



Sistema Universitario Ana G. Méndez  
Universidad Metropolitana  
Graduate Catalog

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Academic Year  
2015-2016

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The University reserves the right to revise or change rules, charges, fees, schedules, courses, requirements for degrees, and any other regulation affecting students whenever considered necessary or desirable.

Registration by students means that there is an agreement to comply with all regulations of the University whenever approved.

The University reserves the right of admission, readmission or registration for each semester or session, separately.

The University reserves the right to cancel any course for insufficient enrollment and to phase out any program.

Universidad Metropolitana  
Apartado 21150  
Río Piedras, P.R. 00928

We hereby certify that this is the current edition of the Institution Catalogue of UMET for the academic years 2014-2015.

August, 2014

A handwritten signature in purple ink, appearing to read 'CPadín'.

Carlos M. Padín Bibiloni, PhD  
Chancellor  
Universidad Metropolitana

## CHANCELLOR MESSAGE



Welcome to Universidad Metropolitana's (UMET)! Before you begin browsing through our catalog, we would like to tell you a little about the University's historic background.


UMET is part of the Ana G. Méndez University System (AGMUS). As a non-profit higher education institution, we were originally established as a secondary campus of the former Puerto Rico Junior College. In 1980 we became autonomous under the name Colegio Universitario Metropolitano. In 1985, we were authorized to change the name to Universidad Metropolitana.

Since the beginning, our principal goal has been to evolve into an innovative university that would have a major impact on the island. The reception we have received as a result has positioned us as an institution of academic excellence that is distinguished in the areas of undergraduate scientific research, technology, and environmental affairs.

We are committed to providing quality continuing education that is in harmony with the demands of the job market. For this reason we are continually revising our academic programs. We also offer programs that provide study alternatives for both younger students and adults, giving them the opportunity to earn a university degree.

We have participated successfully in inter-university sports and seen significant achievements in the Inter-University Athletic Organization (UAO) matches, in both the men's and women's divisions.

We invite you to continue browsing through the catalog, which will provide you with more information on the options available at our main campus in Cupey, as well as at our University Centers in Aguadilla, Bayamón and Jayuya.

  
Carlos M. Padín Bibiloni, PhD  
Chancellor  
Universidad Metropolitana

## STATEMENT OF POLICY

The catalog contains the major points of the current agreement between the students and Universidad Metropolitana. Regardless of the date on which the agreement shall become effective, the Institution will maintain its right to admit, re-admit or register a student only for a semester, part-of-term or session, separately. The Institution will also limit its agreement to the semester, part-of-term or session in which the student has properly enrolled and has paid the corresponding fee. Through its academic policies, Universidad Metropolitana ensures students completion of academic programs. The process of closing a program begins with a moratorium that spends over three years prior to final closing. During this period the entire university community and the external community served are informed. Academic offerings are planned according to student's needs to complete program requirements to graduation and final closing of programs. The Associate Vice-chancellorship of Licenses and Accreditation is the unit charged of oversee the implementation of this academic policy.

It is the student's responsibility to know and comply with the instruction expressed herein, which coincide with by-laws and regulations of the Institution, the administrative instructions, and the federal laws on civil rights.

Norms and regulations contained in this document are subject to institutional and/or administrative changes without previous notification.

## UMET's General Information

## OUR PROFILE

Universidad Metropolitana is a private post-secondary educational institution and a member of the Ana G. Méndez University System (AGMUS), a non-profit organization. A fifteen-member Board of Directors governs the AGMUS. Five members of the board are permanent and ten are appointed by the Board to four-year terms.

The Executive Officers of the Central Administration are: the President, the Executive Vice-President, the Vice-President for Financial Affairs, the Vice President for Planning, Research, and Academic Affairs, the Vice-President for Administrative Affairs, the Vice-President for Marketing and Student Affairs, and the Vice-President and General Manager for Channel 40. They are selected by the Board of Directors.

The by-laws of the Ana G. Méndez University System stipulate the objectives, powers, officers, committees, meetings and financial affairs of the Institution. They also specify the way in which the by-laws and regulations of each one of the autonomous institutions will be approved.

The University does not reject or deny the legitimate rights, or discriminate against any person for reason of race, sex, color, physical handicap, social condition, nationality, age, political affiliation, religious, social or trade union beliefs.

## HISTORY OF UNIVERSIDAD METROPOLITANA

More than six decades ago, three distinguished educators: Ana G. Méndez, Florencio Pagán Cruz, and Alfredo Muñiz Souffront recognized the need for new approaches in education to keep pace with social and economic changes in Puerto Rico. In 1949, they laid the groundwork for the creation of modern, flexible institutions of higher education.

The first of such institutions, Puerto Rico Junior College, opened its doors in 1949. It started with a campus in Río Piedras, and in 1959 moved to new facilities in Cupey. In 1969, the founders organized the Ana G. Méndez Educational Foundation (AGMEF) in order to extend their twenty years of experience in higher education to a broader population. Presently, the Ana G. Mendez University System operates three institutions: Universidad del Turabo (UT), Universidad del Este (UNE), Universidad Metropolitana (UMET), and WMYJ-TV Station Channel 40.

As part of this ongoing development, the Colegio Universitario Metropolitano was established in the Cupey campus in 1980, and became Universidad Metropolitana in 1985, when UMET began to offer the first Master's Degrees in Business Administration and in Education. The first doctoral degree in Education started in 2004.

## VISION

Universidad Metropolitana will be recognized globally as a leading higher education institution for its inclusiveness, its excellence and innovation in teaching, outstanding research and community engagement. UMET will be the established leader in environmental affairs and education in Puerto Rico and the Caribbean, promoting policies and best practices for a sustainable and competitive economy.

## MISSION STATEMENT

Universidad Metropolitana is a private, not for profit higher education institution committed to fulfill a relevant role in the social and economic development of Puerto Rico. Its mission is to provide a diverse student body with opportunities to acquire professional and personal competencies through education, research and community service in order for them to become agents of change, life-long learners and responsible contributors to a globalized and sustainable world.

TO FULFILL ITS MISSION, UMET:

- Subscribes to a “flexible admissions policy” in order to serve a diverse student body.  
By “flexible admission” UMET means the availability of total open access to university level education while maintaining more specific and selective admission criteria in some designated academic areas. Admissions policies are nondiscriminatory to any eligible applicant regardless of age, race, color, national origin, religion, gender, marital status, academic or economic disadvantage, or disability.
- Provides its students with innovative undergraduate, graduate, technical and continuing education programs through different learning modalities in the fields of Social Sciences, Humanities and Communications; Nursing and Allied Health Sciences; Education; Business Administration; Environmental Affairs; and, Sciences and Technology.
- Fosters undergraduate and graduate academic and scientific research as a critical element for the creation of knowledge, as well as to promote innovation and economic development.
- Develops local and international internship opportunities; collaborative alliances; student and faculty exchange programs with other prestigious institutions; and, public engagement and community service in order to enrich the student’s learning experience.
- Believes and commits to the enhancement of the “First Year Students' Experience” as a transition period to university life and to provide an optimal, inclusive environment of learning and support at the beginning of students’ life until graduation.

- Provides students the opportunity to develop a world vision and to become members of pluralistic communities by interacting with people with different backgrounds, cultures, ideas and values.
- Delivers and implements comprehensive curricular and co-curricular initiatives to engage the students in knowledge acquisition for personal and professional growth and life-long learning; and, to become engaged citizens, leaders and active contributors to society.
- Recruits, develops, and retains highly sensitive and qualified faculty members, committed to teaching, academic excellence and the diverse needs of our students.
- Develops and implements strategies and support programs geared to enhance student academic achievement to guarantee their persistence, retention and degree completion within a flexible admissions' policy.
- Implements systematic and ongoing assessment of the learning process in curriculum and co-curriculum, and overall institutional effectiveness in order to provide input for planning and resource allocation in support of the institutional mission.
- Applies the most advanced emerging technologies to enrich the processes of learning, management and student services.
- Fosters an inclusive environment; an atmosphere of academic freedom; intellectual challenge; the necessary resources to enable students' development of high cultural and ethical values; intellectual curiosity; information literacy; critical thinking; communication skills in English and Spanish; team work; leadership and decision-making skills; scientific and quantitative reasoning; and technological competencies necessary for their successful participation in today's Global World.
- Implements innovative learning modalities in order to fulfill its educational mission, including classroom-based courses, as well as distance learning delivery systems to expand higher education options in Puerto Rico and abroad.
- Ensures a campus with adequate, attractive physical and ground facilities; and, a safe environment to guarantee an integral sense of belonging, and professional and personal well-being.
- Maintains leadership in the field of environmental affairs and resources preservation, and their sustainable development thus helping solve socioeconomic issues, and contributing to Puerto Rico's global competitiveness.

#### UMET'S CORE VALUES:

- Excellence: as the maximum aspiration of all teaching, research, creative activities, and service endeavors.
- Freedom: of thought and expression as an indispensable basis in the search and diffusion of knowledge.
- Respect: for the diversity and dignity of human beings.
- Integrity: in all dealings as an educational, research, and public service entity.
- Equality: in recognizing the value of education as an instrument to provide better opportunities and to fully develop the potential of human beings.
- Innovation: a constant to guarantee the pertinence and quality of programs and services.
- Social Responsibility: regarding the needs of the community, the country and the humanity of which we are part.



## LICENSURES AND ACCREDITATIONS

### LICENSURES

*Puerto Rico Council of Education*

P.O. Box 19900, San Juan, PR 00910-1900

Phone: (787) 724-7100

### REGIONAL ACCREDITATION:

*Middle States Commission on Higher Education*

3624 Market Street, Philadelphia, PA 19104

Phone: (215) 662-5606

*Commission for Independent Education*

Florida Department of Education

2650 Apalachee Parkway Suite A

Tallahassee, Florida 32301

Phone: (850) 245-3200

*International Association for Continuing Education and Training (IACET)*

8405 Greensboro Drive

Suite 800

Mclean, VA 22102

Phone: (703) 506-3275

### SPECIALIZED ACCREDITATIONS:

*Accreditation Commission for Education in Nursing (ACEN)*

3343 Peachtree Road NE

Suite 850

Atlanta Georgia 30326

Phone: (404) 975-5000

*Accreditation Council for Business Schools and Programs (ACBSP)*

11520 West 119th Street

Overland Park, Kansas 66213

Phone: (913) 339-9356

## BOARD OF DIRECTORS AND ADMINISTRATION OF THE SISTEMA UNIVERSITARIO ANA G. MÉNDEZ

### BOARD OF DIRECTORS

*Héctor Jiménez Ramírez, President of the Board*  
*Ramiro Millán, Vice-president of the Board*  
*José F. Méndez, President of Ana G. Méndez University System*  
*Zoraida Fonalledas*  
*Juan R. Melecio*  
*Florabel G. Mullick*  
*Víctor Hernández*  
*Félix R. Schmidt*  
*José F. Méndez, Jr.*  
*René A. León Rodríguez*  
*Rafael A. Nadal Arcelay*

### ADMINISTRATION OF THE SISTEMA UNIVERSITARIO ANA G. MENDEZ

*José F. Méndez, President*  
*José F. Méndez, Jr. Executive Vice President*  
*Alfonso L. Dávila Silva, Vice President for Financial Affairs*  
*Jorge L. Crespo Armáiz, Vice President for Planning and Academic Affairs*  
*Mayra Cruz, Vice President for Marketing and Student Affairs*  
*Victoria de Jesús, Vice President for Human Resources*  
*Jesús A. Díaz Ortiz, Vice President for Administrative Affairs*  
*Luis J. Zayas Seijo, Vice President for National and International Affairs*  
*John Navarro Ferreira, Director, Internal Audit*  
*Margarita T. Millán, Vice President and General Manager,*  
*TV Stations WMTJ/WQTO*  
*Migdalia Torres Rivera, Chancellor*  
*Ana G. Méndez Virtual Campus*  
*Carlos M. Padín, Chancellor*  
*Universidad Metropolitana*  
*Dennis Alicea Rodríguez, Chancellor*  
*Universidad del Turabo*  
*Alberto Maldonado Ruiz, Chancellor*  
*Universidad del Este*  
*Luis A. Burgos, Chancellor*  
*Florida Campus*

## ADMINISTRATION AND STAFF OF UNIVERSIDAD METROPOLITANA

### OFFICE OF THE CHANCELLOR

<i>Carlos M. Padín Bibiloni, PhD</i>	<i>Chancellor</i>
<i>Juan Otero Serrano, PhD</i>	<i>Vice Chancellor</i>
<i>Carmen Rosado León, MBA</i>	<i>Vice Chancellor of Student Affairs</i>
<i>Vacant</i>	<i>Vice Chancellor for Administrative Affairs</i>
<i>María de P. Charneco, MA</i>	<i>Vice Chancellor for Administrative Affairs</i>
<i>Carlos Fuentes, BA</i>	<i>Vice Chancellor of Information Resources</i>
<i>Francisco Caballero, Eng</i>	<i>Manager of Physical Facilities</i>
<i>Gladys Cora, MA</i>	<i>Vice Chancellor for External Resources</i>
<i>Belissa Aquino, BA</i>	<i>Assistant Vice Chancellor for Institutional Development and Alumni Affairs</i>
<i>Yvonne Guadalupe, MA</i>	<i>Director of Public Relations</i>
<i>Guillermo Vázquez, PhD</i>	<i>Director of the University Center of Bayamon</i>
<i>Irma del Pilar Cruz, JD</i>	<i>Director of the University Center of Jayuya</i>
<i>Luis A. Ruiz, MA</i>	<i>Director of the University Center of Aguadilla</i>
<i>Lorna Martínez, MA</i>	<i>Executive Director School of Continuing Education</i>

### OFFICE OF THE VICE CHANCELLOR

<i>Juan Otero Serrano, PhD</i>	<i>Vice Chancellor</i>
<i>Gregorio Villegas Cobián, PhD (ABD)</i>	<i>Associate Vice Chancellor for Administrative Affairs</i>
<i>Alma Resto, MBA</i>	<i>Acting Associate Vice Chancellor for Licensing and Accreditation</i>
<i>Awilda Pérez, MBA</i>	<i>Associate Vice Chancellor for Student Retention and Development</i>
<i>Elizabeth Cancel, MBA</i>	<i>Associate Vice Chancellor Evening and Weekend Services</i>
<i>Carmen M. Luna, EdD</i>	<i>Assistant Vice Chancellor of Student and Institutional Assessment</i>
<i>Teresita Ibarra, PhD</i>	<i>Acting Dean of the School of Business</i>
<i>Teresita Ibarra, PhD</i>	<i>Associate Dean, School of Business</i>
<i>María C. Ortiz, MA</i>	<i>Dean of the School of Environmental Affairs</i>
<i>Karen González, PhD</i>	<i>Dean of the School of Science and Technology</i>
<i>Nadia Fernández, PhD</i>	<i>Associate Dean, School of Science and Technology</i>
<i>Lourdes Maldonado, EdD</i>	<i>Dean of the School of Health Science</i>
<i>Mayra Figueroa, EdD</i>	<i>Associate Dean of the School of Health Science</i>
<i>Ángel Canales, EdD</i>	<i>Dean of the School of Education</i>
<i>Mariwilda Padilla, EdD</i>	<i>Associate Dean, Graduate Program of Education</i>
<i>Barbara Ponce, MEd</i>	<i>Associate Dean, Undergraduate Program of Education</i>
<i>Mariveliz Cabán, PhD</i>	<i>Acting Dean of the School of Social Sciences,</i>

<i>Roxanna Domenech, PhD</i>	<i>Humanities and Communication</i>
<i>Mariveliz Cabán, PhD</i>	<i>Associate Dean of the Department of Humanities</i>
<i>Sugelenia Cotto, MBA</i>	<i>Associate Dean of the Department of Social Sciences</i>
<i>Laura Aponte, MBA</i>	<i>Associate Dean, Department of Communications</i>
	<i>Dean of School of Technical Studies</i>

SISTEMA UNIVERSITARIO ANA G. MÉNDEZ – SCHOOL OF PROFESSIONAL STUDIES (AHORA)

<i>Mildred Rivera Cordero, MBA</i>	<i>Dean School of Professional Studies</i>
<i>Melissa Guilliani, MPA</i>	<i>Associate Dean, School of Professional Studies</i>
<i>Brenda L. Burgos, MEd</i>	<i>Associate Dean in Academic Affairs</i>

CONTINUING EDUCATION

<i>Lorna Martínez, MA</i>	<i>Executive Director</i>
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## General Information

## ADMISSION REQUIREMENTS

Students who apply to the Graduate Program must comply with the requirements determined by each corresponding School.

### READMISSION

1. An applicant for readmission is a student who has interrupted his/her studies for at least one semester, and who wishes to continue studying.
2. The applicant must meet the academic requirements established by the Institution that include:
  - A completed application for admission.
  - A non-refundable application fee of \$25.00 payable to Universidad Metropolitana.

### MINIMUM GRADE AVERAGE REQUIRED FOR READMISSION

1. Readmission to the University will be based on the norms established by the Institution.
2. Readmission to the University must be approved by the Satisfactory Academic Progress Appeals Committee. As a condition for readmission, the student must reach the minimum grade point average required, based on the number of credits attempted and required for his academic program.
3. Universidad Metropolitana will not give credit for courses taken by the students at other institutions during the time of their academic suspension.

Students dismissed for academic deficiency cannot be registered.

### SPECIAL STUDENTS

Students having a Master's Degree who wish to take courses to fulfill a professional requirement or complete another Master's Degree may apply as Special Students. The following documents must be submitted with the application form:

- Official transcript with certification of the degree obtained.
- A non-refundable application fee of \$25.00 payable to Universidad Metropolitana

### TRANSITORY STUDENTS

Students who come to the Universidad Metropolitana with a written authorization from the institution or university they attend as regular students to take courses not leading to a degree. The following documents must be submitted with the application form:

- An official permit from the institution.
- A non-refundable application fee of \$25.00 payable to Universidad Metropolitana

## Foreign and International Students

Foreign and International Students that apply as new students must submit the following documents:

- Official transcript of last studies
- Certificate of Equivalence of the academic credentials
- EXADEP (PAEG) o GRE scores.
- A copy of the Catalog of the University attended in the country of origin.
- Completed Affidavit of Support form (I-134) provided by the Admissions Office and Financial Aid Office authorization.
- Evidence of Visa (F1), Card of Resident permanent or evidence of card that indicates to study.
- A non-refundable application fee of \$25.00 payable to Universidad Metropolitana

\*The student has 45 days to deliver the credit transcript, if the students do not comply with this term, his registration will be cancel.

### **RESERVED RIGHTS**

In order to safeguard its goals and objectives, Universidad Metropolitana reserves the right to admit, readmit or register any student in any semester, session or class. For the same reasons, the University reserves the right to suspend a student temporarily or permanently.

# **Rules and Regulations for Admission and Registration**



## **RULES AND REGULATIONS FOR ADMISSION AND REGISTRATION**

The Institution reserves the right to enforce the observance of those rules, norms and regulations that safeguard the ideals and standards for which it stands, and may ask a student to withdraw if he/she does not comply with these rules or refuses to cooperate with a working member of the Institution. The decision reached by the administration in such cases is final.

All students should examine regularly the bulletin boards in the different buildings of the Institution in order to be informed of official announcements.

### **Admissions Policy**

The two main objectives of the Universidad Metropolitana in the admissions, readmissions, and transfer policies are:

1. To provide admissions to as many qualified applicants as the physical facilities and programs allow.
2. To provide the educational opportunities that will best contribute to the success of those students capable of doing college work.

