEd) with specialization in Adult Education

This master in education emphasizes the need to prepare and develop new specialized professionals for the adult education area, using cognitive tools such as the necessary practice to stimulate and promote learning in a population that learns in different ways and that have different needs. The program graduates will be prepared to occupy positions in areas of planning, administration and the teaching of different programs in the areas of professional development within the human resources office, service training, literacy, community service and continued education. The program will enable students to:

1. Develop strategic alliances that will create alternatives to increase the amount of investigations within the community.
2. Work professionally in the field of adult education.
3. Understand the challenges and controversies in adult education.
4. Analyze the implications of globalization in adult learning scenarios.
5. Prepare lesson plans including evaluation techniques and development of competencies in adult education.

Master of Arts in Education (MEd) with specialization in Instructional Design and Technology Integration with E-Learning

The program allows students of diverse professional interests to learn different instructional design models and apply them in their workplace scenarios, integrate technology, multimedia, e-learning and or distance-learning. The program graduate will be a professional with vast technological knowledge, able to design and develop curriculum and training with technological resources pertinent to the work place or in an educational context. The program will enable student to:

1. Promote the interest of developing investigations that will contribute to solving problems in the educational area.
2. Apply the knowledge acquired to instructional design.
3. Analyze the development of instructional design, its definitions and theories.
4. Investigate the technological changes and the integration of media to distance learning.
5. Demonstrate ethical commitment and a sense of confidentiality related to instructional processes of corporations.
6. Apply instructional design to a program, course or virtual training.

Master in Health Services Administration (MHSA) with specialization in Health Services Management

The program focuses on the integral development of the diverse student population through critical and creative thinking, the construction of knowledge and its application. The graduate will be a professional who is academically prepared to successfully work at the intermediate management level in health service organizations. What distinguishes this program and these professionals is their knowledge and holistic vision of the field, management, service evaluations, quality and service and the capacity for decision making in their organizations. This will ensure to maintain an adequate balance between service provision, management and the fiscal aspect. Students will be able to:

1. Apply the concepts and models that define the management, finances, accounting and budgeting to solve problems related to the health service scenario.
2. Analyze and compare local and federal regulations related to compliance and accreditation of health service organizations.
3. Evaluate the impact programs have on communities and lead groups in improvement strategies.
4. Analyze the diverse designs of investigation and evaluation applicable to the health industry.
5. Understand the epidemiological principles of disease control in order to solve health problems within the population.
6. Operate computerized systems to introduce data related to the health service operation.
7. Serve as an example to his coworkers in demonstrating work ethics in the offering of healthcare services.
8. Apply best practices in the administration of the institution's health services in order to improve the individual's quality of life and the population's health services.

Masters in Strategic Tourism (MAST) with specialization in Sporting Events Tourism

This program is geared towards developing professionals with the necessary skills to become strategic leaders capable of elevating the tourism industry to a higher more competitive level. Its design allows us to prepare students for multiple and diverse sports tourism projects positioning any country as a world class destination. The program will allow student to develop professionally in order to lead the tourism industry, creating employment and occupying supervisory and high level positions, as well as establishing their own businesses.

1. Develop professionals capable of leading and establishing a new strategic vision of tourism.
2. Transform the strategic vision of tourism into actions and results both for the local and international forums.
3. Actively contribute to the social and economic improvement of the nation by creating new employment and developing tourism.
4. Administer events, businesses and activities related to the sports tourism industry.
5. Design, develop, advise and evaluate sports tourism projects.
6. Develop strategies that maximize productivity and performance in the area of expertise.

Program Requirements

Admission

In addition to the admission requirements at UNE, the AHORA Program admits only adult students with academic and professional experience that meet the following requirements: (a) 21 years of age or older, (b) two (2) years of work experience, and (c) a bachelor degree.

Graduation

The graduation requirements for all the master programs are: a) a general grade point average of 3.00; b) a grade point average of 3.00 in the specialization courses; c) complete all of the courses of the degree within the academic period in which the student applies for graduation and oral and written presentation of a final project , if applicable.