### **Academic Information**

#### **Registration and Other Related Procedures**

The Office of the Vice Chancellor of Student Affairs determines the registration procedure, and no program of study is valid without the approval of this administrative officer. The Registrar's Office in coordination with the Office of the Associate Vice Chancellor of Enrollment Management is responsible for the registration process.

The Registrar's Office is responsible for the maintenance of all official academic student records and for issuing transcripts, certifications, registration and graduation certificates, as well as submitting or mailing the grade reports to students.

Candidates for admission, readmission, or transfer and special students may not register until each has received an official and final statement of acceptance from the Office of Admissions.

The Institution does not necessarily guarantee the class program of study chosen by the student during the early registration period if the course does not attain the minimum of students per section. The Institution does not guarantee the program chosen if the student does not observe the scheduled date and hour for registration. After this period, the Institution may use such offerings for other students, especially in the period scheduled for changes in class programs.

Changes in class programs will only be allowed with the written recommendation of the student coordinators, deans, or other academic representatives. The academic representatives

approve the changes in class programs based on the existing requirements. The Registrar's Office will determine if there is space in the requested sections.

Each student is responsible for having met the requisites prior to registration in a particular continuation course.

#### Late Registration

Late registration will be held after official classes begin, in the period determined for late registration. Students who did not attend early registration or who failed to attend registration on the date assigned may register during the late registration period, provided there is space in the sections they select. No student will be able to register after the period determined for late registration.

After the period allowed for registration, all courses will become a permanent part of the student's record.

#### Reallocation of Students

At the end of the registration period, the Registrar may reallocate students where elimination and rescheduling of courses has taken place. Such changes should take place on the dates designated for this purpose in the Academic Calendar.

#### Official Admission to Classes

At the beginning of the semester or part-of-term each student should present his official registered class schedule to each of his professors.

Students should attend classes and/or sections where they are enrolled and professors should admit in their classes only those students that have been officially registered in the appropriate courses and sections. The Registrar's Office is not responsible for recording grades of students who attended classes and/or sections in which they were not officially registered.

#### Corrections or Changes in Names and Addresses

Students with address changes should notify the Registrar's Office and through the portal MiUmet. This office will provide them with the appropriate forms to fill out.

The same procedure should be followed for corrections to be made for the change of name. For changes of name, the student must submit a petition legally signed and with a certified affidavit.

#### Classifications of Students

Students are classified as follows:

##### A. By credit hours enrolled

1. Master's

- i. Full-time Students-those who have fulfilled the admission requirements of the Institution and have a load of six or more credit hours per semester in a program leading to a degree.
- ii. Half-time Students- those who have fulfilled the admission requirements of the institution and have a load of five to three credit hours per semester in a program leading to a degree.

2. Doctorate

- i. Full-time Students-those who have fulfilled the admission requirements of the Institution and have a load of three or more credit hours per semester in a program leading to a degree.
- ii. Half-time Students- those who have fulfilled the admission requirements of the institution and have a load of two to one credit hours per semester in a program leading to a degree.

**Graduate Academic Load**

Level	Full Time	Three Quarters Time	Half Time	Less than Half Time
<b>Master</b>	6 or more credits	N/A	5 to 3 credits	N/A
<b>Doctorate</b>	3 or more credits	N/A	2 to 1 credits	N/A

B. By credit hours leading to a degree

1. First-year Students - Those who have completed minimum of 3 to 12 credit hours at the University
2. Second-year Students - Those who have completed a minimum of 13 to 24 credit hours.
3. Third-year Students - Those who have completed a 25 or more credit hours at the University.

C. By grade-point average (See Student Academic Status section)

1. Students on Academic Probation
2. Students on Academic Suspension
3. Honor Students

Re-classification of Students

- Students who wish to change majors may re-classify from one major to another. This also applies to students who wish to change from the program level, for example: from an Associate to a Bachelor's Degree program. These types of re-classifications are authorized as long as the student complies with the admissions requirement of the new major or new program.
- The minimum requirements to request reclassification are:
  - Master's and Doctoral Degrees – a minimum of 6 credits approved and a grade average of a 3.00 or more.
- To request a reclassification the student should comply with the Progress Norm of the Satisfactory Academic Norm.

- When the student reclassifies, the credits approved, which are part of the sequential curriculum of the new major, he/she will be considered under The Satisfactory Academic Norm.

#### Special Conditions and Regulations

1. Students who have registered with the maximum academic load permitted and need three more credits to complete the graduation requirements in the same semester will be allowed to take three additional credits with the written authorization from the appropriate Dean or Associate Dean of the School.
2. No student will have an academic load greater than 18 credits. The maximum academic load in the summer will be: six (6) credits. An academic load of eighteen (18) credits will be permitted to the students who are graduation candidates in the summer and have the written authorization from the appropriate Dean or Associate Dean of the School.
3. All students will be given a reasonable time to graduate or complete their notified area of concentration. The University will reserve the right to admit, readmit or register any student in any semester, session or class. For the same reasons, the University reserves the right to suspend a student temporarily or permanently.

#### Withdrawals

- Partial or total withdrawals are allowed during a regular semester, part-of-term, or summer session as specified in the academic calendar.
- The deadline for voluntary total withdrawals will be included in the semester or part-of-term academic calendar of classes in the semester or summer session, before the final examinations begin.
- The institution reserves the right to require a student to withdrawal from any course or from the Institution, for any of the following reasons:
  - a. Possibility of hazard to the health of the student or that of other students, if attendance was continued.
  - b. Refusal to obey regulations or serious misconduct on the part of the student.

#### Types of Withdrawals:

1. Partial Withdrawal - is the official separation of one or various courses in the student's official class program. The student's academic record will reflect a W as the grade obtained.
2. Total Withdrawal - is the official separation of all the courses of the student's official program. The student's academic record will reflect a W as the grade obtained.
3. Administrative Withdrawal - The institution reserves the right to process a student as a partial or total withdrawal; temporarily, by means of exception and/or through a resolution from the Discipline Council or another Institutional Council. The student's record will reflect as a W grade.
4. Non Official Withdrawal

- a. Non-Official Withdrawal for Online Courses - The institution has a Process Census Taking and Non Official Withdrawal for students enrolled in online courses. The policy applies to all students enrolled in complete online courses.
- b. Non-Official Withdrawal for Classroom - Applies to all students who have abandoned a course without filing an official withdrawal and obtains a WF grade in all of their courses.

## Census

The Census Taking is the process whereby the faculty certifies to the Register's Office the students who never attended the enrolled courses. The faculty identifies students who never attended courses at the start of classes in the Registry of Census Taking. The Office of the Registrar processes a withdrawal for non-attendance in the courses identified by the professor (WN).

Regular attendance and participation in class discussion and activities is expected. It will enhance and enrich the experience for the entire class. If the student expects to miss class for any reason it is the student's responsibility to notify the professor by email or telephone prior to class. Professors are not required to allow students to make up work. Students are responsible for all material covered during the course, regardless of whether they are present in class. Thus, attendance is strongly recommended to better facilitate student achievement of academic goals.

## Leave of Absence (LOA)

Leave of absence allows a student who is officially enrolled, with the exception of the requirement of the register or unceasing attendance at the university. This *Leave of Absence* is granted for:

- Medical justifications
- The student that has been activated for military service and/or The National Guard outside the territory of Puerto Rico or due to a national emergency within Puerto Rico.

The University requires the student to formally request, in a written form *A Leave of Absence* and provide the information that justifies his/her request. If the request is based on medical reasons, the student should document the request with official evidence from his/her doctor. If the request is for military reasons, the student should bring a copy of his/her military orders, which will include the time and place that he/she will be required to meet and the place assigned. The students are responsible for the knowledge and orientation on the implications of a *Leave Of Absence* in their financial aid and their progress towards the degree. The students under a *Leave of Absence* should have Academic Progress.

## Student Evaluation Procedures

Formative evaluation requires a minimum of two (2) independent partial evaluations and a final evaluation. It is the student's responsibility to clarify any questions about partial grades before the date scheduled for the final evaluation activity of the course.

### Grading System

1. The unit of measure for determining the course value is the credit, which is equivalent to three-hour of classroom work per week during a given semester or part-of-term or two and a half hours of class per week during a summer session. The accelerated adult program has five or eight-week class sessions per course that meet four-hours per week during a part-of-term.
2. The credit equivalents for laboratory work have been determined according to the rules of each School.
3. Scholastic standing is indicated by the following letter grades:

### Graduate

A	(90-100)	= excellent
B	(80-89)	= good
C	(70-79)	= satisfactory
D	(60-69)	= deficient
F	(0-59)	= failure

To determine the grade point average the following values will be used:

A	=	4
B	=	3
C	=	2
D	=	1
F	=	0

In special cases, the following annotation system will apply:

W	=	withdrawal
WF	=	Student leaving the course at any time of the semester or academic term, without filing official withdrawal, and has no academic criteria to award a grade or qualification.
I	=	student absent from final examination
WN	=	student was enrolled but never attended
P	=	passed
NP	=	not passed
IP	=	in progress

### Incompletes

A student will receive a provisional grade of Incomplete (IB, IC, ID, IF) in the following instances:

- If his absence from a final examination can be justified
- If the student has complied with all partial requirements of the course during the semester or part-of-term.

In order to remove an Incomplete the student should take the corresponding final examination or work requirement within the first 20 days of the subsequent semester or summer session.

The professor has the responsibility of removing all Incompletes. If the professor is not available, the Dean or Associate Dean of the School or the Director or Coordinator of Academic Affairs of the Off-Campus University Center will make the corresponding changes in the official course grade register at the Registrar's Office.

In the case of a student that is not complying with these established rules, the professor will assign a "0" in the corresponding work missed by the student, and will report the final grade to the Registrar after calculating the corresponding grades.

#### Grade Claims

The student has a month before the next semester ends after obtaining the grade in which to submit a claim of the grade.

#### Grade Point Average

The grade point average is obtained by dividing the total number of honor points by the total number of credit hours in which the student has received a final grade, even those where an F or WF is final. The credits taken at UMET will be the only ones used to calculate the student's grade point average.

#### Grade Reports

Once assigned by the professor, the grades are final, unchangeable within the context of the institution's academic discretion, and certified by the Registrar's Office.

Reports of the grades will be available to each student from the Registrar's Office at the end of each part of term or sessions through MiUmet, students on line services.

#### Student's Records

The Office of the Registrar has custody of all students' academic records. These records are confidential.

#### Transcripts

Official transcripts, which bear the seal of the Institution, will not be given to students or alumni, but sent directly to institutions specified by the students in their official requests to the Registrar's Office.

In those cases where a student is in debt with the Institution, the Registrar will not certify the courses approved until the student has paid his debt.

Any claim concerning a transcript request should be presented at the Registrar's Office no later than 90 days after making the request.

### **Repetition of Courses**

The Repetition of Courses Policy establishes:

- The amount of times that the students may repeat courses, for the purpose of the use of Title IV funds.
- The qualifications that the courses are considered approved for purposes of the use of Title IV funds.

The student is responsible of the knowledge and compliance of the Repeating Course Policy.

- Courses with a final F grade - all the programs, the student may repeat these using funds from Title IV until they comply with a higher grade and it does not exceed 150% of their study program. For students in the programs of certificates, associates and bachelor's degrees may repeat them during their Pell Grant eligibility, which is 12 semesters or the equivalent of 600%.
- The repeated failed courses with F grade and obtain a higher grade (i.e. minimum grade of D or higher), may repeat them once more using Title IV funds. This will be with the purpose of improving the grade point average.
- Courses with withdrawal grading (W) – all the programs, the student may repeat them with Title IV funds until it complies with an approved grade (i.e. minimum grade of D or higher) and does not exceed 150% of their program. For students in the programs of certificates, associates and bachelor's degrees may repeat them during their Pell Grant eligibility, which is 12 semesters or the equivalent of 600%.
- Once the course is approved with minimum D grade or higher than this grade, they can repeat it once again to improve their academic grade points.
- For the effect of the financing of funded courses by Title IV with a D grade or higher, these are considered approved.
- Every attempt to repeat is considered by the Satisfactory Academic Progress (SAP) as attempted credit and will affect the period of eligibility for the Pell grant **for the students in programs of associates, bachelor's and certificates and Student Loans for all the programs.**
- Students who repeat courses will be accounted for the highest grade obtained for the calculation of the grade point average. If the grades obtained are the same as the previous ones, they will be accounted for the GPA and graduation only once. All the enrolled courses in the institution will be included in the student's transcript, those approved and non-approved.

### **Academic Year**

The academic year consists:

- 1 semester August to December = 15 to 16 (Fall)
- 1 semester January to May = 15 a 16 week (Spring)
- June and July are optional for student (Summer)



## **Standards for Satisfactory Academic Progress**

### **Satisfactory Academic Progress (SAP) Policy**

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 within categories, e.g., full-time, part-time, undergraduate, and graduate students, and may differ based on program enrollment.

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.

### **Maintaining Satisfactory Academic Progress**

The academic progress of students enrolled in associates, bachelors, masters and doctorate degree programs will be assessed at the end of every two (2) semesters. The academic progress of students enrolled in technical, post-baccalaureate and postgraduate certificates programs will be assessed at the end of each semester. The Registrar's Office will notify students in writing, through e-mail, of their academic status.

Students are prohibited from receiving federal student financial aid after attempting 150% of the number of credits required for their academic program. This calculation includes all attempted credits, including transfer credits, related to the student's academic program.

To maintain good standing, students must comply with the following:

**Qualitative component** – the Institution establishes specific minimum GPA requirements by program level (i.e., certificate, associate, bachelor, master and doctorate). For most programs, the minimum GPA increases as credits attempted increase. Students enrolled in a program of more than two academic years must have a GPA of at least a “C” or its equivalent, or have academic standing consistent with the Institution's requirements for graduation at the end of the student's second academic year. Regardless of the student's enrollment status, (i.e., full time-time, half- time, etc.), federal regulations consider that a student is at the end of his/her second academic year after two academic years of attendance (i.e., four semesters). Refer to Appendix A, Satisfactory Academic Progress Tables, for the qualitative components per program level.

### **Quantitative component –**

- The Institution uses a graduated completion percentage by program level. The student must earn the minimum percentage of attempted credits depending on the program level and academic year in which the student is enrolled.
- All credits attempted and earned, including transfer credits that count towards the program of study of the student, are considered in the calculation.

- The student must complete the program within 150% of the length of the program of study to be eligible for Title IV funds. For example, students in a bachelor's degree program must complete 120 credits and may attempt up to 180 credits ( $150\% \times 120 = 60$ ;  $60 + 120 = 180$ ).

Refer to Appendix A, Satisfactory Academic Progress Tables, for the quantitative components per program level.

### **Changes in Status**

If a student wants to enroll in a different academic program, the student must request approval from the Dean of the School. Only attempted and earned credits from the student's current program of enrollment are included in the quantitative measure and only the grades for courses from the student's current program of enrollment are included in the qualitative measure. However, students are encouraged to carefully consider program changes because federal regulations limit total lifetime financial aid eligibility.

Students who discontinue their studies and subsequently apply for readmission will be readmitted under the current SAP policy and will have the same SAP status that resulted as of the end of the last term attended. Students applying for readmission will be referred by the Office of Admissions to the School for evaluation. If the student does not meet SAP, the University will determine if he/she may be readmitted, provided an appeal has been approved.

Students requesting admission into a new academic program after having completed his/her prior program of study will begin the new program with a new SAP history. If a student transfers in credits from the completed program of study, only those transfer credits that apply to the student's current program of enrollment will be considered when measuring SAP.

### **Impact of Course Repetitions, Withdrawals, Incompletes and Transfers on Satisfactory Academic Progress**

- **Course Repetitions** - 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. If a student repeats a course, only the highest grade earned will be included in the student's cumulative GPA. However, each attempt at the course will count as credits attempted.
- **Withdrawals** - If a student withdraws from a course, the credits for the course count toward the determination of credit hours attempted but will not be considered in the cumulative GPA.

- **Incomplete Courses** - If a student has an incomplete in a course, the credits for the course count towards the determination of credit hours attempted. The course will not be considered in the cumulative GPA until a grade is assigned.
- **Transfer Credits** - If a student transfers in credits from another institution, the accepted credits for the courses count toward the determination of credit hours attempted and earned, but will not be considered in the cumulative GPA. Only those transfer credits that apply to the student's program of enrollment at the Institution will count as credits attempted and earned. Refer to the Institution's catalog for requirements on accepted transfer credits from another institution.

### **Remedial and Developmental Courses**

Financial aid recipients may receive aid for a maximum of 30 semester credit hours in developmental coursework. Students enrolled in remedial courses are expected to receive passing grades in those courses in order to progress into the next term. Remedial and developmental courses count toward the determination of credit hours attempted and will be considered in the cumulative GPA.

### **Financial Aid Warning and Failure to Meet Satisfactory Academic Progress**

Students enrolled in technical, post-baccalaureate and graduate certificates programs, for which SAP is evaluated at the end of each semester, will be placed on financial aid warning status for the next semester attended as a consequence of not making satisfactory progress. The Institution uses this status without appeal or any other action by the student. The Registrar's Office will notify the student in writing, through e-mail, of the financial aid warning status.

*The student must meet SAP as of the next evaluation point (by the end of the next semester attended) in order to receive financial aid in future terms.* Students who did not meet SAP as of the next evaluation point become ineligible for federal financial aid funds and may continue their studies at the Institution at their own cost. If the student believes there are extenuating circumstances associated with the student's inability to meet SAP, he/she may appeal his/her termination status to the Appeals Committee. See section titled Financial Aid Ineligibility and Appeal Procedures below.

### **Scholarship and Grant Recipients**

Other scholarship and grant programs may not allow for a financial aid warning semester. In these cases, failure to meet SAP in any given term may result in the termination of scholarship or grant funds. Please refer to your scholarship or grant information materials or contact the Financial Aid Office at 787- 766-1717 extension 6587.

### **Financial Aid Ineligibility and Appeal Procedures**

Students enrolled in degree programs, for which SAP is measured at the end of every two semesters, 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:

- Student's injury or illness,
- Death of a relative, or
- 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 present 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. As part of the appeal, the student must submit the following:

- SAP Appeal Form (please refer to the form for further instructions)
- Signed dated letter
- 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.

The student must submit an appeal to the institution in writing after the receipt of the failure to meet SAP notification. The Institution will have ten (10) calendar days for the evaluation process after receiving the student's appeal documentation.

### **Financial Aid Reinstatement**

If the Institution approves a SAP appeal, the student will be placed on financial aid probation for the next semester attended. The student may also be placed on an academic plan. The Institution will advise the student in writing 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.

## Appendix A

### Satisfactory Academic Progress Tables

Technical Certificate Programs		
Credits Attempted	% of Credits Earned	GPA
1 – 15	55%	1.65
16 – 30	60%	1.75
31 – 45	64%	1.90
46 +	67%	2.00

Associate's Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 – 28	57%	1.70
29 – 56	62%	1.85
57 +	67%	2.00

Bachelor's Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 – 30	55%	1.70
31 – 60	60%	1.85
61 – 90	64%	2.00
91 +	67%	2.00

Teacher Preparation Bachelor's Degree Program		
Credits Attempted	% of Credits Earned	GPA
1 – 30	55%	2.50
31 – 60	60%	2.60
61 – 90	64%	2.70
91 +	67%	2.80

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

<b>Post Graduate Certificate Programs</b>		
Credits Attempted	% of Credits Earned	GPA
1 – 18	55%	3.00
19 – 36	60%	3.00
37 +	67%	3.00

## Graduation Requirements

The student usually graduates from the Universidad Metropolitana under the program requirements prevailing at the time of his admission to the Institution; however, the Institution reserves the right to make revisions in the different programs and in the requirements for the degree. Students who do not complete their studies, during the time required by their respective programs (program sequence), as well as those who apply for readmission after a period of absence from the Institution are governed by the rules that apply or are in effect when the student completes his evaluation for graduation. Nevertheless, the student should visit his academic advisor, academic guidance counselor, the School or Off-campus site Coordinator of Student Services for a progress evaluation of his academic program yearly.

## Graduation

The requirements for the evaluation of degrees are:

1. Having requested graduation and/or be a possible candidate. The student may request graduation in summer, December or May.
2. Having passed all the academic requirements of the School; according to those established for the major of which the student aims to obtain the academic degree.
3. Having completed the number of credit-hours and required courses by the school to which the student belongs to his/her study program
4. They must have satisfactorily completed the prescribed number of credits 2.00 (C) or higher or as required in their program of studies.
5. To obtain a degree in the UMET, the transfer students should comply with the residence credits. These are:
  - Master and doctoral Degrees – has approved a minimum of 30 credits at UMET, of which 12 will be his/her major.
6. Honors
  - the honors for the Master degrees programs and Doctoral are:

4.00 maximum honor *(SUMMA CUM LAUDE)*
7. To receive honors, the transfer students, should comply with the Residential Norm (courses taken in UMET corresponding to the degree):
  - Master degrees: must meet a minimum of twenty four (24) credits at UMET, of which nine (9) shall be their major.
  - All students at the doctoral level will continue one year's uninterrupted registration (3 credits/pt; 12 credits/year) to meet with the residence.
8. The candidate for graduation must have satisfied their financial commitments with the institution. Also having completed all the documentation required by the Admissions Office in their academic record.
9. The candidates will be ruled by the current graduation requirements at the time applying for graduation.



Graduation Ceremonies are conducted once a year. The Registrar's Office issues a certificate of a degree to students who complete the requirements of their academic program. The Office of the Registrar issues a certificate of degree to students who complete the requirements of their academic program. Once the student is notified, he/she must pick up his/her diploma at the Registrar's Office, which keeps it for the term of one year. After this period of time the institution is not responsible for the document. The graduation fee is non-refundable.

#### Degree Granting

The institution will grant academic degrees to students who have completed the requirements of their academic program in accordance with the level claimed by these and have not filed an application for graduation.

#### Deceased Students

The relatives of the student or graduate who died must submit evidence of the death (death certificate) at the Registrar's Office.

#### Transfer Courses

The process of validation of courses apply to students in graduate programs of Master degrees and Doctoral degrees who are admitted by transfer or new students with credits that can be validated. The means of validation are:

- Traditional- students who come from external post-secondary institutions
- Non-traditional- military students, Advanced Level (*College Board*), Challenge Exams and Portfolios

An official transcript, descriptions of courses or the catalogue of the institutions of origin, will be required if necessary. The transcripts should contain all of the approved courses. The same must be licensed and/or accredited by the Council of Education of Puerto Rico as a post-secondary college-level institution and accredited by an agency by the United States Department of Education. If the student comes from an educational institution from a foreign country, it should be recognized by the pertinent educational authorities of that country and certified by evaluating agencies that accredit in the United States.

Graduate programs validations of all courses will be done with equivalence in the Universidad Metropolitana, with equal content and value in credits in which the student has obtained a minimum of a C grade. These should be part of the sequential curriculum of their program of study.

It is an institutional requirement that the transferred students comply with the Residence Norm for obtaining the degree:

- Master degrees: must meet a minimum of twenty four (24) credits at UMET, of which nine (9) shall be their major.
- All students at the doctoral level will continue one year's uninterrupted registration (3 credits/pt; 12 credits/year) to meet with the residence.

The transfer students from another college to UMET should comply with the following standard to be eligible to receive an honor:

- Master Degree students must have passed a minimum of 24 credits of the program at UMET 4.00 academic GPA.
- Doctorate Degree students do not receive honorable mention.
- The students have forty-five (45) days, from the date they were sent, to claim the validation of courses in the Office of the Registrar. After this time limit the transfer shall be considered final and alterations to it will not be accepted. It is the student's responsibility to claim their validation and follow-up on their documents on time in the Office of the Registrar, if it has not been received during their first semester of studies.

The courses of an institution that the student has not notified in his/her application for admission will not be validated.

#### Student Right-To-Know and Campus Security Act

The common intention of the three major parts of this 1990 Act is to enhance the choice of the potential consumer, the post-secondary student, by reporting statistics about the “performance” of higher education institutions.

- Section 103 covers disclosures about the graduation or completion rate and other postsecondary outcomes of all students.
- Section 104 covers disclosures about the comparative academic “success” of students who receive financial assistance contingent upon participation in intercollegiate sports and Section 105 concerns institutional revenues and expenditures for intercollegiate athletic activities.
- Sections 203 and 204 concern disclosures, reports, and publications about campus security policies and crime statistics.

Compliance with all of the Act’s disclosure provisions becomes an additional criterion for institutional eligibility to participate in federal student aid programs.

#### Family Rights and Privacy Act Information Statement

Law 186 prohibits the use of SSN as identification routine in public and private educational institutions, (September 1, 2006).

The law prohibits the use of social security as a routine identification number in public and private from the elementary level up to the postgraduate educational institutions and it establishes the rules on the use of this data in educational institutions.

Therefore, the social security number will not be required of the student to take exams, presentation of projects, and any other action that is not related to procedures in which there is a

legitimate need, such as; registration process, request for loans or financial assistance, transcriptions among others.

Any claim or complaint about improper use of social security number must be done in written form to the Registrar's Office. The Registrar or his representative will attend to the claim.

Family Educational Rights and Privacy Act, 1974, FERPA.

According to the *Family Educational Rights and Privacy Act, 1974, FERPA*; the student has certain rights regarding his/her record. The institution ensures control and security of the records and the disclosure of the information in accordance with the FERPA Act. The law limits the disclosure of the information, to who can have access to the information:

- 1- Institutional officials with a legitimate educational interest will have access to it.
- 2- The parents of a dependent student as defined in the Income Tax Returns.
- 3- A court order requiring the institution to show academic record.
- 4- The student may have access to his/her information.
- 5- The accrediting agencies, organizations conducting studies for educational institutions, in financial aids process, in audits or evaluations related to compliance with educational programs, authorization through the information directory, as a result of a disciplinary view of an alleged victim of a crime of violence.

Amendment 32 CFR 216 Solomon to the Family Educational Rights Privacy Act establishes that federal funds not be provided to institutions having as a policy to prevent the Secretary of the Defense of the United States to obtain information, for recruitment purposes, from the directory of students enrolled. This information according to the Solomon Amendment can be provided to recruiters, when the student has authorized to provide information in accordance with the category that the student has marked in the information directory. The institution is limited only to provide the information in accordance with the categories of the information directory.

#### Information Directory

The student may authorize the institution to provide information through the information directory, which establishes the information to offer. The directory includes: name, address, phone, date and place of birth, program of studies, participation in sports, weight and height of the athletes, degrees and honors received and related information.

The institution may provide information contained in the record of the student without their consent under the conditions provided by FERPA.

The student selects the information through the directory and selects a category of the information authorization that empowers the institution to disclose, it is divided into three categories:

- a. Name, student number, address, telephone number, date and place of birth, major, enrolled credits, period of studies, participation in official and sports activities, weight and height of athletes, degree and awards received and schools or universities attended.

- b. Name, student number, concentration, credits enrolled, period of studies, participation in official activities and sports, weight and height of athletes, degree and all awards received and schools or universities attended.
- c. I do not authorize the institution to provide information on the categories of the information directory.

#### Student's Rights under the FERPA LAW

The law gives certain rights to the students who are 18 years or older or who attend an institution of higher education. These rights include:

- The right to inspect and review the information that is kept in his/her academic record. The right to examine the record within 45 days from the day the Metropolitan University receives the request in writing. The application must be requested at the Office of the Registrar, it must specify what the student wishes to examine in his/her record.
- The right to amend or correct information. Such amendment or correction will be requested in writing and shall specify the aspects the student understands should be changed including the reasons. If such amendments or corrections cannot be done, the student will be notified in writing with a right to a hearing.
- The right to consent in writing before the institution reports personally identifiable information from their record. This right is limited to the information that FERPA authorizes to offer without the consent or authorization of the student. In addition, it allows that information without the consent of the student can be offered to the University Officials who have a legitimate educational interest in order to comply with their professional responsibility. The institution may offer student record information, without his/her consent to another educational institution in which the student wishes to enroll.
- The right to claim or file a complaint with the U.S. Department of Education non-compliance of the Metropolitan University of this law. The claim should be directed to: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202.

#### Administration of the FERPA Law

The Office of the Registrar is responsible for the administration and application of the FERPA Law. The Registrar is responsible for ensuring that compliance as stipulated in the law. The Registrar, the Academic Vice Chancellor and the Vice Chancellor for Student Affairs will attend any claim in this regard.

## **Vice Chancellorship of Student Affairs**

## OFFICE OF THE VICE CHANCELLOR OF STUDENT AFFAIRS

### Student Affairs

The Vice Chancellery for Students Affairs offers a variety of services that promote an integral student development. The student services reflect the University commitment to its mission, to provide integrated and student centered services towards the achievement of their academic goals. The student services are offered by responsible and committed professionals.

The following offices and programs provide students services:

- CISE - offer students a one stop location at the main campus and additional locations for Admissions, Financial Aid, Registrar and Bursar's office services.
- Health Services
- Quality of Life and Student Wellness
- Scholarship and Internships
- Sports Program
- Complementary Educational Services Program

### PROFESSIONAL GUIDANCE AND COUNSELING PROGRAMS

The dramatic changes of the dynamic society are also reflected in our students' population. The needs of the younger students, the adult student who is coming back to the university and the special populations, are continuously assessed in order to offer them relevant services.

The Guidance and Counseling Program focuses its services and projects on the new paradigms in Counseling: integral human development, prevention and pro-active educational strategies to develop special skills for life and career.

The main objectives are geared to enhance the student self-esteem, help them achieve self-knowledge, help them learn and develop skills for decision making and conflict resolution, to develop leaderships skills and to assume responsibility with themselves and their community.

Specials projects are established according to students' assessment and in coordination with the university's community resources; to promote healthy lifestyles as well as to prevent academic failures or withdrawals, and personal risky behaviors.

The program emphasizes outreach and pro-active stance in the delivery services. The services includes: individual and group personal counseling, career counseling and crisis intervention, enhancement of leadership skills, follow up, referrals and others. These services are provided by licensed Professional Counselors. Besides psychological services are provided to promote psychological well-being of students.

#### REASONABLE ACCOMMODATIONS

In compliance with state and federal laws protecting the rights of persons with disabilities reasonable accommodation is provide. Students should apply for these services voluntarily.

#### EMPLOYMENT CENTER

Provide guidance and related activities to be successful in seeking and obtaining employment. Participants receive market information and referred for job opportunities, facilitating the transition to work.

#### HEALTH SERVICES

First aid and medical services are offered at the Health Services Office of the Institution. In the event of an emergency or illness, the student should report to the Health Services Office to receive first-aid.

The Health Services Office offers preventive medicine and medical materials, free of charge, for all students. The nurse and or doctor provide information on a variety of health related topics, which include medical clinic sessions as well as personal health care education.

Collaborative agreements are maintained in main campus with nearby hospitals to provide services in emergencies requiring transfer to hospital.

The Off-campus sites do not have medical services; therefore remain collaborative agreements with nearby hospitals to provide services in the event of an emergency.

#### SOCIAL AND CULTURAL ACTIVITIES

Social and cultural activities are available on campus providing opportunities for all students to enhance their educational experience. Social and cultural activities give the students, faculty and the community an opportunity to watch films, and theatrical performances, attend concerts, workshops and seminars.

The Academic Schools coordinate and present on campus art exhibits, literature presentations, lectures and other activities. Also, the student's organizations coordinate activities related with their academic and professional interests.

The student's participation in these activities aims at developing attitudes, values, sensibility towards art, literature and good citizenship.

#### SPORTS PROGRAM

The Athletic program is geared to the promotion and active participation of students in all sports activities. It is a fundamental component of the students' life in our Institution, which aims at contributing to the physical and mental growth and well-being of its students.

The Sports Complex provides the students and community, recreational athletic activities to promote physical wellbeing such as: swimming lessons, aerobics, athletic therapy and gym membership. The institution has a bus that provides free transportation to and from Main Campus and the Complex for the university community.

The Sports and Recreation Program offers intramural and extramural activities. Through this program, students are encouraged to get involved in extracurricular activities that help to enhance their development and quality of life.

The Intramural Component sponsors tournaments and competitions in the following sports: basketball, volleyball, tennis, cross-country, table tennis, and chess, among others. In addition, the program includes other physical fitness and recreational activities such as aerobic exercise, sports exhibitions, and invitational tournaments.

The extramural program organizes teams for men and women in the following sports: basketball, volleyball, softball, table tennis, chess, tennis, cross country, track and field, weight lifting, and baseball.

The teams participate in intercollegiate activities, organized by the LAI (Liga Atlética Interuniversitaria) and compete with other universities in Puerto Rico.

## STUDENT ACTIVITIES

Universidad Metropolitana offers students the opportunity for social, cultural and athletic programs in order to develop leadership, responsibility and initiative.

All students are urged to join the clubs and organizations that correspond the most to their needs and interests.

## STUDENT ASSOCIATIONS

### Student Organizations

According to their interests, students join social service, academic, professional and honorary groups. All students' organizations must be recognized and approved by the office of the Vice Chancellor for Students Affairs. Any group consisting of ten or more regular students and in compliance with the Students Regulations may organize and apply for official recognition of its organization.

Students who are interested should request an application from the Associate Vice Chancellor of Quality of Life and Wellness. The purpose of the organization and the name of the advisor should be stated. All students are encouraged to participate actively in organizations. Participation in students' organizations fosters leadership by developing mutual understanding and respect for social and human values. Also, the students develop leadership skills and help enhance the student's quality of life in the institutional setting.



All student's activities and organizations must be governed by the Student Regulations and other institution's standards. Failure to comply with existing rules and regulations will incur in disciplinary measures and/ or other penalties, accordingly.

### STUDENT COUNCIL

There is a Student Council which meets monthly and has, among others, the following functions: to represent the student body, make recommendations to the Vice Chancellor of Student Affairs, participate in various committees, serve as liaison between students, professors and the administration, and to promote the general well-being of the Institution.

There is a Student Government Assembly that guarantees student participation in the life of the Institution. Delegates to this organization are student body representatives and must be elected responsibly.

Delegates must be regular students who are in compliance with institutional regulations and Academic Progress Norms. They must attend and participate in meetings of campus and must establish relationships among faculty, administration and students of their corresponding sections. The Vice Chancellor of Student Affairs supervises campus delegate meetings. Delegates must provide for the discussion of those matters pertaining to their particular campus and must acquaint themselves with administrative standards and procedures that are related to the needs and problems that affect students' welfare.

#### Important Note:

*All students' activities and student organizations mentioned above must be governed by the student regulations and other institution's standards. Failure to comply with existing rules and regulations will incur disciplinary measures and/or penalties, accordingly.*

### STUDENT RESPONSIBILITY

Student rights include but are not limited to expect an education of the highest quality. The student must know and observe the established University policies presented in official University publications. The student rights and responsibilities are included in the Student Regulations. Copies of the General Student Regulations of Conduct are available in the Office of the Vice-Chancellor of Student Affairs and are published in the webpages [www.suaqm.edu/UMET](http://www.suaqm.edu/UMET).

### DISCIPLINARY REGULATIONS

Universidad Metropolitana's has approved disciplinary rules and regulations that were ratified by the Ana G. Mendez University System Board of Directors.

The students at Universidad Metropolitana must know, obey and respect the rules and regulations of the University in their entirety. These rules and regulations are clearly specified in the

bylaws of the University, the Academic Norms Manual, in the Student Regulations and in the Student Handbook, as well as in the other regular publications or newspapers of the Institution, or in orders or verbal instructions transmitted officially by professors, employees or officers of the Institution. These requirements cannot be waived under any circumstances.

**Important Note:**

*Due to the importance of the Disciplinary Regulations each student is required to commit himself to read and become familiar with the Student's Handbook contents, Student's Regulations, Academic Norms and Administrative Procedures Handbook. These requirements cannot be waved or omitted under any circumstances. These documents are available at the institutions web site: [www.suaqm.edu/UMET](http://www.suaqm.edu/UMET) under the heading student services.*

### BOOKSTORE

The Universidad Metropolitana has a bookstore where textbooks, reading materials requested by the faculty, school and office supplies, and other personal supplies are available.

### VOCATIONAL REHABILITATION PROGRAM

The Department of Labor in coordination with the AGMUS provides the services of the Vocational Rehabilitation Program.

Students with any physical or mental condition that substantially limits their capabilities to achieve their vocational goals are eligible to receive the services of a vocational rehabilitation counselor.

Services include: medical evaluations to determine the rehabilitation potential, physical restoration to minimize the limitations caused by the handicap, student registration, interpreters, readers, tutorial services, books, transportation, and monthly stipends, among others. The vocational rehabilitation counselor also offers personal and career development counseling.

The services include the coordination of other services such as access to classrooms, parking permits, library services, and consultation with faculty members.

The program also helps students in the process of job searching and job placement.

## **VICE-CHANCELLOR OF SCHOLARSHIPS AND INTERNSHIPS**

Offers academic and occupational opportunities and honor scholarships to the students of the Universidad Metropolitana. The internships can be done with a private or a public institution in Puerto Rico or abroad. These experiences compliment the academic preparation and promote the students to the workforce.

The program offers orientations about the available internships, the requirements of each program and provides support to the students in the process of applying them. The internships can be substituted for course credits.

Those students that demonstrate a high academic performance and economic need are eligible to apply for Honor Scholarships. This aid includes partial monetary assistance to pay for tuition fees and stipends to cover book costs. Also, monthly stipends are available for students that meet all requirements and criteria in each program.

The Vice-Chancellor of Scholarships and Internships encourages students to apply for aid with external organizations that are known to provide financial support for college education, professional travel and internships.

The scholarships program promotes the development of leadership, skills and the sense of civic responsibility to those students participating in seminars, associations and in labor community activities.

### **CHILD DEVELOPMENT CENTER**

The Child Development Center is located within the facilities of Universidad Metropolitana (UMET). The purpose of the Center is to offer child care services from 7:00 AM to 10:30 PM to children 2-8 to 4-8 years of age whose parents are eligible students and employees of Universidad Metropolitana. Activities at the Center are designed to foster the integral development of the children by providing them with fun and recreation. The aim is to contribute to the children's self-sufficiency and emotional stability in a safe, loving environment where they can learn to take care of themselves.

From 7:00 AM to 2:00 PM, an educational program sponsored by the San Juan Head Start Program and the Quintana Baptist Church is offered. From 2:00 PM to 10:30 PM the day care services are sponsored by ACUDEN.