Programs of Study

Master of Public Affairs: Specialization in Public Policy		
36 Credits		Credits
Core Courses		21
Specialization Courses		9
Capstone		3
Elective Courses		3
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
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 660	Directed Study in Public Affairs	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

Master in Business Administration: Specialization in Strategic Management and Leadership *		
39 Credits		Credits
Core Courses		18
Specialization Courses		12
Elective Courses		6
Research Course		3
Core Courses		18
MANA 500	Organizational Development and Behavior	3
BUSG 505	Research Techniques in Business Administration	3
MARK 510	Marketing Management	3
ACCO 515	Managerial Accounting	3
ECON 530	Business Economics	3
FINA 530	Managerial Finance	3
Specialization Courses		12
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
Elective Courses (Select two courses)		6
STMG 604	Organizations in a global economy	3
STMG 608	Strategies for Change, professional and entrepreneurial development	3
PRMG 600	Operation Management	
Research Course		3
MGMT 655	Integration Seminar	3

*Prerequisite for students without an undergraduate course in Accounting: ACCO 500 Accounting Compendium.

Master in Business Administration: Specialization in Project Management*		
39 Credits		Credits
Core Courses		18
Specialization Courses		15
Elective Courses		3
Research Course		3
Core Courses		18
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	Managerial Finance	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
PRMG 608	Using a Project Management Information System	3
Research Course		3
MGMT 655	Integration Seminar	3

*Prerequisite for students without an undergraduate course in Accounting: ACCO 500 Accounting Compendium.

Master of Arts in Education: Specialization in Bilingual Education		
36 Credits		Credits
Core Courses		6
Specialization Courses		30
Core Courses		6
SCFG 508	Education and Society	3
SCFG 503 or SCFG 506	Human Development and Learning: 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	Biliteracy, Language and Content in Bilingual Education	3
EDBE 526	Theoretical Foundations of Bilingual Education and ESL	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 Courses		18
Specialization Courses		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 Information Systems and Telecommunications in Educational Processes	3
EDUG 680	Research Project	0
Specialization Courses		18
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 650	Reading Seminar in Adult Education	3

Master of Arts in Education: Specialization in Instructional Design and Technology Integration with E-Learning		
39 Credits		Credits
Core Courses		18
Specialization Courses		18
Elective Courses		3
Core Courses		18
ETEG 500	Applied Instructional Design Models	3
ETEG 501*	Fundamentals of Educational Technology	3
ETEG 502**	Distance Education Fundamentals	3
ETEG 503	Curriculum Design and Instructional Design for the Adult Learner	3
ETRE 525	Applied Research	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 Design and Technology Project I	3
PRTE 640	Instructional Design and Technology Project 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

* Blended course

** Online courses

Master in Health Services Administration: Specialization in Health Services Management*		
42 Credits		Credits
Core Courses		24
Specialization Courses		18
Core Courses		24
HESM 500	Leadership and Organizational Behavior in Health Services	3
HESM 510	Strategic Planning in Health Services Organization	3
HESM 520	Fundamental of Accounting and Finance in Health Services	3
HESM 530	Economy in the Healthcare Market	3
HESM 540	Health Services Information Systems	3
HESM 550	Research Methods in Health Services Management	3
HESM 560	Applied Biostatistics	3
HESM 570	Fundamentals of Epidemiology	3
Specialization Courses		18
HEMG 600	Fundamentals in the Evaluation of Health Services	3
HEMG 610	Legal and Ethical Issues in the Evaluation of Health Services	3
HEMG 620	Quality Management in Health Services	3
HEMG 630	Evaluation Models Analysis	3
HEMG 640	Effectives Strategies for the Evaluation of Health Services	3
HEMG 650	Final Project: Development of an Evaluation Model for Health Services	3

*Prerequisite for students without an undergraduate course in Accounting: ACCO 500 Accounting Compendium.