UMET Extended Child Care from 2:00 PM to 10:30 PM an educational and recreational program that offers services at no cost including mentoring to the employees' children, after school. It also offers free educational services to the students' children of UMET.

## **Student Financial Aid**

## LOAN PROGRAMS

### William D. Ford Direct Loan Program

Federal Stafford Loans are offered at a fixed rate. For “Unsubsidized Loans” the student is responsible for paying the interest while you are in school. If the student chooses not to pay the interest, it will accrue and be capitalized (added on to the principle).

### Private Loans

The Alternative Loans are private loans designed to cover educational cost of the students that are beyond the reach of most Federal Aid Program. The interest rate is variable and students can use this loan to cover one hundred percent of their total cost of attendance, less other aid received.

### Puerto Rico Council of Higher Education

The FOEAG grant helps graduate students with exceptional financial need. The amount of the awards is contingent to availability of funds.

In order to be considered or to be eligible for some types of aid the student must apply each year the Free Application for Federal Student Financial Aid (FAFSA). This is important in order to know the financial need of the student.

The application must be completed online at the following web site: [www.fafsa.gov](http://www.fafsa.gov). The amount of financial aid may vary each year according to your need, the type of aid you are eligible, your academic performance and available funding.

### Eligibility Requirements

In order to meet the eligibility requirements, students must:

- Have financial need
- Have a bachelor's degree.
- Be working toward a degree or certificate.
- Be a U.S. citizen or eligible no citizen.
- Have a valid Social Security Number.
- Not owe a refund on a Federal Grant or be in default on a Federal Educational loan.
- Be making Satisfactory Academic Progress.
- Be registered with Selective Service (required for male students).
- Be enrolled at least half-time.
- Provide documentation of any information requested by the Office of Financial Aid.

## TUITION, FEES AND RELATED INFORMATION

### Tuition and Fees

Once a year the Vice-presidency for Financial Affairs publishes the Cost of Studies Bulletin on the web page, with information about tuition costs for all academic programs and other fees for all institutional services.

Average Annual Tuition and Fees     \$5,964

Costs are estimated and are subject to change.

Tuition fees are made by credit or contact hour as follow:

Graduate Programs                     \$ 211.00

In addition, the institution has a general fee of \$450.00 per semester. Costs are subject to change from one academic year to the next.

Construction	\$300.00
Technology	\$ 75.00
Services	\$ 45.00
Parking	\$ 20.00
Library	\$ 7.00
Insurance	\$ 3.00

Please note that in attending any university, students will have to allow for other expenses, such as books and supplies, transportation, meals and other personal needs. A variety of financial aid packages are available.

Tuition, fees and service charges must be paid in full during registration or at the time services are requested by the student. Payments can be made in cash, or by certified or manager's checks, money orders, or credit cards such as American Express, Visa or Master Card. Receipts for all transactions must be retained, and presented with any claim or adjustment requested. The Bursar's Office will not accept claims without receipts.

### Tuition Option Payment Plan (TOPP)

The University has a convenient method for paying educational expenses through scheduled payments over the period of enrollment.

The TOPP will only allow a due balance of \$150.00 that may be paid through a SUAGM's payment plan.

### Clear Statement

Students with a balance of an outstanding debt will not be allowed to enroll the following semester and will not be able to get access their grades.

### Invoices

The Bursar's Office will mail two invoices during the regular semester. The approximate dates for the mailing of such invoices are: September 30, November 15, February 28, and April 15.

If the invoice is not received in the email, it is the student's responsibility to request it personally from the Bursar's Office.

## ADJUSTMENTS AND REFUNDS FOR ACTIVE AND NEW STUDENTS

### Refund Policy

#### A. Total Withdrawal

The costs of any student who complete an official withdraw process will be adjusted according to the days attended classes until the date of the official withdraw and the total of semester or part of term days, as applicable.

#### B. Mid-Point

All students that have WF at the end of the semester, in all courses, will be charged 50% of the total cost of their tuition.

#### C. Partial Withdrawal

Students who partially withdraw, starting the first day of classes of each semester, the System will charge 100% of the tuition costs.

#### D. Non- Attendance

Students who do not attend their registered courses will be marked N/A by the professors, given an administrative withdrawal, and refunded 75% the cost of the course. The student will be held responsible for 25% of the cost, as financial aid programs do not cover it.

#### *Important Note:*

The Sistema Universitario Ana G. Méndez reserves the right to review the tuitions and fees. It is the student's responsibility to stay informed about charges, fees, schedules, courses, requirements for degrees, tuition and policies of the Bursar's Office by visiting the webpages [www.suaqm.edu/UMET](http://www.suaqm.edu/UMET).

# Information Resources



## Information Resources

### Library

The mission of the Library is to provide agile information services, through an updated collection, accessible presential or by remote access, with the assistance of competent staff, located in optimal quality physical facilities and environment. The Library web page <http://bibliotecaumet.suagm.edu> offers all the information about collections and services. The automated system provides access to information resources that can be requested by Interlibrary Loans in all of AGMUS institutions and its University Centers, in Puerto Rico and the Main Land.

The library also offers a variety of services which provide the skills needed for the effective use of the information resources, such as Information Literacy, Virtual Reference Services, Faculty Liaison Program and Tutorial and Guides. As the whole campus, the Library offers WiFi connection and remote access to all it's collection.

### Regular Services

#### Circulation

The service point that provides general and specialized books that can be borrowed by library users, for extended periods of time.

#### Reserve

Include resources that have been identified in the coarse outline, such as textbooks and other information resources that are placed by faculty members for specific courses, and are borrowed for limited time period of time.

#### Reference

Provides specialized and basic reference sources that can be found in dictionaries, encyclopedias biographies, yearbooks, atlas, and government documents. Assists with library instruction and the use of electronic resources.

### Special Areas

#### Center for the Access to Information Resources (CARI)

It is a working open space, for students to look for information or prepare works. It is equipped with multiple computers, printers and photocopying machines. Specialized personnel give attention to students. Here also is the laboratory where the librarian gives the workshops.

#### Center for Environmental Information in the Caribbean (CIAC)

This collection is specialized in environmental resources that include environmental planning, conservation of natural resources, environmental risk management, and environmental education.

### Olga Nolla Puertorrican Collection

This area is composed of the Olga Nolla Collection, the Eugenio Fernández Méndez Collection, the Puertorrican Collection, and the Information File. The Olga Nolla Puertorrican Collection has resources in a variety of formats that range from print formats (books and periodicals) to government documents, multimedia, digital resources and newspaper clippings that can be found in the Information File. The collection also harbors the theses and dissertations that have been submitted by the graduate students at the University.

### Collection Development

This unit is responsible for all the procedures that pertain to collection development, such as selection, acquisition, receiving, cataloguing, labeling, distribution, bookbinding, and the weeding of library bibliographic resources.

### Biblioteca Siglo XXI Luis G. Fortuño

Since 2014 it houses Biblioteca Siglo XXI Luis G. Fortuño, a space for the development of research opportunities in the Governor's administration and in specific themes as economic development.

# **UMET Graduate Academic Offer Classification of Instructional Programs (CIP)**

**UMET GRADUATE ACADEMIC OFFER**  
**CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)**

**SCHOOL OF ENVIRONMENTAL AFFAIRS**

PROGRAMS	CREDITS	CIP-CODE
Master in Planning in Environmental Planning	42	4.0301
Master of Arts in Environmental Studies in Environmental Education	42	13.1338
Master of Sciences in Environmental Management in Environmental Assessment and Risk Management	42	03.0208
Master of Sciences in Environmental Management in Conservation and Management of Natural Resources	42	03.0204

**SCHOOL OF BUSINESS**

PROGRAMS	CREDITS	CIP-CODE
Master in Business Administration in Accounting	42	52.0301
Master in Business Administration in Management	42	52.0201
Master in Business Administration in Marketing	42	52.1401
Master in Business Administration in International Business	42	52.1101
Master in Business Administration in Finances	42	52.0801
Master in Business Administration in Human Resources Administration	42	52.1001
Master in Business Administration in Technology and Information Systems	45	52.1201
Master in Accounting (MACC)	30	52.0301

## SCHOOL OF HEALTH SCIENCES

PROGRAMS	CREDITS	CIP-CODE
Master's in the Science of Nursing Clinical Specialist in Case Management and Second role in Administration or Education in Nursing	45 or 46	51.3814
Master's in the Science of Nursing Clinical Specialist, with a specialty in Critical Care of the Child and Second Role in Administration or Education in Nursing	45 or 46	51.3809
Master's in the Science of Nursing Clinical Specialist, with a specialty in Critical Care of the Adult and Second Role in Administration or Education in Nursing	45 or 46	51.3804

## SCHOOL OF EDUCATION

PROGRAMS	CREDITS	CIP-CODE
Master in Education in Management Leisure Services	36	13.0499
Master in Arts of Education in Educational Administration and Supervision	39	13.0401
Master in Education in Special Education	39	13.1001
Master in Education in Curriculum and Teaching	36	13.0301
Master in Education in Preschool Education	33	13.1210
Master in Education in Teaching Physical Education	36	13.1399
Master of Arts in Education in Teaching Adapted Physical Education	36	13.1399
Doctorate in Education in Teaching (EdD)	54	13.1299
Doctorate in Philosophy in Education in Teaching (PhD)	66	13.1299
Doctorate in Education in Physical Education (EdD)	63	13.1299
Doctorate in Philosophy in Physical Education (PhD)	72	13.1299

## SCHOOL OF SOCIAL SCIENCE, HUMANITIES, AND COMMUNICATIONS

PROGRAMS	CREDITS	CIP-CODE
Master of Arts in Counseling Psychology	60	42.2803
Master of Arts in Criminal Justice IN Prevention of Crime and Delinquency	54	43.0103
Master of Arts in Criminal Justice in Administration of the Correctional System	54	43.0113

## SCHOOL OF PROFESSIONAL STUDIES (AHORA)

PROGRAMS	CREDITS	CIP-CODE
Master in Business Administration in Management and Strategic Leadership	42	52.0213
Master of Arts in Education in Adult Education	36	13.1201
Master of Health Services Administration in Health Services Management	42	51.0701
Master in Business Administration in Leadership in Project Management	42	52.0299
Graduate Certificate in Adult Education	18	13.1201

# School of Environmental Affairs

## **MASTER OF SCIENCES IN ENVIRONMENTAL MANAGEMENT IN:**

- ENVIRONMENTAL RISK ASSESSMENT & MANAGEMENT
- CONSERVATION AND MANAGEMENT OF NATURAL RESOURCES

## **MASTER OF ARTS IN ENVIRONMENTAL STUDIES IN:**

ENVIRONMENTAL EDUCATION

## **MASTER OF PLANNING IN:**

ENVIRONMENTAL PLANNING

## ADMINISTRATIVE STAFF

ORTIZ RIVERA, MARÍA CALIXTA, PHD  
Dean

## FACULTY

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Post Doc, Breast Cancer and DNA Repair,  
University of Pittsburgh, Penn  
Post Doc, Biomarkers of Exposure to Environmental  
Carcinogens and Anticancer drugs, MIT, Mass  
MS, Epidemiology, Medical Sciences Campus, UPR  
BS, Biology, University of Puerto Rico



## **MASTER OF SCIENCES IN ENVIRONMENTAL MANAGEMENT (MSEM)**

The Master of Sciences in Environmental Management (MSEM) with specializations in: Environmental Risk Management and Assessment; and Conservation and Management of Natural Resources offer an outstanding and updated curriculum which prepares students to assume management responsibilities required by today's environmental field. The academic and field experiences of the School allow students to develop the competences in the area of environmental management which will enable them to assume leadership positions in the public and private sectors. The main goal of this program is to prepare an educated and skilled professional that contributes to solving the environmental problems of the world to achieve a sustainable development.

### **PROGRAM OBJECTIVES**

The MSEM has been structured considering the following highlights:

1. To understand the population dynamics, the use of natural resources and environmental pollution.
2. To develop managerial skills that allows the quality control of the environmental programs.
3. To know and apply the scientific planning strategies required for environmental problem analysis.
4. To analyze the fundamentals of cost-benefit, environmental planning and economic development.
5. To evaluate the environmental laws that regulates the economic and social development in Puerto Rico.
6. To train outstanding professionals that will promote a positive relationship between the

use of our natural resources and the sustainable development.

### **Admission Requirements**

The students interested in our program should comply with the following requirements:

- a. Have earned a Bachelor's Degree in Natural Sciences, Chemistry, Biology, Geology or Engineering from an accredited university.
- b. Submit an application containing:
  - Official transcripts of all university studies
  - Three letters of recommendation from qualified persons about the candidate's academic and/or professional profile and aptitude for success in Graduate Studies.
- c. Submit the results of the "Prueba de Admisión a Estudios Graduados" (EXADEP) or Graduate Record Examination (GRE).
- d. Be interviewed by the Program Admission Committee that includes the creation of a written conceptual essay on an environmental subject.
- e. GPA of no less than 2.75 on the science bachelor level. Conditional admission will be considered for students who do not meet some of these requirements, but has professional experience in the environmental field. The Admissions Committee may recommend courses to cover pre-requisites.

### **Transfer Credits**

A maximum of nine (9) graduate credits will be accepted from other institutions provided that the courses are equivalent to courses offered at UMET. These credits should have been taken in an accredited institution no more than five (5) years prior to admission, and approved with a grade of A or B.

### Credit Load

From three to six credits per part of term is considered a complete credit load. The maximum number of credits students may take per part of term is six (6).

### GRADUATION REQUIREMENTS

To be considered a candidate for earning a Master's degree of Science in Environmental Management, the student should comply with all the following requirements:

1. Have completed all courses with A or B. Courses approved with C or less must be repeated and approved with A or B.
2. Have submitted and approved the thesis courses (ENMG 721 y 723). The thesis must be approved by the members of the thesis committee and the Dean of the School of Environmental Affairs.
3. Have completed the candidacy application form.
4. Have no debts with the University.

## **MASTER OF ARTS IN ENVIRONMENTAL STUDIES IN ENVIRONMENTAL EDUCATION (MAES)**

The main goal of this MAES is to prepare an Environmental Educator, capable of developing a sense of responsibility and compromise towards the environment, within itself and those around him/her. This educator will collaborate with solutions to local environmental issues and will provide alternatives to enhance a global vision for a sustainable future.

### **PROGRAM OBJECTIVES**

The MAES has been structured considering the following highlights:

1. Understand the characteristics of the discipline of the Environmental Education.
2. Value Environmental Education as a strategy to deal with the current environmental issues we face.
3. Reflect about the practices of an environmental educator throughout professional and context strands.
4. Analyze the factors that affect the communication and outreach of environmental information from an ethic and educative point of view.
5. Apply strategies or methodology in environmental education to the context in Puerto Rico.
6. Comprehend and analyze the complexity of nature and the human interaction on its systems.
7. Analyze the diverse paradigms and conceptions about the learning process that have been the foundations to the practice of teaching throughout history.

8. Understand and valorize the respect and credibility among Environmental Professionals.
9. Apply technological, oral and writing skills to the environmental education documents and presentations that have been produced.

### **ADMISSION REQUIREMENTS**

- a. Have earned a Bachelor Degree of Arts in Secondary Education, Major in Biology or Bachelor of Natural Sciences of an accredited institution with an overall General Point Average, (GPA), no less than 2.75.
- b. Understanding in basic computer courses (3 credits), Oral and written communication skills (9 credits), Environmental Literacy (8 credits).
- c. Experience as a communicator or as a formal or informal educator in Environmental Education.
- d. Submit application for admission that contains:
  - Official transcripts of all university studies
  - Three letters of recommendation from qualified persons about the candidate's academic and/or professional profile and aptitudes for success in Graduate Studies.
- e. Submit the results of the "Prueba de Admisión a Estudios Graduados" (EXADEP) or Graduate Record Examination (GRE).
- f. It is also required to complete an oral interview with the Program Admissions Committee that includes the creation of a written conceptual essay on an environmental subject.

To applicants that do not possess the required bachelor courses, will be presented with the following alternatives:

- Environmental Literacy courses: Environmental Sciences (ENSC 101, ENMG 101) or General Biology (BIOL 203, 204)
- Computer courses: COMU 105, COIS 201, COSC 111
- Oral and Written communication: COMU 101, 102, SPAN 215

To foreign students that complete the admission requirements, the School of Environmental Affairs will condition the admission to the enrollment in the following undergraduate courses as a special student:

- Cultural Elements of Puerto Rico (HUMA 204)
- Political Systems of Puerto Rico (POSC 253)
- Economy of Puerto Rico (ECON 300)

#### Transfer Credits

A maximum of nine (9) graduate credits will be accepted from other institutions provided that the courses are equivalent to courses offered at UMET. These credits should have been taken in an accredited institution no more than five (5) years prior to admission, and approved with a grade of A or B.

#### Credit Load

From three to six credits per part of term is considered a complete credit load. The maximum number of credits students may take per part of term is six (6).

#### GRADUATION REQUIREMENTS

To be considered a candidate for earning a Master's degree of Arts in Environmental Studies in Environmental Education, the student should comply with all the following requirements:

1. Have completed all courses with A or B. Courses approved with C or less must be repeated and approved with A or B.
2. Have submitted and approved the thesis courses (ENMG 721 and 723), or have approved the Environmental Internships courses (ENST 724 and 726). The members of the research committee and the Dean of the School of Environmental Affairs must approve research document or thesis.
3. Have completed the candidacy application form.
4. Have no debts with the University.

## MASTER OF PLANNING (MP)

The Master of Planning in Environmental Planning includes conceptual tools and methodologies for problem diagnostics, strategies for development and evaluation, and program and plan design. This discipline promotes the management of natural resources, the protection of the environment and sustainable development.

### PROGRAM OBJECTIVES

The goal of the program is to develop theoretical and practical environmental planners.

The MP has been structured considering the following highlights:

1. Contribute to the professional development of the environmental planner in theoretical, tools and methodological aspects.
2. Provide the knowledge and technological base needed for the formulation of an integral planning, taking into consideration the environment, the sustainability and the socioeconomic aspects.
3. Offer an academic alternative with technical and innovative tools, and in this form contribute to the market needs of planners in Puerto Rico.

### ADMISSION REQUIREMENTS

The students interested in MP program should comply with the following requirements:

- a. Have earned a Bachelor's Degree in Science, Engineering or Geography from an accredited university, or Bachelor Degree in any discipline of an accredited institution with an overall General Point Average, (GPA), no less than 2.75 and the following courses: Mathematics (8), Biology (8),

Chemistry (8), Physics (8), and Environmental Sciences (3).

- b. GPA of no less than 2.75 on the bachelor level.
- c. Knowledge in introductory courses of Computer literacy (3), Economy (3), Sociology (6) and Statistics (3)
- e. Submit an application containing:
  - Official transcripts of all university studies.
  - Three letters of recommendation from qualified persons about the candidate's academic and/or professional profile and aptitude for success in Graduate Studies.
- f. Submit the results of the "Prueba de Admisión a Estudios Graduados" (EXADEP) or Graduate Record Examination (GRE).
- g. Be interviewed by the Program Admission Committee that includes the creation of a written conceptual essay on an environmental subject.

Conditional admission will be considered for students who do not meet some of these requirements, but can demonstrate evidence of at least two years' work experience in a field relevant to planning and continue educational courses. The Admissions Committee may recommend courses as pre-requisites.