Master in Strategic Tourism: Specialization in Sporting Events Tourism*		
39 Credits		Credits
Core Courses		21
Specialization Courses		12
Capstone/Research		3
Elective Courses		3
Core Courses		21
STTR 500	Corporate Finance and Managerial Accounting	3
STTR 501	Economy and Global Tourism	3
STTR 502	Medical Tourism Marketing	3
STTR 503	Development and Administration of Tours, Tour Packages and Special Offerings	3
STTR 504	Human Resources and Organizational Development	3
STTR 505	Planning and Tourism Development	3
STTR 509	Research Techniques	3
Specialization Courses		12
SPTR 610	Sports Marketing	3
SPTR 611	Sports Communication and Media Strategies	3
SPTR 612	Sports Law	3
SPTR 613	Sports and Events Management	3
Capstone/Research		3
STTR 655	Professional Project Implementation	3
Elective Courses		3
STTR 506	Sustainable Tourism	3
GSTR 624	Food and Beverage Tasting Trails	3

*Prerequisite for students without an undergraduate course in Accounting: ACCO 500 Accounting Compendium.

Course Descriptions

Master of Public Affairs (MPA) with specialization in Public Policy

Core courses

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 Affairs

3 credits

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 (Statistical Package for the Social Sciences) software, and how to interpret the results from computer output. Emphasis is provided to the use of surveys techniques as a research method and the complementary use of SPSS. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentations, 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.

Specialization

PUAG 600
3 credits

Public Policy Analyses Using GIS Technology
Prerequisite: PUAG 510

The course is a practical introduction to the use of computer mapping (Geographic Information systems) for policy analysis and decision-making using workshop strategies. Students learn ArcGIS 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 ArcGIS 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
3 credits

Topics and Cases in Urban Policy and Planning

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.

Capstone

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.

Electives

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 nonprofit 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 Public Sector and in Non-Profit Organizations

3 credits

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 Non-Profit Organizations

3 credits

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 nonprofit 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.

Master in Business Administration (MBA) with specialization in Strategic Management and Leadership

Core courses

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.

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.

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.

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 organization.

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.

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.

Specialization

STMG 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 organization's vision and mission. The course includes theoretical and analytical studies of types of leadership strategies, leadership styles and organizational context in which the leader works. Human resources strategies for empowerment and their impact in the organizational culture are also explored. 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 global environment.

STMG 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.

STMG 602 Technological Applications and Information Systems
3 credits

The course develops strategic management skills in entrepreneurial leaders for the operational integration of different information resources. It allows for the identification, analysis and evaluation of alternatives for the improvement of the organizations' effectiveness. The course also 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.

STMG 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.

Electives

STMG 604 Organizations in Global Economy **3 credits**

This course studies of the opportunities that global economy offers to management. Analyze economic principles based on problem examination and the challenges presented on a globalized economy. It includes decision making on financial, economic and stock market issues. This course evaluates strategic opportunities and risks regarding organizational development in the global context.

STMG 608 Strategies for Change, Professional and Entrepreneurial Development

3 credits

Strategic analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Tolerance and respect for diversity and group dynamics. Evaluation and design of strategies for the development of a world-class 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 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.

Research

MGMT 655 Integration Seminar **3 credits** **Prerequisite: All core courses, electives and specialty courses**

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.

Prerequisite for students without an undergraduate course in Accounting

ACCO 500 Accounting Compendium

This course is intended for students with no previous exposure to financial accounting and is focused initially on how to record and interpret the primary financial statements that summarize

a firm's economic transactions. The first part of the course provides a clear, concise coverage of the accounting cycle using the corporate structure to produce the general-purpose financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet and Retained Earnings Statement. The remainder of the class covers financial topics that will enhance the student's understanding of the general-purpose financial statements and of corporate financing through the use of debt and equity.

Master in Business Administration (MBA) with specialization in Project Management

Core courses

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.