To applicants that do not possess the required bachelor courses, UMET will offer the following alternatives:

- Environmental Sciences (ENSC 101, ENMG 101), General Biology (BIOL 203-204), General Physic (PHYS 203-204), General Chemistry (CHEM 203-204)
- Computer courses: COIS 201, COSC 111
- Other courses: ECON 123, SOCI 203, ENMG 115, MATH 384 or STAT 201, MATH 111-112, QUME 250, MATH 153

To foreign students that complete the admission requirements, the School of Environmental Affairs will condition the admission to the enrollment of the following undergraduate courses as a special student:

- Cultural Elements of Puerto Rico (HUMA 204)
- Political Systems of Puerto Rico (POSC 253)
- Economy of Puerto Rico (ECON 300)

#### Transfer Credits

A maximum of nine (9) graduate credits will be accepted from other institutions provided that the courses are equivalent to courses offered at UMET. These credits should have been taken in an accredited institution no more than five (5) years prior to admission, and approved with a grade of A or B.

#### Credit Load

From three to six credits per part of term is considered a complete credit load. The maximum number of credits students may take per part of term is six (6).

#### GRADUATION REQUIREMENTS

To be considered a candidate for earning a Master's degree in Environmental Planning, the student should comply with all the following requirements:

1. Have completed all courses with A or B. Courses approved with C or less must be repeated and approved with A or B.
2. Have submitted and approved the Planning Project courses (ENPL 721 y 723). The Planning Project must be approved by the members of the Project committee and the Dean of the School of Environmental Affairs.
3. Have completed the candidacy application form.
4. Have no debts with the University.

MASTER OF SCIENCES IN ENVIRONMENTAL MANAGEMENT  
Environmental Risk Assessment & Management  
(42 Credits)

Components	Credits
Core Courses	15
Specialization Courses	15
Recommended Electives	6
Research	6

<i>Core Courses</i>	<i>Credits</i>
ENMG 501 Fundamentals of Environmental Sciences	3
ENMG 506 Statistical Methods for Environmental Research	3
ENMG 608 Hazardous Waste Management	3
ENMG 615 Environmental Legislation and Regulatory Agencies	3
ENMG 510 Principles of Environmental Technology & Field visits	3
<i>Specialization Courses</i>	
ENMG 511 Environmental Risk Management	3
ENMG 515 Environmental Microbiology & Laboratory	3
ENMG 520 Environmental Chemistry & Laboratory	3
ENMG 614 Comparative Environmental Risk Assessment	3
ENMG 619 Occupational Risk Assess. & Management	3
<i>Recommended Electives</i>	
ENST 500 Fundamentals of Earth Systems	3
ENPL 505 Geographic Information System & Laboratory	3
ENMG 512 Environmental Communications and Writing	3
ENMG 609 Energy Sources and the Environment	3
ENMG 613 Environmental Quality Control Management	3
ENMG 617 Environmental Documents and Evaluations	3
ENMG 701 Topics in Environmental Affairs I	3
ENMG 702 Topics in Environmental Affairs II	3
ENMG 703 Climate and Atmospheric Pollution	3
ENMG 705 Environmental Toxicology & Laboratory	3
ENMG 707 Environmental Auditing & Practice	3
ENMG 714 Fundamentals of Hydrogeology	3
<i>Research</i>	
ENMG 721-723 Thesis	6
ENAF 740-745 Professional Portfolio in Environmental Affairs	6

MASTER OF SCIENCES IN ENVIRONMENTAL MANAGEMENT  
Conservation and Management of Natural Resources

(42 Credits)

Components	Credits
Core Courses	15
Specialization Courses	15
Recommended Electives	6
Research	6

<i>Core Courses</i>		<i>Credits</i>
ENMG 501	Fundamentals of Environmental Science	3
ENMG 506	Statistical Methods for Environmental Research	3
ENMG 615	Environmental Legislation and Regulatory Agencies	3
ENMG 617	Environmental Documents and Evaluations	3
ENMG 712	Tropical Ecosystems	3
<i>Specialization Courses</i>		
ENMG 531	Conservation Biology	3
ENMG 532	Conservation and Management of Forest Ecosystems and Flora	3
ENMG 533	Conservation and Management of Wildlife Fauna	3
ENMG 535	Marine Resources Conservation	3
ENMG 700	Integrated Natural Resources Management	3
<i>Recommended Electives</i>		
ENST 500	Fundamentals of Earth Systems	3
ENMG 503	Environmental and Nat. Res. Economics	3
ENMG 512	Environmental Communication and Writing	3
ENMG 515	Environmental Microbiology & Laboratory	3
ENMG 520	Environmental Chemistry & Laboratory	3
ENMG 530	Oceanography	3
ENMG 536	Soil properties and conservation	3
ENMG 538	Limnology, lakes and rivers ecosystem	3
ENMG 608	Hazardous Waste Management	3
ENMG 613	Environmental Quality Control Management	3
ENMG 701	Topics in Environmental Affairs I	3
ENMG 702	Topics in Environmental Affairs II	3
ENMG 703	Climate and Atmospheric Pollution	3
ENMG 714	Fundamentals of Hydrogeology	3
<i>Research</i>		
ENMG 721-723	Thesis	6
ENAF 740-745	Professional Portfolio in Environmental Affairs	6



MASTER OF ARTS IN ENVIRONMENTAL STUDIES  
Environmental Education  
(42 Credits)

Components	Credits
Core Courses	15
Specialization Courses	15
Recommended Electives	6
Research or Internship	6

<i>Core Courses</i>	<i>Credits</i>
ENMG 501 Fundamentals of Environmental Science	3
ENMG 615 Environmental Legislation and Regulatory Agencies	3
ENST 515 Sustainable Development	3
ENMG 712 Tropical Ecosystems	3
ENMG 531 Conservation Biology	3
<i>Specialization Courses</i>	
ENST 518 Environmental Education I	3
ENST 618 Environmental Education II	3
EDUC 504 Theories of Learning and Cognitive Development	3
ENMG 512 Environmental Communication and Writing	3
ENMG 601 Education and Environmental Ethics	3
<i>Recommended Electives</i>	
ENST 500 Fundamentals of Earth Systems	3
COIS 600 Computer as Instructional Resource	3
ENMG 503 Environmental and Natural Resource Economics	3
ENMG 506 Statistical Methods for Environmental Research	3
ENMG 532 Conservation and Management of Forest Ecosystems and Flora	3
ENMG 608 Waste Management	3
ENMG 617 Environmental Documents and Evaluations	3
ENMG 701 Topics in Environmental Affairs I	3
ENMG 702 Topics in Environmental Affairs II	3
<i>Research</i>	
ENMG 721-723 Thesis proposal and Defense	6
ENST 724-726 Environmental Education Internship	6
ENAF 740-745 Professional Portfolio in Environmental Affairs	6

MASTER OF PLANNING  
Environmental Planning

(42 Credits)

Components	Credits
Core Courses	15
Specialization Courses	15
Recommended Electives	6
Environmental Project	6

<i>Core Courses</i>		<i>Credits</i>
ENPL 500	Planning Theory	3
ENPL 504	Socio-economic Planning	3
ENMG 506	Statistical Methods for Environmental Research	3
ENPL 508	Land Use Planning	3
ENPL 640	Development, Implementation and Assessment of Plans	3
<i>Specialization Courses</i>		
ENMG 501	Fundamentals of Environmental Sciences	3
ENPL 505	Geographic Information System	3
ENMG 615	Environmental Legislation and Regulatory Agencies	3
ENPL 616	Urban Planning	3
ENMG 617	Environmental Documents and Evaluations	3
<i>Recommended Electives</i>		
ENST 500	Fundamentals of Earth Systems	3
ENMG 503	Environmental and Natural Resource Economics	3
ENST 515	Sustainable Development	3
ENMG 531	Conservation Biology	3
ENMG 532	Conservation and Management of Forest Ecosystems and Flora	3
ENPL 620	Costal Areas Planning	3
ENMG 608	Hazardous Waste Management	3
ENMG 609	Energy Sources and the Environment	3
ENMG 701	Topics in Environmental Affairs I	3
ENMG 712	Tropical Ecosystems	3
ENPL 630	Planning for the Mitigation of Natural Hazards	3
<i>Planning Project</i>		
ENPL 721	Planning Project Proposal	3
ENPL 723	Planning Project	3
ENAF 740-745	Professional Portfolio in Environmental Affairs	6

## COURSES DESCRIPTIONS

### ENMG 501

Fundamentals of Environmental Sciences  
Three Credits

A general perspective of the environmental sciences will be discussed in this course. The analysis of subjects related to problems of population dynamics; natural resources; and pollution effects in living beings will be applied. Discussion of the current environmental problems and solutions in Puerto Rico will be analyzed. Requisite: Undergraduate course in environmental science or ecology

### ENMG 503

Environmental and Natural Resources Economics  
Three Credits

Economic analysis of the natural resources and the environmental public policy applied to Puerto Rico and the Caribbean. Study of the basic elements of economic theories and the strategies used to internalize the externalities. Government actions and the economic incentives for environmental controls in Puerto Rico will be discussed.

Requisite: An undergraduate Economy course.

### ENMG 506

Statistical Methods for Environmental Research  
Three Credits

Descriptive and statistical methods to be applied in the analysis of the uncertainties and decision-making processes of the environmental sciences will be discussed in the course.

### ENMG 510

Principles of Environmental Technology  
Three Credits

Theoretical and technical aspects of environmental controls will be studied. The physical, chemical, biological and technological

processes available for the purification of water and the disposition of solid and liquid wastes will be discussed. The available technological methods of pollution control in waters, soil, atmospheric and noise contamination will be studied. Requisite: ENMG 501

### ENMG 511

Environmental Risk Management  
Three Credits

The course consists of discussion and evaluation of concepts and strategies related to the process of preventing and managing environmental risks. The course emphasizes the methodology used in each stage of the process of assessing environmental or occupational fields to predict or estimate the possible events that could endanger human health or ecosystems. The course applies the concepts of Risk Management Plan in accordance with the EPA and different types of industries. The worst case scenario and their environmental risks are also estimated. The course will present different data banks and electronic resources with valuable information for the field. Requisites: ENMG 501, ENMG 506

### ENMG 512

Environmental Communication and Writing  
Three Credits

The course pretends to apply communication's principles to the environmental arena. A variety of strategies, practices and environmental documents are studied assure that environmental managers can cope within his/her ethical, legal and organizational responsibilities. The course contents identifies and analyzes different audiences that the environmental manager has to deal with, from the inside personal as employees, supervisors and managers to external public has a legislators, civic and environmental groups, labor unions, the community, press and other mass media. The course also includes the role

has different types of the communications, advertising and public relations, from memos, press release, environmental impact acts, technical reports and visual presentations.

#### ENMG 515

##### Microbiology in the Environmental Process

##### Three Credits

Study of the applications of microorganisms on the environmental processes will be developed in this course. Analysis of the importance and the impact of microorganisms on the environment and the use of bacteria as pollution indicators; anaerobic digestion, effluent treatment and the biotechnology applications will be discussed. This course will be enhancing with lab practices.

Requisites: ENMG 501 and an undergraduate Microbiology course

#### ENMG 520

##### Environmental Chemistry

##### Three Credits

This course applies the principles of the various branches of chemistry to the study of the proper conservation, maintenance and improvement of the quality of the environment. Environmental chemistry includes the study of the reactions, transport phenomena, the effects and fate of chemical species in aquatic media, soil, the atmosphere, as well as the effects technology exerts in them. The course examines problems of pollution, their biological, toxicological and chemical effects, and the mechanisms of action related thereto. Some procedures and environmental analytical chemistry methods are discussed and analyzed through laboratory experiences. Requisites: ENMG 501, undergraduate Organic Chemistry and Analytical Chemistry.

#### ENMG 530

##### Oceanography

##### Three Credits

Discussion at the graduate level of the different topics which compose the discipline of oceanography, including marine chemistry, geology, biology and physics is applied. In these topics, the application of core concepts with oceanographic examples of Puerto Rico and the Caribbean is emphasized.

#### ENMG 531

##### Conservation Biology

##### Three Credits

Presentation and discussion at the graduate level of the different topics that compose the discipline of conservation biology, including key concepts of genetics and ecology as it relates to conservation, maintenance of biological diversity, biogeography, conservation of natural resources, and conservation of endangered species. In these topics, the application of key concepts to examples of conservation programs in Puerto Rico and the Caribbean are emphasized. Requisites: ENMG 501, ENMG 712

#### ENMG 532

##### Conservation and Management of Forests

##### Ecosystems and Flora

##### Three Credits

Presentation and discussion on concepts and techniques for conservation and management of flora and forest resources. The course will examine the human impact on these forest areas and the applicability of techniques for the conservation and rational management of natural resources. In the topics to be discussed emphasizing the implementation of conservation and management in Puerto Rico and the Caribbean. The course includes field trips. Requisite: ENMG 531

### ENMG 533

#### Conservation and Management of Wild Fauna Three Credits

Presentation and discussion of the different topics which compose the discipline of conservation and management of wildlife specifically fauna are discussed in the course. Application of basic concepts of ecology, the components of wild fauna, techniques and implementation of management programs, economy of the faunal resource, laws and public policy, and wildlife ethics and animal rights. In these topics, examples from Puerto Rico and the Caribbean as well as examples from the American continent are emphasized.

Requisite: ENMG 532

### ENMG 535

#### Marine Resource Conservation Three Credits

Discussion of the different topics which compose the discipline of marine affairs, including marine political geography, international oceanic law, fisheries law, coastal zone management, and maritime transportation. The application of these topics to usage conflicts and problems present in Puerto Rico. Requisites: ENMG 531

### ENMG 536

#### Soil Properties and Conservation Three Credits

Presentation and discussion of the topics related with the discipline of conservation of soils. The biological, physical, chemical and environment aspects related to the conservation of soils will be discussed. The concepts of environmental planning and management of terrestrial resource will be applied. Requisites: ENMG 501, ENMG 531.

### ENMG 538

#### Limnology, River and Lakes Ecosystems Three Credits

The topics related with the discipline of conservation of freshwater resources. The biological, physical, and chemical aspects related to the conservation of freshwater resources. The concepts of environmental planning and management of aquatic resource will be applied. Requisites: ENMG 501, ENMG 712.

### ENMG 601

#### Environmental Education and Ethics Three Credits

A comprehensive and balance conceptual framework in the environmental field and ethical educational point of view. Contemporary issues and concepts will be studied. The role of science and philosophy are discussed giving particular attention to education. As a focal point the anthropogenic, individualism, egocentric attitudes will be discussed. The relation of man and nature are discussed from the multicultural Judeo-Christian perspectives. The students' interaction on different perspectives will enhance the course.

### ENMG 608

#### Hazardous and Solid Waste Management Three Credits

Study of the fundamental concepts necessary to the adequate management of solid waste (domestic, industrial, and hazardous). RCRA will be discussed, its laws, and regulation norms related to the generation, transportation, action and storage, and the final disposal of solid waste. The law describes the necessary strategies to comply, evaluate and execute the required tasks to meet the public health, environmental health, and natural resources goals. Requisites: ENMG 501

#### ENMG 609

##### Energy Sources and the Environment

##### Three Credits

The course will evaluate the local and international energy situation specifically, its economic, environmental, social and geo-political implications will be analyzed. The energy sources, strategies, its environmental impact, and the available technology for environmental control are examined. The energy policy, its design and implementation, as an essential element for environmental planning and management is studied.

Requisites: ENMG 501

#### ENMG 613

##### Environmental Quality Control Management

##### Three Credits

Development of an integrated global vision of environmental management, based on the tendencies and practices that direct it is studied in the course. Emphasis is given to the theoretical and operational phases, if the task is performed by an environmental manager, like methods, techniques and pertinent practice of management. The course discusses the environmental manager's function, roles, responsibilities and leadership. Also, the relevance of research for the control of environmental quality will be discussed. Description and application of those allied principles to the management of quality control in industrial laboratories, public agencies, municipalities, and businesses that perform environmental analysis. The student will obtain the knowledge and fundamental principles of total quality control, total quality management, as well as productivity management in high tech organizations. The theoretical aspects, case studies, and simulation applied to quality control will be presented.

Requisites: ENMG 501, ENMG 510.

#### ENMG 614

##### Comparative Environmental Risk Assessment

##### Three Credits

The course will evaluate and measure the health and environmental risk of human activities. The most important risk assessment techniques as well as their limitations will be covered in-depth. Additionally, the course will discuss and evaluate the importance to communicate to the public the results of risk assessment.

Requisites: ENMG 501, ENMG 511.

#### ENMG 615

##### Environmental Legislation and Regulatory Agencies

##### Three Credits

The course is aimed at providing a legal and normative perspective of the activities that may have an impact on natural resources and the environment. Additionally, local and federal legal framework pertaining to the use, management, and conservation of important natural resources will be analyzed. The course emphasizes the most important legal instruments from agencies such as the Environmental Quality Board and the Department of Natural and Environmental Resources. The course will be approached by in-depth case studies and real life situations.

Requisites: ENMG 501.

#### ENMG 617

##### Environmental Documents and Evaluations

##### Three Credits

The course seeks the understanding of all aspects regarding the permit process related to the environment, and the evaluation of the environmental impacts associated with human activities. Particular attention will be given to important permit procedures such as wetland mitigation, and sedimentation and erosion control. The environmental impacts of proposed projects that may alter the wellbeing

of communities will be evaluated and discussed with community leaders and agency personnel. Additionally, participating students will prepare an environmental evaluation of a project.  
Requisites: ENMG 501, ENMG 615

#### ENMG 619

##### Occupational Risks Assessment and Management Three Credits

The course introduces the general aspects of health and safety in the workplace. It emphasizes hazards recognition, evaluation and control of chemicals substances, biological agents, physical situations and radiological particles. It discusses the purpose, scope and applicability of federal (OSHA act, 1970), standards of OSHA -29CFR 1910 and central government law (Ley #32, 1991). In addition, it discusses the importance of developing and implementing health and safety programs and the functionality of PROSHA and OSHA Offices.  
Requisites: ENMG 608 / ENMG 510

#### ENMG 700

##### Integrated Management of Natural Resources Three Credits

This course discusses the principles and applications of an integrated approach to natural resources management for the biodiversity conservation. It will discuss and apply the decision making process for the sustainable management of natural resources. It includes a practical guide towards the developing, implantation and operation of conservation programs. The research method includes participatory approaches and multi-scale analysis involved in the integrated management of natural resources. Requisite: ENMG 531, 532, 533.

#### ENMG 701

##### Topics in Environmental Affairs I Three Credits

Current topics related with the environmental affairs and natural resources conservation in Puerto Rico and worldwide will be discussed. The courses offer the opportunity to special guests from states and federal agencies, and private corporations to discuss and analyze the recent scientific findings and the new legislation applied to the environmental fields. The main focus of these courses is to keep our students updated in the environmental topics.

#### ENMG 702

##### Topics in Environmental Affairs II Three Credits

This course is a continuation of Environmental Issues I. The course will address topics not covered in regular curriculum and have not been covered in Environmental Issues I. It includes the presentation and discussion of issues of great importance for the professional in the environmental field. The course will offer specialized topics taught by professionals to facilitate students to be updated with respect to new global trends in the environmental field. May include visits to special environmental projects in Puerto Rico. The course may be used to validate experiences of internships, courses or research at universities or institutes outside of Puerto Rico, which UMET have partnership agreements.

#### ENMG 703

##### Climate and Atmospheric Pollution Three Credits

The course is aimed at the evaluation of chemical, climate, economic, and other variables relevant to atmospheric pollution management and control. Scientific and technical aspects associated with climate and air pollution, strategies for pollution control,



and the legal framework encompassing the problem will be studied in detail.