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.

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.

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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.

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.

Specialization

PRMG 601 Project Scope and Time Management
3 credits Prerequisite: PRMG 600

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 GANTT 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 **Prerequisite: PRMG 601**

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 **Prerequisite: PRMG 601**

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 **Prerequisite: PRMG 601 and PRMG 602**

Definition and processes required to make more effective use of human resources assigned to the project and the project team development analysis. Study of the characteristics of successful teams. Strategies for the selection and recruitment of members of the team. Development and team work control. Description and analysis of the theories of Maslow, Herzberg, Alderfer and McGregor among others, and their impact on the individual and the formation of the team. Definition and analysis of the processes involved in the identification, analysis, and answers to the project risks. Development of a plan of risks and opportunities and a plan of responses to risks. Identification, qualification and quantification of risks and opportunities. Analysis of the impact of risks and opportunities in accordance with critical factors of success or "Triple Constraint".

PRMG 605 **Project Integration Management (Internship)**
3 credits **Prerequisite: Specialty courses**

The students will have the opportunity to participate in 60 hours 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.

Electives

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. Prerequisite: PRMG 602 and PRMG 604

PRMG 607 **Project Communication Management**
3 credits **Prerequisite: PRMG 601**

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 a 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 **Prerequisite: PRMG 601 and PRMG 602**

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.

Research

MGMT 655 **Integration Seminar**
3 credits **Prerequisite: All core courses, electives and specialty courses**

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.

Prerequisite for students without an undergraduate course in Accounting

ACCO 500 **Accounting Compendium**

This course is intended for students with no previous exposure to financial accounting and is focused initially on how to record and interpret the primary financial statements that summarize a firm's economic transactions. The first part of the course provides a clear, concise coverage of the accounting cycle using the corporate structure to produce the general-purpose financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet and Retained Earnings Statement. The remainder of the class covers financial topics that will enhance the

student's understanding of the general-purpose financial statements and of corporate financing through the use of debt and equity.

Master of Arts in Education (MEd) with specialization in Bilingual Education

Core courses

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

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

This course will focus 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 observation 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 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 teacher and schools and other institution in fostering the healthy development 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 process that are mediated by the meaning 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 live 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 example, and questions designed to help students connect prior knowledge with new course contents and applications, large and small group discussions, demonstrations and cooperative learning among other strategies.

Specialization

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 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, literacy practices and doctrines and creates anti-bilingual education ideologies in the U.S. Topics include language, 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 Education **3 credits**

This course presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. It 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 the 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 510 Introduction to Research: Purposes, Issues and Methodologies
3 credits

Introduces the numerous frameworks that inform education research, the variety of methodologies used in gathering and analyzing data, advantages, restrictions and principles inherent in conducting and evaluating research. This course examines the basic questions, issues and theoretical frameworks essential to the rationale, conceptualization, manner, writing, reading and the use of educational research as means for informing educational theory, practice and policy.

EDBE 520 Research Methods in Bilingual and Second Language Education
3 credits Prerequisite: EDBE 510

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.

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

3 credits

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 525 Biliteracy, Language and Content in Bilingual Education
3 credits

Analyzes and evaluates methods and materials used in bilingual education and ESL programs. 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. Presents 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.

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.

Field experience

EDBE 697 Field Experiences in Bilingual and Second Language Education
3 credits **Prerequisite: 20 credits approved; including: EDBE 502, EDBE 525, and EDBE 566**

Observation and participatory experiences with children and youth in a school, institution or agency at the level of specialization of the student. Observation and reporting of specific settings in bilingual classrooms, activities and cases in which acquired knowledge and implementation of the courses of the master's program in bilingual education may be proved. A structured and streamlined plan between the learner and the facilitator is required.

Master of Arts in Education (MEd) with specialization in Adult Education

Core courses

EDUG 511 Educational Structures and Change **3 credits**

A basic study of the organization and performance of schools in America from a historical, political and social perspective. Analysis of the nature and the processes involved in changes in education, from a multicultural perspective and diversity. Emphasis on the analysis of the culture of school change that imply significant transformations in education.