Requisites: ENMG 501

#### ENMG 705

##### Environmental Toxicology

Three Credits

The course presents the principles and fundamental concepts of toxicology, including the mechanisms of toxicity produced by toxic industrial products in the environment. Specific toxic effects like carcinogenesis; mutagenesis will be discussed in depth. In addition, frequently encountered toxicants in the environment such as the pesticides and metals and their specific effects in organs systems of the human body are discussed. The application in the human and environmental health is emphasized through the discussion of the subjects. The importance of understanding and applying these concepts as environmental managers and risk evaluators are reinforced through the course. Requisites: ENMG 501, ENMG 614.

#### ENMG 707

##### Environmental Auditing

Three Credits

This course includes tools, skills and knowledge to develop, organize and conduct an environmental compliance audit according to federal and state laws and regulations. The course includes a comprehensive discussion of professional assessment of a private property, commercial or industrial establishment in compliance with the Superfund law of US Environmental Protection Agency.

Requisites: ENMG 501, ENMG 510.

#### ENMG 712

##### Tropical Ecosystems

Three Credits

The structure, physiology, taxonomy and distribution of the main tropical ecosystems in

Puerto Rico and the Virgin Islands will be studied. The exotic plants and animals introduced at different ecosystems, the environmental conditions and types of soils in different zones of life will be analyzed. This course will be complemented with research field trips. The student will understand the fragility of the tropical ecosystems to make a critical judgment on the management of the tropical resources.

Requisites: ENMG 501

#### ENMG 714

##### Fundamentals of Hydrogeology

Three Credits

The course looks into the technical and scientific principles relevant to the availability, occurrence of groundwater quality. The chemical, physical and biological characteristics of groundwater water resources will be discussed. Water flow in aquifers, hydrologic cycle, geology, the hydrological systems and the environmental issues related with the water resources on the Island are examined.

Requisites: ENMG 501, an undergraduate hydrology course.

#### ENMG 721

##### Thesis

Three Credits

This course focuses on the development of a research project that could aim current environmental issue or concern. It provides working tools for the development of format, style and composition of the proposal. This proposal should contain a strong background and rational, proposed objectives and methodology. It integrates workshops for data base research, IRB requirements, writing techniques, conferences and individual mentoring. The student will select a research topic and the composition of the Committee, in addition to preparing the proposal, which must be approved by the Committee and the course



instructor. This course is part of the final requisite to obtain the master degree. This course could be repeated. Requisites: 36 credits approved

#### ENMG 723

##### Thesis

##### Three Credits

The course focuses the development of a research project that could aim current environmental problem or concern. The student will apply the proposed methodology and will obtain the results. This second part of the course includes the oral defense of the thesis and a written complete document that complies with APA method and the School Manual requirements that includes the final thesis in PDF format in CDC. Thesis's courses are final requirements to be granted a Master's Degree of Sciences in Environmental Management. This course could be repeated. Requisites: 36 credits approved

#### ENST 500

##### Fundamentals of Earth Systems

##### Three Credits

Study of principles and concepts to facilitate the understanding and interpretation of the Earth System's composition and its characteristics. Emphasis will be given to the natural phenomena and human actions that model the landscape in Puerto Rico. Special attention is placed in the application of these concepts to the management and conservation of the natural resources, the design and use of teaching strategies and laboratory activities for earth science courses.

#### ENST 515

##### Sustainable Development

##### Three Credits

This course will promote the development of the basic concept of sustainability and its economic, social, technological, environmental

and cultural implications. It will also present the historical development of the field since its origins. Smart growth strategy will be used as an example of the optimal use of urban space and efficient consumption of raw materials. The course will assess development in a proactive way, respecting resources that belong to future generations. Requisite: ENMG 501.

#### ENST 518

##### Environmental Education I

##### Three Credits

The course offers an introduction to the field of environmental education. The course explores the history and evolution, the philosophical framework and guidelines of the discipline. Content includes international treaties and professional standards of environmental education analysis. Analysis of paradigms and evaluation of environmental education practices in Puerto Rico, the United States, Europe and Latin America.

#### ENST 618

##### Environmental Education II

##### Three Credits

This second part of environmental education course will emphasize the planning, design and implementation of environmental education strategies in formal and informal scenarios. The course content exposes the student to different models and frameworks for environmental education. It also analyzes curricular initiatives in government agencies and non-governmental organizations. The course offers the opportunities to prepare the learner to develop lessons or curricular units in environmental education. Requisite: ENST 518.

#### ENST 724

##### Environmental Education Internship I

##### Three Credits

During the first course of the Internship in Environmental Education, through research,

the student will conceptualize the materials and/or project design that will be developed during the second part of the term. This course requires 25 contact hours with the School of Environmental Affairs Faculty and 45 hours with the Internship Center selected. The course enriches the research and design skills that should be attained by a student that wishes to become an Environmental Educator. It is imperative to enhance bibliographical research about recent publications on environmental education and in content areas required by the Center of Internship. Text format and design has to respond to the Center's needs.

Requisites: 36 credits approved

#### ENST 726

##### Environmental Education Internship II

Three Credits

This last Internship course includes a community presentation of the work done. Twenty contact hours with School of Environmental Affairs Faculty member for an analysis of the practice and 45 hours in the Center are required. The materials and publication copyrights will be shared between the SUAGM and the Center of Internship.

Requisite: ENST 724.

#### ENPL 500

##### Planning Theory

Three Credits

This course will review and critically evaluate the various theoretical and normative foundations of planning thought and practice. It will also examine some of the contemporary debates in the planning theory literature. Students will review and analyze various planning perspectives from a theoretical standpoint, and will evaluate those based on the contexts of a free market economy and political democracy.

#### ENPL 504

##### Socioeconomic Planning

Three Credits

The study of socioeconomic aspects of environmental planning in Puerto Rico will be analyzed. It discusses the planning process of the social policy and services; the analysis, synthesis, and human relations skills needed in the planning process; the relationships among fields of planning. It emphasizes the socioeconomic development of the environmental movement and environmental justice as public policy.

Requisite: ENPL 500.

#### ENPL 505

##### Geographic Information Systems

Three Credits

This course introduces the fundamental concepts underlying computerized geographic information systems (GIS). It combines an overview of the general principles of GIS with a theoretical treatment of the nature and analytical use of spatial information. The course has a laboratory component, which introduces students to the ESRI's Arc GIS 9 software package among other software. Students will be familiarized with local and federal government databases as well as several methodologies for the analysis of the environment. Requisite: an undergraduate Computer Literacy Course.

#### ENPL 508

##### Land Use Planning

Three Credits

This course discusses the theory, history and practice of land use in Puerto Rico. It reviews and analyzes land use public policy and the classification of lands into public and private, urban, agricultural, and the limitations of tourist, residential and commercial uses. Through the course, the student will evaluate the function of the governmental agencies that

drives the land use planning in Puerto Rico. It includes the social, political and economic issues associated with land zoning.

Requisite: ENPL 500, ENPL 505.

#### ENPL 616

##### Urban Planning

##### Three Credits

This course discusses the theory and practice of planning for the urban space. It studies the interrelationships between the spatial planning, the environment, government and society. It will analyze economic, social and environmental data important to urban planning. It will also include the concepts of open space and how to site re-design according to the permissible urban uses. It will focus on models, theory and the policy making in urban planning. It will discuss the past, present and future of downtowns and the recommendations to implement activities and strategies to solve urban problems.

Requisite: ENPL 500, ENPL 505.

#### ENPL 620

##### Coastal Areas Planning

##### Three Credits

This course has been designed under an integrated planning approach and offers the student the basis for coastal resources planning. The student will examine various approaches, methodologies to plan and manage coastal watersheds, water resources, and land use. The applicable legal and institutional framework of the Commonwealth of Puerto Rico for Integrated Coastal Areas Management, as well as its land uses is examined. Such island-wide uses are urban, residential, tourism, agriculture, recreation, industrial, commercial, as well as infrastructure design and construction of roads and ports. The course offers concepts, principles, methodologies, as well as international and national case studies, outreach strategies, and

conflict resolution mechanisms that contribute to successful development and implementation of coastal areas plans.

Requisite: ENPL 500, ENMG 501, ENPL 508

#### ENPL 630

##### Planning for Natural Hazards Mitigation

##### Three Credits

The course examines natural hazards and sustainability planning. It specifically addresses natural hazards and their effects on society, economy, and the environment. It also introduces hazard mitigation and sustainable planning concepts as a way of breaking the devastating cycle of destruction-reconstruction-destruction. It works on the development of a local hazard mitigation plan. Also, describe the necessary steps to follow in developing a hazard mitigation plan and/or integrating hazard mitigation measures and sustainable development policies into day-to-day government activities, long-term development, and land use planning.

Requisite: ENPL 508, ENPL 505

#### ENPL 721

##### Planning Project Proposal

##### Three Credits

This course is intended to provide working tools for the development of format, style and composition of a planning project proposal to be directed at solving a problem in the environmental planning field. It is expected that the student integrate knowledge in planning theory, and analysis techniques considering socio-economic, physical and environmental aspects. The student will select a research topic and the composition of the Committee, in addition to preparing the proposal, which must be approved by the Committee and the course instructor. Requisite: 36 credits approved.

### ENPL 723

#### Planning Project

Three Credits

The last part of the course includes the oral defense of the planning project and a written complete document that complies with APA method and the School requirements. The planning project is the final requirement to be granted for the Master's Degree.

Requisite: ENPL 721.

### ENAF 740

#### Development of Professional Portfolio in Environmental Affairs

Three Credits

This course is intended to provide tools for the preparation of a digital professional portfolio, which demonstrates the expertise in the environmental field. Writing techniques, critical thinking, technological skills and evidence search are integrated. The portfolio must have reliable evidences which justify their professional experience, and to fully comply to demonstrate the student's expertise and their contribution as agent of change in the environmental area of expertise. The portfolio will be evaluated by the student's mentor, the coordinator of the specialty area of the student, and the dean of the School of Environmental Affairs. This course is the first of the two last required courses for the fulfillment of the master's degree for those authorized students who meet the requirements for this modality. This course may be repeated. Requisite: School's dean approval and 36 credits approved.

### ENAF 745

#### Defense of Professional Portfolio in Environmental Affairs

Three Credits

This course prepares the student to defend the professional portfolio developed in the course ENAF 740. The student defends the evidence presented through the use and application of different technological techniques. The student's evaluation will include oral language skills and critical thinking. The portfolio's oral defense will be presented before one member of the faculty as advisor, the Coordinator of the area of specialty, and the Dean for their evaluation and approval. This course is the final requirement for obtaining a master's degree for those authorized students who meet the requirements for this modality. This course may be repeated. Requisite: School's dean approval and 36 credits approved.

## School of Business

### **MASTER OF BUSINESS ADMINISTRATION IN:**

- ACCOUNTING
- FINANCE
- HUMAN RESOURCES
- INTERNATIONAL BUSINESS
- MANAGEMENT
- MARKETING
- INFORMATION TECHNOLOGY AND SYSTEMS

### **MASTER IN ACCOUNTING (MACC)**

## **ADMINISTRATIVE STAFF**

IBARRA PEREZ, TERESITA

Acting Dean

PhD, Inter American University

MBA, Universidad del Turabo

BA, University of Puerto Rico

PEREZ PRODRIGUEZ, ISABEL J.

Director

MBA, University of Phoenix

BA, Interamerican University

## **FACULTY**

HERNÁNDEZ LÓPEZ, PEDRO

Professor

MBA, Harvard University

BBA, University of Puerto Rico

## **GRADUATE PROGRAM IN BUSINESS ADMINISTRATION**

The Graduate Program in Business Administration of the School of Business at Universidad Metropolitana offers a Master of Business Administration Degree with specializations in Accounting, Finance, Human Resources, International Business, Management, Marketing and Technology and Information Systems. The program offers an outstanding curriculum which prepares students to effectively and efficiently assume management responsibilities required by today's organizations.

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

### **PROGRAM OBJECTIVES**

The Graduate Program in Business has been structured considering the following basic objectives:

#### **A. In terms of the needs of our society**

1. To train competent professionals so that there will be a positive correlation between the demand for and the availability of qualified personnel in the field of Business Administration.
2. To offer opportunities for professional improvement and advancement for

persons who hold a Bachelor's Degree in business or any other academic field.

3. To foster the growth of the national economy by encouraging an entrepreneurial spirit in students and by providing them with the managerial tools needed to effectively establish their own businesses.

#### **B. In terms of the needs of the students**

1. To develop competent professionals in the field of business who can fill executive positions in the business community.
2. To offer the opportunity for professional advancement to individuals who already hold management positions in either the private or the public sector.
3. To provide students with the knowledge and skills needed to become entrepreneurs.
4. To offer opportunities for professional development and advancement to those whose undergraduate studies are in another field.
5. To qualify personnel in the field of business education.

### **ADMISSION REQUIREMENTS**

1. Students with Bachelor's Degree in Business Administration should comply with the following requirements:
  - a) Possess a Bachelor's Degree from an accredited university.
  - b) Submit an application containing:
    - 1) Official transcripts of all university studies
    - 2) Three letters of recommendation from individuals able to assess the candidate's chances for success in the program.

- c) Be interviewed by the Program Admissions Committee.
- d) Have a minimum undergraduate grade point average (GPA) of 2.50 out of a possible 4.0. Conditional admission will be considered for students who do not meet this requirement but whose professional experience demonstrates an ability to complete graduate studies.
- e) A non-refundable application fee of \$25.00 payable to Universidad Metropolitana

## 2. Students with non-business undergraduate degrees

Students with Bachelor's Degrees in other areas, in addition to meeting the above listed requirements will have to approve the following Requisites: ACCO 500 – Accounting Survey.

These students may be advised to register for additional undergraduate courses in business administration aligned with the discipline of the Masters' degree attempted.

## 3. Transfer students

Transfer students will be admitted if they meet the following criteria:

- a) Have successfully completed a minimum of six credits in an accredited university
- b) Possess a GPA of at least, 3.0.
- c) Satisfactorily complete an interview with the Program's Admissions and Evaluation Committee

## Residence

Students will be required to take at least 24 credits at UMET.

## Program's Admissions and Evaluation Committee

The Admissions and Evaluation Committee will be composed of the Dean of the School of Business/Director of the Graduate Business or his representative, who presides the committee, the Graduate Program Director, and a Full-time Faculty Member. This Committee will be responsible for all procedures related to the admission and graduation of students in the Graduate Program in Business Administration.

## Transfer Credits

Students from other accredited universities may transfer a maximum of 18 credits. The request to transfer credits must be made during the admissions process and the grade must be at least a B in all courses.

The content of the course must be equivalent to the course for which it is being substituted. The last 24 credits must be taken at UMET.

## Workshop Description

In addition to the regular curriculum, students are required to attend six workshops during their course of studies. The workshops are designed to broaden and enhance students' knowledge in areas other than their area of specialization.

The workshops will be at least three hours each.

The community will be advised of the workshops programmed for each semester, and the workshops will be opened to participants who are not registered in the MBA program.

The workshops are required for graduation.



## GRADUATION REQUIREMENTS

To be considered a candidate for graduation, a student should comply with all the following requirements:

1. Have completed core courses with a minimum of a 3.0 out of 4.0 grade point average.
2. Have completed required specialization courses with a minimum of a 3.0 out of 4.0 grade point average.
3. Have completed their mayor seminary course with a minimum grade of B.
4. Have completed their elective course with a minimum grade of B.
5. Have attended at least 6 MBA Workshops.
6. Complete the candidacy application form.
7. Have no debts with the University.

MASTER IN BUSINESS ADMINISTRATION  
ACCOUNTING  
(42 Credits)

Components	Credits
Core Courses	24
Specialization Courses	15
Electives	3

Required Courses for students with Bachelor Degree in other areas (3 credits)

ACCO 500	Accounting Survey	3
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*Core Courses*

MANA 501	Organizational Behavior	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decision Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
MANA 720	Operations Management	3
MANA 600	Business Policy and Ethics	3

*Specialization Courses*

ACCO 506	Cost Accounting	3
ACCO 520	Computerized Accounting Systems	3
ACCO 605	International Accounting	3
ACCO 610	Advanced Financial Accounting and Reporting I	3
ACCO 620	Government and Non-Profit Accounting	3
ACCO 705	Taxes in Puerto Rico	3
ACCO 706	Auditing	3
ACCO 707	Federal Income Tax	3
ACCO 710	Advanced Auditing	3
ACCO 721*	Accounting Seminar	3
BUSI 600	Federal Business Law	3

*Electives*      The student will select any graduate specialization level course from any other business major that has no pre-requisites or an additional course from his/her specialization, as a free elective

\*Required major course.

Have attended at least 6 MBA workshops that are required for graduation.

## MASTER IN BUSINESS ADMINISTRATION

### FINANCE (42 Credits)

Components	Credits
Core Courses	24
Specialization Courses	15
Electives	3

Required Courses for students with Bachelor Degree in other areas (3 credits)

ACCO 500	Accounting Survey	3
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<i>Core Courses</i>		<i>Credits</i>
MANA 501	Organizational Behavior	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decision Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
MANA 720	Operations Management	3
MANA 600	Business Policy and Ethics	3

#### *Specialization Courses*

FINA 615*	Corporate Finance II	3
FINA 620	International Finance	3
FINA 630	Investments	3
FINA 640	Public Finance & Fiscal Policy	3
FINA 650	Financial Markets	3
FINA 670	Risk Management	3
FINA 680	Mortgage Financing	3
FINA 690	Financial Analysis using Electronic Spreadsheets	3
ECON 520	Managerial Macroeconomics	3
FINA 750*	Finance Seminar	3

*Electives*      The student will select any graduate specialization level course from any other business mayor that has no pre-requisites or an additional course from his/her specialization, as a free elective

\*Required major course.

Have attended at least 6 MBA workshops that are required for graduation.

## MASTER IN BUSINESS ADMINISTRATION

### HUMAN RESOURCES (42 Credits)

Components	Credits
Core Courses	24
Specialization Courses	15
Electives	3

Required Courses for students whit Bachelor Degree in other areas (3 credits)

ACCO 500	Accounting Survey	3
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<i>Core Courses</i>		<i>Credits</i>
MANA 501	Organizational Behavior	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decision Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
MANA 720	Operations Management	3
MANA600	Business policy and Ethics	3

<i>Specialization Courses</i>		
HURE 640	Collective Bargaining	3
HURE 700	Organization Design & Structure	3
HURE 710*	Human Resources Management	
HURE 720	Training Methodology and Design	3
HURE 725*	Labor Law	3
HURE 730	Compensation & Benefits Administrative	3
HURE 750*	Human Resources Seminar	3
MANA 715	Supervision and leadership	3

*Electives*      The student will select any graduate specialization level course from any other business mayor that has no pre-requisites or an additional course from his/her specialization, as a free elective

\*Required major course

Have attended at least 6 MBA workshops that are required for graduation.