EDUG 522 Normative Inquiry in Education **3 credits**

Critical study of ethics concepts, theories and premises that define contemporary educational theories, policies and practices. Analysis and evaluation of the trajectory of the ethics theory and its application to solving moral problems relate to education.

EDUG 530 Action Research in Curriculum and Teaching **3 credits**

An inclusive study of the nature of action research and the quantitative and qualitative research methods most commonly applied to it. Participants design a research model based on the reality in the classroom.

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.

EDUG 602 The Constructivism Curriculum **3 credits**

Analysis of the constructivist trend and its derivatives that impact education, especially the work of Jacqueline Brooks and Kenneth Tobin. Evaluation of the theoretic and philosophic premises that support constructivism and its application to curricular design. Comparison and contrast between the constructivist focus and the traditional focus represented mainly by the behaviorist and positivist models.

EDUG 612 Computerized Information Systems and Telecommunications in Educational Processes

3 credits

Use of technology (computers, telecommunications, information networks, programs, interactive video, among others) to enrich the curriculum and the educational process. Discussion of the challenges and opportunities produced by the use and increase in technology in all phases

of the educational process at all levels, public and private. Strengthening of skills in the use and production of instructional materials using technology. Application of technology in different educational environments.

EDUG 680 Research Project
3 credit

Development of a research 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

Specialization

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

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 Teaching and Learning
3 credits

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 **Prerequisite: At least 12 credits in adult education courses**

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.

Master of Arts in Education (MEd) with specialization in Instructional Design and Technology Integration with E-Learning

Core courses

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 **Prerequisite: ETEG 500**

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 **Prerequisite: ETEG 501**

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 **Prerequisite: ETEG 503**

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.

Specialization

ETEL 600 **E-learning, Technology Integration and Multimedia**
3 credits **Prerequisite: ETEG 504**

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 Prerequisite: ETEL 600

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 Prerequisite: ETEL 600

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 Prerequisite: ETEG 504

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.

PRTE 630 Instructional Design and Technological Project I
3 credits Prerequisite: All of the core courses and ETEL 600, ETEL 601, ETEL 602, ETEL 603 and elective

Supervised individual project aimed at presenting an instructional design to develop an innovative technological solution to a problem of practical nature of meaning or general education instruction. Discussion of problem identification, research, data collection and analysis, interpretation and presentation of findings that support the conceptualization of a technological project. It is expected that students have substantial findings to the field of educational technology as a tool of instruction in virtual learning environments.

PRTE 640 Instructional Design and Technological Project II
3 credits Prerequisite: All of the core courses and ETEL 600, ETEL 601, ETEL 602, ETEL 603, PRTE 630 and elective

Individual project supervised research and critical analysis of models of instructional design for virtual learning environments synchronously or asynchronously. Comprehensive study in the

development and implementation of existing models for distance learning or e-learning. Analysis of interoperability and development of learning tools and content management in the implementation of e-learning, with the aim of developing an innovative technological solution to a problem of practical nature of meaning or general education instruction in distance education. It is expected that upon completion of the project the student present significant contributions to support the management of instructional designers to improve the performance of students in virtual learning communities, e-learning and Distance Education.

Electives

ETEL 604

3 credits

Applied Instructional Designs for the Corporate World

Prerequisite: ETEG 500, ETEG 501, ETEG 502, ETEG 503 and ETEG 504

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

3 credits

Applied Instructional Designs for the Academy

Prerequisite: ETEG 500, ETEG 501, ETEG 502, ETEG 503 and ETEG 504

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.