## MASTER IN BUSINESS ADMINISTRATION

### INTERNATIONAL BUSINESS (42 Credits)

Components	Credits
Core Courses	24
Specialization Courses	15
Electives	3

Required Courses for students with Bachelor Degree in other areas (3 credits)

ACCO 500	Accounting Survey	3
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<i>Core Courses</i>		<i>Credits</i>
MANA 501	Organizational Behavior	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decision Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
MANA 720	Operations Management	3
MANA600	Business policy and Ethics	3

<i>Specialization Courses</i>		
ACCO 605	International Accounting	3
INBU 600*	International Business	3
INBU 610	Economic Geography of Latin America	3
INBU 620	Puerto Rico's Economy and Foreign Trade	3
INBU 630	Export and Import Management	3
INBU 640	Multinational Business Management	3
INBU 650	International Transportation Logistics	3
INBU 660	Doing Business in China	3
INBU 750*	International Business Seminar	3
MARK 701	International marketing	3

*Electives*      The student will select any graduate specialization level course from any other business major that has no pre-requisites or an additional course from his/her specialization, as a free elective

\*Required major course

Have attended at least 6 MBA workshops that are required for graduation.

## MASTER IN BUSINESS ADMINISTRATION

### MANAGEMENT (42 Credits)

Components	Credits
Core Courses	24
Specialization Courses	15
Electives	3

Required Courses for students with Bachelor Degree in other areas (3 credits)

ACCO 500	Accounting Survey	3
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<i>Core Courses</i>		<i>Credits</i>
MANA 501	Organizational Behavior	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decision Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
MANA 720	Operations Management	3
MANA 600	Business Policy and Ethics	3

<i>Specialization Courses</i>		
BUSI 605	Business Research Methods	3
HURE 710	Human Resource Management	3
MANA 603	Materials Management	3
MANA 621	Business Law	3
MANA 700	Entrepreneurship	3
INBU 600	International Business	3
MANA 750*	Management Seminar	3
MANA 715	Supervision and Leadership	3

*Electives*      The student will select any graduate specialization level course from any other business mayor that has no pre-requisites or an additional course from his/her specialization, as a free elective

\*Required major course

Have attended at least 6 MBA workshops that are required for graduation.

MASTER IN BUSINESS ADMINISTRATION  
MARKETING  
(42 Credits)

Components	Credits
Core Courses	24
Specialization Courses	15
Electives	3

Required Courses for students with Bachelor Degree in other areas (3 credits)

ACCO 500	Accounting Survey	3
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<i>Core Courses</i>		<i>Credits</i>
MANA 501	Organizational Behavior	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decisions Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
MANA 720	Operations Management	3
MANA 600	Business Policy and Ethics	3

<i>Specialization Courses</i>		
MARK 601	Design and Development of New Products	3
MARK 605	Consumer Behavior	3
MARK 610	Marketing Research	3
MARK 615	Advertising and Sales Promotion	3
MARK 620	Service Marketing	3
MARK 640	Sales Force Management	3
MARK 701	International Market	3
MARK 740*	Marketing Seminar	3

\*Required major course.

*Electives*      The student will select any graduate specialization level course from any other business mayor that has no pre-requisites or an additional course from his/her specialization, as a free elective

\*Required major course.

Have attended at least 6 MBA workshops that are required for graduation.

MASTER IN BUSINESS ADMINISTRATION  
Information Technology and Systems  
(45 Credits)

Components	Credits
Core Courses	24
Specialization Courses	18
Electives	3

Required Courses for students with Bachelor Degree in other areas (9 credits)

ACCO 500	Accounting Survey	3
SITI 500	Introduction to Information Technology and Systems	3
SITI 501	Object Oriented Programming	3

Core Courses

MANA 501	Organizational Behavior	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decision Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
MANA 720	Operations Management	3
MANA 600	Business Policy and Ethics	3

Specialization Courses

SITI 550*	Information Technologies Applications	3
SITI 610*	Design and Administration of Data Bases	3
SITI 620*	Design and Administration of Communication Networks	3
SITI 630*	Information Systems Analysis and Planning	3
SITI 710*	Information Systems Design and Implantation	3
SITI 720**	Systems Administration and Information Handling	3
SITI 730**	Information Systems Security, Control and Auditing	3
SITI 740**	Electronic Business Creation	3
SITI 750**	Technologies and Systems Integration To The Firm's Functions	3

\* Required Major Courses

\*\* Electives Courses

*Electives* The student will select any graduate specialization level course from any other business mayor that has no pre-requisites or an additional course from his/her specialization, as a free elective.

Have attended at least 6 MBA workshops that are required for graduation.



## MASTER IN ACCOUNTING (MACC)

The School of Business offers an innovative combined program of Bachelor in Business Administration and Master's Degree in Accounting which consists of 150 credits (120 undergraduate and 30 graduate), distributed across five years of study (ten semesters). It is oriented toward students whose academic goals are pursuing graduate studies in Accounting, and/or applying to obtain the Certified Public Accounting license, and/or developing an Accounting career in private enterprise.

Besides the needed specialization skills and knowledge in accounting, this curriculum allows for the development of good communication and intellectual skills to record, measure, and analyze data. Students will develop problem-solving techniques in order to develop an expanded view of the fast-changing business world in which they will serve.

### GENERAL ADMISSION REQUIREMENTS

1. First-Year Students must:
  - a. Have a High School Diploma or its equivalent.
  - b. Submit two official transcripts of High School credits.
  - c. Have a minimum 2.5 GPA
  - d. Submit the scores results of the College Entrance Examination Board Test and take the Assessment Test of The Center for Diagnosis and Placement (CDU) of UMET.
  - e. Pay a non-refundable application fee of \$25.00.
2. Transfer students from other universities must have:
  - a. A 2.50 GPA on their college transcript.

- b. Approved with a minimum grade of B the following college level courses: Algebra, Spanish and English.
3. Students from UMET who apply for reclassification into this program must meet the same requirements as transfer students. All courses accepted in the reclassification process must have been approved with a minimum of C.

### Workshop Description

In addition to the regular curriculum, students are required to attend six workshops during their course of studies. The workshops are designed to broaden and enhance students' knowledge in areas other than their area of specialization. The workshops will be at least three hours each.

The community will be advised of the workshops programmed for each semester, and the workshops will be opened to participants who are not registered in the MBA program.

The workshops are required for graduation.

### GRADUATION REQUIREMENTS

1. Required graduate courses must be completed with a GPA no less than 3.0;
2. The cumulative GPA must be of 2.50 or more;
3. Evidence of attendance to six workshops must be submitted;
4. The candidacy application form must be completed;
5. The student must not have debts with the University.

MASTER IN ACCOUNTING  
(150 Credits)

Undergraduate Courses	120
Components	Credits
General Education Courses	54
Business Core Curriculum	39
Major Courses (Undergraduate)	24
Free Electives	3

Graduate Courses	30
Components	Credits
Specialization Courses(Graduate)	21
Core Courses	6
Electives(Graduate)	3

*General Education Courses (Undergraduate)*

SPAN 103-104 or	Introductory Spanish Language Course - Intermediate Level	6
SPAN 105-106	Introductory Spanish Language Course - Advanced Level	
ENGL 103-104 or	Introductory English Language Course - Intermediate Level	6
ENGL 105-106	Introductory English Language Course - Advanced Level	
QUME 251	Advanced Quantitative Methods	3
QUME 250	Quantitative Methods I	3
ENGL 111-112	Business English	6
ENGL 350 or	Conversational English	
ENGL 361	Technical Writing	3
SOSC 101-102 or	Introduction to the Study of Social Sciences	6
SOSC 103	Introduction to the Study of Social Sciences (Compendium)	
PSYC 123 or	General Psychology	
HUMA 101-102	World Culture	6
HIST 101	Introduction to the Study of History	6
SCIE 111-112	Integrated Science I & II	6
COIS 101	Introduction to Computers	<u>3</u>
		54

*Business Core Curriculum*

ACCO 111-112	Introduction to Accounting I and II	8
STAT 201-301	Introduction to Business Statistics	6
ECON 123	Introduction to Economics (Compendium)	3
ECON 325	International Business	3
MANA 230	Organizational Behavior	3
ENMA 101	Introduction to Entrepreneurship	3
MANA 340	Operation Management	3
BUSI 204	Business Law	4

FINA 202	Business Finance	3
MARK 133	Principles of Marketing	<u>3</u>
		39
<i>Major Courses (Undergraduate)</i>		
ACCO 201-202	Intermediate Accounting	8
ACCO 203	Cost Accounting	4
ACCO 205	Income Taxes in Puerto Rico	3
ACCO 304	Auditing	3
ACCO 308	Contemporary Accounting	3
ACCO 250	Computerized Accounting	<u>3</u>
		24
<i>Free Elective (Undergraduate)</i>		<u>3</u>
Total		120
Graduate Courses		
<i>Specialization Courses Accounting</i>		
ACCO 506	Advanced Cost Accounting	3
ACCO 605	International Accounting	3
ACCO 610	Advanced Financial Accounting and Reporting I	3
ACCO 620	Government and Non-profit Accounting	3
ACCO 707	Federal Income Tax	3
ACCO 710	Advanced Auditing	3
ACCO 721	Accounting Seminar	<u>3</u>
		21
<i>Graduate Medullar Courses</i>		
BUSI 600	Federal Business Law	3
MANA 600	Business Policy and Ethics	<u>3</u>
		6
<i>Electives (Graduate)</i>		<u>3</u>
Total		30

The student will select any graduate specialization level course from any other business mayor that has no Requisites or an additional course from his/her specialization, as a free elective

## COURSES DESCRIPTIONS<sup>1</sup>

### ACCO 500 Accounting Survey Three Credits

This course is an introductory coverage of financial and managerial accounting for non-business graduate students. An overview of transactions analysis and basic elements of the accounting cycle for service and merchandising business will be covered. Preparation of financial reports: income statement, balance sheet, retained earnings, cash flows and Inventory costing methods.

### ACCO 503 Financial and Managerial Accounting Three Credits

Accounting concepts and techniques, their use in the preparation and analysis of financial statements, and management decision-making with emphasis on planning and performance evaluation. Topics included are: accounting as an information system, fundamentals of financial accounting and analysis of financial information, costing methods for products and services, budget control and analysis, inventory control and valuation. Study of cost behavior, cost-volume-profit relationships, job order, process and activity based costing, short-run and long-run decisions, budget and variance analysis.

### ACCO 506 Advanced Cost Accounting Three Credits

Analysis and applications of cost accounting techniques in managerial functions of planning, control and decision making. Cost determination and internal control systems in

inventory management for raw material, labor and manufacturing overhead costs. Analysis of the cost-volume-profit model, operational budget, variable costing, standard costing, variance analysis.

### ACCO 520 Accounting Information Systems Three Credits

Accounting information systems with emphasis on developing computer usage skills in commercial applications. Analysis, design and implementation, as well as demonstration, of the accounting software modules: general ledger, accounts receivable, accounts payable, payroll and inventory. Controls to minimize error and fraud. Applications of Excel and data-based software to accounting problems.

Requisites: COIS 101, ACCO 503

### ACCO 605 International Accounting Three Credits

Accounting from a global perspective. Regulatory organizations on international accounting issues. Generally accepted international accounting principles Contrast of accounting policies in the United States and other American, Asian and European countries. Value and determination of income across different countries. Presentation of financial statements for multinational business enterprises. Emphasis in the use of information for analysts, managers and other decision makers. Requisites: ACCO 503, FINA 503

### ACCO 610 Advanced Financial Accounting and Reporting I Three Credits

Generally accepted accounting principles for corporations and partnerships. Emphasis in consolidations and issues related to other business combinations. Consolidated financial statements, consolidation methods, liquidation

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<sup>1</sup> Undergraduate courses' descriptions for the MAcc Program are available at UMET Undergraduate Catalog.

and reorganization. Financial statements for partnerships; formation, operation and liquidation of partnerships.

Requisite: ACCO 503 or ACCO 202

#### ACCO 620

##### Government and Non-profit Accounting

##### Three Credits

Analysis of accounting principles for government, control and presentation of financial information for government and not-for-profit institutions. Preparation of required financial statements. Accounting principles for Governmental Funds, Universities and other non-profit institutions.

Requisite: ACCO 503 or ACCO 202

#### ACCO 705

##### Taxes in Puerto Rico

##### Three Credits

The study of tax laws currently applicable to employers operating in Puerto Rico and the determination of the tax liability associated to the applicable tax laws. Includes the preparation of the employers' payroll tax returns (FICA, FUTA, SUTA, SINOT, chauffeurs' insurance, workmen's compensation); property taxes, municipal license taxes, municipal license tax. Aspects of recent changes of the income tax law. Use computerized programs, and/or electronic spreadsheets.

Requisite: ACCO 503

#### ACCO 706

##### Auditing

##### Three Credits

The study of financial statements audit, from a theoretical perspective. It includes the generally accepted auditing standards (GAAS), and attestation standards: the standards audit report and types of reports: the AICPA Code of Ethics: legal responsibility of the auditor and the effect of the Sarbanes-Oxley Act on the audit of public corporations, internal control,

tests of control, substantive tests, other audit procedures, evidence, and subsequent events.

Requisite: ACCO 503

#### ACCO 707

##### Federal Taxation

##### Three Credits

The study of the income tax dispositions of the Internal Revenue Code and Regulations, as they apply to individuals, small businesses, partnerships, and corporations. Gross income exclusions and inclusions, deductions, credits and the tax determination on the tax returns of individuals and small businesses. The income tax liability and filling out of tax returns of partnerships and corporations. The tax treatment of special items: capital gain/loss; special property transactions; retirement and other tax-deferred plans and annuities.

Requisite: ACCO 503

#### ACCO 710

##### Advanced Auditing

##### Three Credits

The application of the generally accepted auditing standards (GAAS) in the performance of the external audit. This course aims to reinforce the capacity to conduct research and apply the theoretical knowledge on the audit of financial statements. It includes the discussion of the rules interpretations of the AICPA code of Ethics, the auditor legal responsibility, the study and evaluation of internal controls, tests of control and substantive tests, other audit procedures: evidence; audit risk, and audit report. Studies of audit cases. Computerized applications and/or electronic spreadsheets.

Requisite: ACCO 706 or ACCO 304

#### ACCO 721

##### Accounting Seminar

##### Three Credits

Application of accounting principles to the solution of problems related to operational,

functional, and accounting requirements of an enterprise. Intensive review of theoretical and practical aspects in accounting with emphasis in ethics critical analysis and presentation of current topics through written and oral discussion of recent publications and articles. A formal research project in an accounting area is required. Requisite: Completion of the 12 specialization credits in Accounting

#### BUSI 600

##### Federal Business Law

##### Three Credits

State and federal business laws. Contracts, agencies, partnerships, corporations, bankruptcy, and property laws, among others, and their applications to accounting and auditing situations.

#### BUSI 605

##### Business Research Methods

##### Three Credits

Introduction to concepts and procedures of business research. Study of the nature and purposes of investigation, types of design, instruments of investigation and methods of data analysis and interpretation. Emphasis on the search of truth by empirical means and on the contribution of research to the business administration field. Requisite: STAT 555

#### ECON 519

##### Managerial Economics

##### Three Credits

Use of economics tools in management decision-making to maximize the company's profit. Analysis of demand, income, production, cost, markets and the relationship and uncertainty between the companies and the public sector.

#### ECON 520

##### Managerial Macroeconomics

##### Three Credits

The Study of macroeconomics in terms of measurement, analysis and economic policy: National Income accounts, theory, employment, stability, economic development and international applications. Fiscal and monetary policy and its impact in the economic environment of the firm. Requisite: ECON 519

#### FINA 503

##### Corporate Finance I

##### Three Credits

Study of the theoretical and conceptual basis of corporate finance for investment decision making, financing and capital management. It includes financial statement analysis, asset valuation, capital budgeting, working capital management, short and long term financing decisions and financial planning.

#### FINA 615

##### Corporate Finance II

##### Three Credits

Focused on financial decision making from a corporation's perspective, this course studies the advanced theory and practice of corporate finance. It includes analysis of risk and return, portfolio theory, efficient market hypothesis, cost of capital, capital budgeting decisions, capital structure, dividend policy and share repurchases, mergers and acquisitions, international financial management and introduction to option pricing.

Requisite: FINA 503

#### FINA 620

##### International Finance

##### Three Credits

Extending the valuation framework of managerial finance to include international aspects of finance. Relevant topics include: The effects of currency valuation; foreign exchange

risks and economics exposure; direct foreign investment; and financing international trade.  
Requisite: FINA 503

#### FINA 630

##### Investment

##### Three Credits

Covers the valuation of corporate securities of multinational and domestic corporations, portfolio performance. Emphasis is placed in the role of return and risk in valuing stocks, bonds, options, and in the construction of portfolios. Requisite: FINA 503

#### FINA 640

##### Public Finance and Fiscal Policy

##### Three Credits

Sources and use of government funds. Fiscal Policy and its impact for stability and development with emphasis in contemporary issues. Requisite: FINA 503

#### FINA 650

##### Finances Markets, Money and Banking

##### Three Credits

The structure and operation of money and capital markets. The monetary theory and policies required to generate markets stability and growth. The interdependence of financial variables in economic activity. Emphasis on the most recent situation and their effects on local and international markets.

Requisite: FINA 503

#### FINA 670

##### Risk and Insurance

##### Three Credits

Analysis of the risk management problems in the business enterprise. Emphasizes methodology for risk analysis, techniques for risk and loss control, models for risk management decision making, and procedures for administering risk management policy relative to non-speculative (insurable) risk.

Includes product liability, property damage and bodily injury in the business environment.

Requisite: FINA 503, STAT 555

#### FINA 680

##### Mortgage Financing in Real State

##### Three Credits

Analysis of the mortgage market, the development and impact of public and private entities on real estate financing and capital markets, and the role of financing in real estate markets. Requisite: FINA 503

#### FINA 690

##### Financial Modeling using Electronic Spreadsheets

##### Three Credits

This course integrates the fundamentals of corporate finance and spreadsheet development using spreadsheets in the financial analysis of the firm. The student will apply these financial models to conduct the financial analysis of an existing publicly held local or international business.

Requisite: FINA 615, FINA 630

#### FINA 750

##### Seminar Finance

##### Three Credits

Integrates the principles of Finance with the discussion of contemporary issues. Emphasis in research, and case analysis. The course requires a formal research paper on a topic in Finance.

Requisite: Approval of 12 credits in Finance specialization.

#### HURE 640

##### Collective Bargaining

##### Three Credits

Emphasis is given to new forms of white-collar unionization, public sector labor relations, bargaining and quasi-bargaining. The course covers the development of American unions, union's structure and government, organization



campaigns and representation elections, labor agreement negotiation and administration, public policy. Emphasis on the national labor relations act and grievance-arbitration process. Requisite: HURE 710

#### HURE 700

##### Organization Design & Structure

Three Credits

Maintaining a sustainable competitive advantage depends on the organization's capabilities: The way in which a firm structures its work, develops its culture, and motivates structures its work, develops its culture, and motivates its people to achieve its aspirations and well defined strategic objectives. Creating a competitive advantage is based on the firm's human resource management plays a decisive role in the design organization architecture, which changes as strategic opportunities for the organization structure is the main topic of this course. Requisite: HURE 710

#### HURE 710

##### Resources Management Human

Three Credits

A study of the philosophy, techniques and policies related to the administration of personnel and as a critical responsibility of every manager. Topics included are employment planning, recruitment and selection, performance measurement, training and development, employee relations, equal employment/affirmative action, compensation and labor relations.

#### HURE 720

##### Training Methodology and Design

Three Credits

This course is designed to provide the student knowledge and administrative skills and techniques about the methodology and the processes that promote the growth and development of organizations through the

design and implementation of training programs that facilitate continuous learning and synergy among human resources.