Master in Health Services Administration (MHSA) with specialization in Health Services Management

Core courses

HESM 500

3 credits

Leadership and Organizational Behavior in Health Services

The course will present how organizational behavior involved in the role, performance and leadership of the manager in health services. It will present the concepts of leadership, difference between leaders and managers, attitudes, personality traits, emotional intelligence and its importance in the environment of health services, in addition to developing successful teams and delegation of authority. The student will identify how individuals learn and how personality is involved in the process of learning and decision-making. There will be case studies.

HESM 510

3 credits

Strategic Planning in Health Services Organizations

Prerequisite: HESM 520

The students will study the components of planning, institutional goals, budget development, strategic thinking and continuous monitoring mechanisms qualitative and quantitative in healthcare scenario. Assessment methodologies will be discussed to compare

different situations. Work plans will be developed, institutional goals, budget, and continuous monitoring mechanisms qualitative and quantitative healthcare scenarios.

HESM 520 **Fundamentals of Accounting and Finance in Health Services**
3 credits

This course explores the essential practices of accounting and finance applied to the health sector. The student will apply the concepts learned from the environment of healthcare settings, including: costs, forecast, future costs, direct and indirect costs, "ratios", patient's day's costs, case mix, productivity, inventory analysis, balance sheet, EBITDA, among others. It will focus on the development and interpretation of daily and monthly financial reports as a measure of risk prevention and institutional stability. The course will include additional practice exercises and the use of computer programs.

HESM 530 **Economy in the Healthcare Market**
3 credits **Prerequisite: HESM 520**

The course will provide students with the theories and economic principles that guide the health market related to the production of goods, distribution of resources, supply and demand. Economic analyzes of the health market including case studies. It will assess the micro and macro environment that explain economic processes.

HESM 540 **Health Services Information Systems**
3 credits

Students will learn the basics of design, requirements, applications, operation, control and regulation of computer systems in the health services. Be trained in the use and benefits of electronic medical records, disclosure protocols and operation, as well as to use information management systems to enter data, analyze them and obtain information for research and evaluation purposes. Students will know and indicate links requirements for various applications such as Laboratory Information System (LIS), Picture Archiving and Communications System (PACS), Billing and Collection (Billing and Collection), and others. The course includes two laboratory contact hours weekly.

HESM 550 **Research Methods in Health Services Management**
3 credits **Prerequisite: HEMG 600, HESM 560 and HESM 570**

Summary of research methods that apply to the management of health services, students will analyze the various research designs and conduct quantitative or qualitative studies. Students will be strengthened between the drafting processes of applied research reports that help management in decision making. The course lasts eight (8) weeks. The course includes two contact hours of laboratory weekly.

HESM 560 **Applied Biostatistics**
3 credits

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive

statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis. The course includes two laboratory contact hours weekly.

HESM 570 Fundamentals of Epidemiology
3 credits

This course emphasizes on the manager's and evaluator's role as a leader of health services in creating solutions that satisfy the needs of the community. It integrates the application of the epidemiology method in the health service industry. It will discuss epidemiological principles as control and eradication of diseases to resolve the health problems of the population. The course describes the natural history of diseases and the inclusion of statistics in the health promotion strategies and disease prevention. It discusses the benefits and limitations of the diverse epidemiology designs.

Specialization

HEMG 600 Fundamentals in the Evaluation of Health Services
3 credits

Discussion of the development of the discipline, the scope, effectiveness and efficiency of the evaluation of health services. After completing the course the student will demonstrate the added value of discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario.

HEMG 610 Legal and Ethical Issues in the Evaluation of Health Services
3 credits

The course will train students in the knowledge related to the legal and ethical issues in research and evaluation in the health sector in Puerto Rico and the United States. Will prepare the student to exercise control in matters relating to patient rights, risk management, ethics and compliance. Meet specific regulations, Patients' Rights HIPAA Law, Federal Law 45 CFR 46 Parts A, B, C and D and biosafety principles. As an educational resource, case studies will be included.

HEMG 620 Quality Management in Health Services
3 credits

After completing the course, the student will integrate essential concepts and processes of Quality Management in the evaluation of health services. Students will explore trends in health services and compliance with state regulations of the Department of Health and the federal Center for Medicare and Medicaid Services (CMS). It will reinforce the skills to examine and identify solutions to existing problems in the evaluation of health services from the perspective of Total Quality Management. There will be a compilation of the most important historical events of the

quality movement. Will discuss how the quality has impacted organizations, success factors, teamwork, and customer satisfaction. Will present quality initiatives taken at local and international levels to ensure the quality of services.

HEMG 630

Evaluation Models Analysis

3 credits

Prerequisite: HEMG 600 and HESM 550

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis; as part of the course the students will be taught to develop indicators, statistical analysis, and development of an evaluation plan to measure the impact on the organization. The course last eight (8) weeks. The course includes two contact hours of laboratory weekly.

HEMG 640

Effectives Strategies for the Evaluation of Health Services

3 credits

Prerequisite: HEMG 600 and HESM 550

Students will learn to strategically plan and develop models aimed at identifying effective and efficient solutions related to labor scene, including: tax, resource conservation and green energy, workers, computer support services, queuing system, medications, case mix, institutional certification and accreditation, compliance, among others. The course will encourage proactive approach to the analysis and evaluation with the primary objective of maximizing the competitiveness of the company they work for.

HEMG 650

Final Project: Development of an Evaluation Model for Health Services

3 credits

Prerequisite: All of the core courses and the specialty courses and approval required.

Practical application of the principles and methods of assessment in the management of health services, programs and policies. Distinction between the advantages and disadvantages of different research methods, understanding the concepts of cost-benefit and cost-effectiveness. The approach is aimed at the development of a model for program evaluation and use of information obtained in the evaluation of programs or cases. The course is eight weeks. The course includes two laboratory contact hours weekly.

Prerequisite for students without an undergraduate course in Accounting

ACCO 500

Accounting Compendium

This course is intended for students with no previous exposure to financial accounting and is focused initially on how to record and interpret the primary financial statements that summarize a firm's economic transactions. The first part of the course provides a clear, concise coverage of the accounting cycle using the corporate structure to produce the general-purpose financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet and Retained Earnings Statement. The remainder of the class covers financial topics that will enhance the

student's understanding of the general-purpose financial statements and of corporate financing through the use of debt and equity.

Master in Strategic Tourism (MAST) with specialization in Sporting Events Tourism

Core courses

STTR 500
3 credits

Corporate Finance and Managerial Accounting

Through this course the student will learn accounting methods and techniques to be able to make financial decisions. Will understand the importance of analyzing cost structures based on accounting information. Will identify the types of financial statements, and with the information that they contain will learned how to make analysis of the status of the organizations. Identify risk factors and profitability in the tourism sector and valuation techniques applied to tourism businesses. Recognize the value creation in the sector and risk management. Understand international finance and financial markets in the tourism sector. Participate in the development and implementation of technical and financial planning models, and financial analysis of sources related to tourism

STTR 501
3 credits

Economy and Global Tourism

This course presents tourism from a business perspective and as a body of global economic development. Provide students with the skills to identify elements for its development potential. Trained on the historical evolution of tourism stakeholders and tourism components, behaviors and motivations of tourists and instruments that measure its economic impact. In addition, students will become familiar with current and emerging tourist destinations in the world.

STTR 502
3 credits

Medical Tourism Marketing

This course will enable the student in the process of selling and marketing a tourism product. The student will develop knowledge and skills to determine the appropriate use of the many promotional tools (including television, radio, cinema, press and print publications, direct marketing, and internet) as well as different methods of distribution of tourism products and strategic commercialization. In addition, several case studies presented globally to expose students to the various models of "e-commerce" in tourism and design models of tourism portals.

STTR 503

Development and Administration of Tours, Tour Packages and Special Offerings

3 credits

Through this course, students will be trained to design, develop and manage innovative tourism products originated by creating new tours, tour packages and promotional deals.

STTR 504 **Human Resources and Organizational Development**
3 credits

Through this course the student will develop skills in planning and management of human resources in tourism organizations. They discussed various issues related to personnel management, such as planning and provision of human resources, incorporating personal and career management, training, personnel evaluation, assessment of duties and salary administration, all this with particular reference to the particularities of the tourist business. Will explore topics that influence the management of human factors such as corporate culture and organizational development.

STTR 505 **Planning and Tourism Development**
3 credits

Through this course the students will acquire knowledge and develop skills in terms of: (a) as a key innovation of tourism development, (b) new trends of tourism, (c) strategic planning models, (d) model management and tourism development, and (e) the diagnostic potential of tourism projects. Through case studies on global the student will be exposed to discussion and analysis of these issues. In addition, a review of laws, regulations, financial incentives, and processes related endorsements to tourism development in Puerto Rico.

STTR 509 **Research Techniques**
3 credits

This course trains the student in research methodology with the purpose to propose and develop with success research connected and related to strategic tourism. The student will be familiarized with the programs and resources for the analysis of facts and statistics, with the sources of tourism information, and to design marketing studies SWOT style.

Specialization

SPTR 610 **Sports Marketing**
3 credits **Prerequisites: STTR 502**

This course presents the sports tourism as a tool to promote tourism globally, and exposes students to the world of sports marketing. The student will learn skills in: a selection of public order, the positioning of the tourism product, development of marketing plans, and creating and selling sponsorship proposals.

SPTR 611 **Sports Communication and media strategies**
3 credits **Prerequisites: STTR 502, SPTR 610**

The course enables the student in the communication areas and media strategies applied to sports tourism. The student will learn to establish relations with the media, work the public relations aspects, draft press releases, and do media interviews. The social media spectrum will be used along with the technology to promote and develop the objectives and strategies of the events, athletes and sports properties.

SPTR 612**Sports Law****3 credits****Prerequisites: STTR 502, SPTR 610, SPTR 611**

This course covers the legal aspects of sports tourism. The student will work on contracts and the contracting phase, policies and legal practices, legal terms, and ethical aspects. The course will emphasize in Federal and Puerto Rico law in relation to the sports tourism industry, events, athletes and sports properties.

SPTR 613**Sports & Events Management****3 credits**

This course is designed to provide students with knowledge and skills related to organizational functions, operational and management of sporting events and sports facilities. Case studies will be presented at a global level in order to present different tools and concepts regarding the marketing of sports events and facilities. It also exposes the importance of superior customer service and identifies the key elements and necessary to offer.

Research**STTR 655****Professional Project Implementation****3 credits****Prerequisites: All of the core courses and the specialty courses and approval required.**

Through this course, the student will have the opportunity to implement the professional knowledge and skills learnt to real life situations. Entails the student to develop a project that contributes in an effective way to the tourism development and promotion of the destination. It is required that it includes a real situation with a real solution.

Elective**STTR 506****Sustainable Tourism****3 credits**

The course enables students to develop skills to ensure the existence of a balance between the needs of tourists and destinations receptors in order to minimize the economic, social and environmental aspects of tourism development. Case studies will be presented at a global level for evaluation and analysis.

GSTR 624**Food & Beverage Tasting Trails****3 credits**

Discover all sorts of wonderful tastes and places in Puerto Rico on a trail that reflects all that is best in contemporary Caribbean Food through historic parts of the Island.

Prerequisite for students without an undergraduate course in Accounting

ACCO 500

Accounting Compendium

This course is intended for students with no previous exposure to financial accounting and is focused initially on how to record and interpret the primary financial statements that summarize a firm's economic transactions. The first part of the course provides a clear, concise coverage of the accounting cycle using the corporate structure to produce the general-purpose financial statements: Income Statement, Statement of Retained Earnings, Balance Sheet and Retained Earnings Statement. The remainder of the class covers financial topics that will enhance the student's understanding of the general-purpose financial statements and of corporate financing through the use of debt and equity.