Requisite: HURE 710

#### HURE 725

##### Labor Law

Three Credits

Federal and State legislation pertaining to the relationship between employer and employees. The following topics are discussed in this course: development of federal and Puerto Rican labor laws; constitutional rights; minimum wage, anti-discriminatory laws, unemployment.

Requisite: HURE 710

#### HURE 730

##### Compensation & Benefits Administrative

Three Credits

Maintaining a sustainable competitive advantage depends on the organization's capabilities: the way in which a firm structures its work, develops its culture, and motivates people to achieve its aspirations and well defined strategic objectives. Creating a competitive advantage is based on a firms human resource management plays a decisive role in the design of this organizational architecture, which changes as strategic opportunities for the organization structure is the main topic of this course.

Requisite: HURE 710

#### HURE 750

##### Human Resources Seminar

Three Credits

This course is a compendium of the topics selected from all the courses offered in the Human Resources Management specialization. This seminar includes the search, reading, analysis, and discussion of articles, cases, sections of new books on human resources and other sources of current information the field



of human resources. The course also requires the preparation of a research paper on a topic chosen by the student and accepted by the course professor.

Requisite: Approval of 12 credits in Human Resources specialization.

#### INBU 600

##### International Business

##### Three Credits

Global study of the economic, financial and political environment in business operations. Special emphasis on the international dimension of marketing, finance, accounting, taxes, economics and human resources of corporations.

#### INBU 610

##### Economic Geography of Latin America

##### Three Credits

Study of Latin American geography with emphasis in the economic variables that measure performance and economic development. Topics related with the processes of economic integration of the region. Requisite: INBU 600

#### INBU 620

##### External trade and the Economy of Puerto Rico

##### Three Credits

The study of the different sectors in the Puerto Rican economy. Emphasis on the financial industrial and government sectors and their relation to the country's exports and Imports.

Requisite: INBU 600

#### INBU 630

##### Export and Import

##### Three Credits

Study of practices, and procedures of export and import operations including shipping cost, risks, financing, exchange rates, contracts, law and customs regulations, and transportation among others. Requisite: INBU 600

#### INBU 640

##### Multinational Business

##### Three Credits

Comprehensive study of the formulation of policies and strategies by multinational business enterprises, including e-commerce. Class emphasis is placed on multicultural negotiations and international business strategies of local (U S) businesses.

Requisite: INBU 600

#### INBU 650

##### International Transportation Logistics

##### Three Credits

Study of the contemporary transportation vehicle: air, water and land. The processes that result in the most efficient and effective utilization. Topics relation, with the creation of projects with global operation and the analysis of their distribution channels.

Requisite: INBU 600

#### INBU 660

##### Business in Popular in Chinese

##### Three Credits

Analysis of key global trends and their impact on current business practices. Study of the cultural differences and skills required in managing cultural diversities with the objective of achieving effectively organizational goals. Identification of the critical factors necessary for success of global managers. Discussion of Chinese topics, such as: its economy an reforms, investments and trade, industry and commerce, government politics and legislation, banking and finance, and communications, technology and internet.

Requisite: INBU 600

#### INBU 750

##### Seminar in International Business

##### Three Credits

Integrates the principles of International Business with the discussion of contemporary issues. Emphasis in research, and case analysis. The course requires a formal research paper on a topic in International Business.

Requisite: Approval of 12 credits in International Business.

#### MANA 501

##### Organizational Behavior

##### Three Credits

Study of individual behavior in organizations, group behavior in organizations, and organizational behavior in social systems. Application of organizational behavior and organizational theory to management practice.

#### MANA 600

##### Business Policy and Ethics

##### Three Credits

Integrating and applying the various functional and support areas of business administration. The course approaches business policy making and administration from the perspective of the general manager. Cases emphasizing economic, social, and moral problems having implications for corporate policy are examined.

Requisite: Approval of 18 core credits.

#### MANA 603

##### Materials Management

##### Three Credits

This course is designed to provide the student knowledge in the field of materials management and its functions within the planning and control of the process of production, purchasing procedures, demand measurement, storage decisions, physical inventory movement from manufacturing through the distribution channels, product

specifications and the processes of quality control and the supply chain.

Requisite: MANA 720

#### MANA 621

##### Business Law

##### Three Credits

Deals with the laws pertaining to business associations, such as partnerships (limited and general), corporations, franchises and joint-ventures. Topics include rights and obligations, will contracts, mortgages, business agencies and associations, corporations, negotiable instruments, investment and loans, bankruptcy, business laws, labor laws and jurisprudence.

#### MANA 700

##### Entrepreneurship

##### Three Credits

Designed for MBA'S interested in pursuing entrepreneurial careers. Primary attention given to managing a new and rapidly growing business. Alternate sources of capital examined and conditions of utilization of each source established. Various growth strategies considered along with supporting public policy and personnel requirements for entrepreneurial success.

#### MANA 715

##### Supervision and Leadership

##### Three Credits

The systematic study of the changes that affect the styles used to supervise employees in a competitive environment. Analysis of the transformations that have occurred in the modern organization, where the supervisor is considered a facilitator of processes, policies and the management of human resources. Emphasis is given on the supervisor's in his competencies in leadership, advisement, training, and the management of conflict. Includes the analysis of leadership styles,

focusing on the different organizational settings.

#### MANA 720

##### Operations Management

##### Three Credits

Stresses managing the production, distribution, materials, and information functions of manufacturing and service systems. Includes capacity determination, operating procedures analysis, operating systems design, control systems development, and new technology evaluation. Uses case examples of management skills required in the operating environment.

Requisite: STAT 555

#### MANA 750

##### Management Seminar

##### Three Credits

Historical foundations and evolutionary development of management concepts; comparative analysis of management patterns; emerging problems of management interest. Readings and research in management. Each student must present a research project for discussion and comments.

Requisite: Approval of 12 specializations credits in Management.

#### MARK 511

##### Marketing Management

##### Three Credits

Emphasis on planning and decision-making procedures in areas such as: marketing measurements, product development, price adjustments, advertising and distribution. Texts, case studies, readings and computer exercises are used to provide experience in managing the components of the market mix.

#### MARK 601

##### Design and Development of New Products

##### Three Credits

Design and development of new products and modifications. Integration of the reposition strategies in the life cycle of the product. Legal aspects for protection of new or modified products. Brand names and patent protection.

Requisite: MARK 511

#### MARK 605

##### Consumer Behavior

##### Three Credits

Study of the factors that affect the particular way consumers buy, use and dispose of products and services. Marketing strategies analysis and their impact on consumer perception. Study and development of models of consumer behavior.

Requisites: MARK 511

#### MARK 610

##### Marketing Research

##### Three Credits

Study of the nature of modern applied theories of research. Emphasizes statistical methods and research design techniques using the computer as a tool in problem solution. Requires case studies, design of a research proposal and field research. Requisites: MARK 511, STAT 555

#### MARK 615

##### Advertising and Sales Promotion

##### Three Credits

Examines the marketing promotions from a communications standpoint. Discusses advertising, sales promotion, personal selling and publicity as components of the program of an enterprise including profit and non-profit institutions marketing products and/or services. Emphasizes the planning, design, and implementation of advertising campaigns. One semester, three hours per week.

Requisite: MARK 511

#### MARK 620

##### Service Marketing

###### Three Credits

Design and application of marketing strategies in a service enterprise. Understanding the client-firm and demand-supply relationships, characteristics of the delivery systems, and the difference between products and services. Development of the concepts of interchange, marketing positioning, marketing mix and client portfolio in the service market. Emphasizes the use of technology to obtain a more competitive firm for the local and international market.

Requisite: MARK 511

#### MARK 640

##### Sales Force Management

###### Three Credits

Study of the decisions involved in designing a sales force: objectives, strategy, structure, size and compensation. The activities involved in managing the day to day activities of a firm's sales representatives: recruiting, selecting, training, motivating and evaluating them. The study of qualitative and quantitative techniques used in sales forecasting, the analysis of sales and the control process. The art of salesmanship and how it is applied in today's technological environment is also studied.

Requisite: MARK 511

#### MARK 701

##### International Marketing

###### Three Credits

Study, development and implementation of marketing programs for international markets. Advertising, promotion, financing, production and the process of cultural adaptation. Compares marketing functions in different economic, political and social systems.

Requisite: MARK 511

#### MARK 740

##### Marketing Seminar

###### Three Credits

Integrates marketing concepts, decision making and its implications. Study of current issues affecting marketing. The student selects a current marketing topic for a research paper with the approval of the professor and submits paper for class presentation and grade.

Requisites: Approval of 12 credits of specialization in marketing.

#### SITI 500

##### Introduction to Information Systems and Technology

###### Three Credits

This course consists of the study of the principal technologies used by information systems with emphasis in the functional aspects and the interrelation between these technologies. It includes technologies related to equipment, communications, programming, and data. The course presents the development processes of and information systems and administrative, ethical, and professional aspects related to systems in organizations. The students practice the use of typical application such as spreadsheets and database. This course is required for applicants to the information and technology systems MBA program that do not have previous knowledge in this area.

#### SITI 501

##### Object Programming Oriented

###### Three Credits

This course consists of the study of basic programming application concepts and techniques utilizing the software tools. Study of the steps involved in software and algorithm development techniques, such as flowcharts: pseudo-codes, hierarchy diagrams, and user interfaces design. The student will study and practice typical programming operation, such as: input and output, arithmetic, control

operations, sub-programming development and the use of arrays and files. The student will have extensive hands on experience on techniques and concepts discussed in class using object oriented language. This course is required for applicants to the Information and Technology Systems MBA program that do not have previous knowledge in this area.

#### SITI 550

##### Information Technology Applications

##### Three Credits

Required course for Technology and Information Systems master's degree program based on the development, distribution and installation of computer applications utilizing modern tools. This course includes the study of the processes common to information systems and the integration of such processes to applications. Examples of the studied processes include the preparation of interfaces with users, menu design, entry data validation, archive actualization and report preparation. Also studies the use of intermediate and advanced object-oriented programming techniques like the creation and use of classes, the creation of object collections, the creation of multiple document interface operations, and the distribution and installation of these application. The latest tech techniques and tools are used in the development of these applications.

#### SITI 610

##### Data Base Design and Administration

##### Three Credits

Study of data bases and its management systems, with special emphasis in the Rational Model and the SQL tool. Course includes the study of data base design, normalization, referential integrity, privacy, protection, recuperation, and study of the characteristics of a data management systems based on Edward Codd's Model. Also studied are

advanced topics as distributed data, client/server systems, data warehousing and object oriented databases. Students utilize a management system based on SQL data to practice management of the concepts and techniques studied in class.

Requisite: SITI 550

#### SITI 620

##### Communications Networks Design and Administration

##### Three Credits

This course studies data communication networks that serve as basis for information Systems. It studies the transmission means, the forms of transmission, the protocols the physical configurations (typologies) and the communication equipment, both for local networks ("LANs") as for remote networks ("Wans"). For public networks, we study the available services and their fees. For local networks, we study the operating systems and the management of network resources y its security. Requisite: SITI 550

#### SITI 630

##### Information Systems Planning and Analysis

##### Three Credits

Consists of the study of the planning, analysis y requirement preparation y modeling of information systems. Study of the life cycle of the system and the process of identifying, selecting y analyzing the viability of the Systems being developed. The course also covers the recompilation and organization of data about processes being implemented in the organization. The support tools used in the process are also studied. Emphasis is given to both technical aspects and administrative considerations. Students practice the concepts and techniques for a system.

#### SITI 710

##### Systems Design Implementation and Information Management

##### Three Credits

This course describes the design, the testing and the implantation of information Systems. Study of the design of the interface with the user (screens, reports and applications), the design of the data and processes, both manual and automated. Other studied themes include the development of programming, system testing, and different approaches for the implantation and support of the user. The support tools used in the process are also studied. Emphasis is given to both technical aspects and administrative considerations. Students practice the concepts and techniques via a project in which they design the components of a system utilizing the prototypes approach.

#### SITI 720

##### Systems Administration and Information Management

##### Three Credits

This course studies the different types of existing information Systems in organizations, the impact of these systems, the location of the functions of the systems on the organizational structure of an Information Systems Center, acquisition and management of the resources, training, certifications and regulatory and legal considerations. Also included is the study of the planning and the handling of systems projects, as well as the tools utilized in this process. Students utilize a project management tool to prepare a plan for administering the project, including the activities, times and resources to be used.

#### SITI 730

##### Controls, Auditing and Security

##### Three Credits

Study of the controls required in the operations of an organizational system and the checking of the compliance with these controls through an auditing process. Study of the importance of the protection of technological and systems resources within an organization, and the recovery of the technological operations in case of disasters. Students prepare a recoupment plan in case of disasters.

#### SITI 740

##### Electronic Business Creation

##### Three Credits

Graduate elective course for students on the creation of Internet businesses. Study of the technologies and strategies available to develop this type of businesses. Study of the legal, ethical and tax frameworks in which electronic businesses operate, as well as privacy and security aspects. Students prepare a plan for creating an electronic business

#### SITI 750

##### Enterprise Integration of Information Systems and Technologies

##### Three Credits

This course integrates the acquired knowledge about the technologies and information systems through the preparation of project on systems development. The project will consist on the study of the operations of a functional area within a company, the definition of a system that satisfies the needs of this area, and the preparation of a prototype for a system that meets these requirements. At the end of the course, the student will document in a report the process followed to develop this project and the final results achieved.

## STAT 555

### Statistics for Managerial Decision Making

#### Three Credits

The support tools used in the process are also studied. Emphasis is given to both technical aspects and administrative considerations. Students practice the concepts and techniques for a system. Covers basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability, probability distributions, sampling, estimation, statistical inference, and Bayesian principles. Computer programs are used in obtaining solutions.

# School of Education

## **MASTER OF ARTS IN EDUCATION IN:**

- EDUCATIONAL ADMINISTRATION AND SUPERVISION
- TEACHING ADAPTED PHYSICAL EDUCATION

## **MASTER IN EDUCATION IN:**

- MANAGING LEISURE SERVICES
- SPECIAL EDUCATION
- CURRICULUM AND TEACHING
- TEACHING OF PHYSICAL EDUCATION – ELEMENTARY LEVEL
- TEACHING OF PHYSICAL EDUCATION – SECONDARY LEVEL
- TEACHING OF PHYSICAL EDUCATION OF ADULTS
- PRESCHOOL EDUCATION

## **DOCTORAL DEGREE IN:**

- EDUCATION (ED.D.)
- PHILOSOPHY IN EDUCATION (PH.D.)
- EDUCATION IN PHYSICAL EDUCATION (ED.D.)
- PHILOSOPHY IN PHYSICAL EDUCATION (PH.D.)



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## **GENERAL AND SPECIFIC REGULATIONS OF THE GRADUATE:**

### **MASTERS AND DOCTORAL PROGRAMS IN EDUCATION**

The Graduate: Masters and Doctoral Programs of the School of Education provide numerous and innovative alternatives for the development of professionals that are leaders in formal educational institutions and other related work environments.

The Mission of the School of Education is based on the principle that education is the art of achieving positive changes founded on social ethics. Our goal of excellence is manifested in that a good quality of life is the product of the holistic instruction of the student and the educational professional. Academic autonomy, respect for diversity, equality and human dignity, as well as reflective and diverse thought characterize our organizational environment.

#### **GOALS**

1. Enable the development of educational professionals capable of applying diverse theoretical frameworks for the progress of educational practices and policies.
2. Promote the development and academic and professional growth of the students and personnel of the public and private school systems of Puerto Rico.
3. Contribute to the holistic formative education of competent professional of education, who through their active practice and pedagogical expertise will become leaders in the content,

competencies, skills and values of a quality education.

#### **OBJECTIVES**

1. Provide students with an academic and experiential environment that will enable the attainment of Concepts, the development and enrichment of competencies, skills as well as the clarification of values directed to become competent educational professionals.
2. Contribute to preparing professionals that are capable of becoming agents of change and learning facilitators.
3. Provide students with courses, activities and authentic experiences, internships and Exchange projects in their respective interest and specialization fields.
4. Facilitate students' preparedness to excel and make valuable contributions guided by their humane sensibility and intellectual capacity to a demanding society described by rapid change, highly technological, economically global.
5. Develop in students a high sense of social and educational commitment with ethical and professional responsibility.
6. Offer a graduate education that addresses social realities and expectations; that is attuned with vanguard behavior and social morality.

7. Expose students to diverse educational approaches, schools of thought, innovations, models, paradigms and tendencies.

#### ADMISSION REQUIREMENTS: MASTER PROGRAM

An applicant shall be eligible for admission if he/she complies with the following requirements:

1. Bachelor of Arts in Education or a related area from an accredited institution or a Bachelor of Arts with a Science degree in a particular field which required courses in education;
2. Admission index of 2.50 on the Bachelor Degree. If at the end of completing the master degree, the student has a GPA between 2.50 and 2.99, he or she must take the EXADEP educational test. Students with a GPA of 3.00 or more are exempted from taking the EXADEP.
3. Oral and written competence in English and Spanish are required.
4. Completed application form and appropriate fees within the time specified in the University calendar;
5. Evidence of undergraduate and graduate studies (official transcript).

#### SPECIFIC ADMISSION REQUIREMENTS

Students with Bachelor's degrees in fields other than education, if qualified, will be considered for admission, but they must take the professional courses required by the Law

for Teacher Certification to obtain a regular teacher's license.

#### Transfer Credits

A maximum of nine (9) graduate credits will be accepted from other institutions if the contents of courses are equivalent to courses offered at Universidad Metropolitana. These credits should have been taken in an accredited institution no more than five (5) years prior to admission, and approved with a grade of A or B.

#### Credit Load

From six (6) to nine (9) credits per part of term is considered a complete credit load. The maximum number of credits a student may take per part of term is nine (9). In exceptional circumstances, students may, with the approval of their advisor, seek the written authorization of the Dean of the School to take a maximum of 12 credits.

#### MASTER'S DEGREE CANDIDACY

To be considered a candidate for graduation, a student should comply with all of the following requirements:

1. Complete all the graduate credits required in the aimed specialization program, with a GPA of no less than 3.00
2. Complete the candidacy application form.

#### Graduation Requirements: Master Degree

1. Successful completion of all required courses;
2. A grade point average of not less than 3.00;
3. Approval of a thesis or a special research project;
4. Submit three (3) copies of the final approved thesis or project document

5. None outstanding debts with the University

#### ADMISSION REQUIREMENTS: DOCTORAL PROGRAM

Each student applying for admission to the doctoral program will be required to:

1. Present evidence of three years of satisfactory experience in the field of education certified by the appropriate authority.
2. If the student graduated from other schools and/or is working outside of the field of education, he/she will be required to have approved a graduate level statistics course with a minimum grade of B.
3. Submit recent results of (EXADEP) or of the Graduate Record Examination (GRE), taken within the twelve months prior to the date of submission of the application for admission to the doctoral program.
4. Present evidence of a master's degree from an accredited institution. Must present evidence of graduate studies-official transcript.
5. Submit two (2) letters of recommendation of persons related to the student in non-academic working environments and one (1) letter of recommendation of a person related to the student in an academic environment.
6. Attend an interview with the Admissions Committee and be recommended favorably.
7. Have a grade point average of no less than 3.00 at the master's degree level.

8. Demonstrate competency in oral and written communication in both English and Spanish. Candidates must write a short essay in English and a short essay in Spanish as part of the interview.

Note: Each of these criteria have a perceptual weigh for determining eligibility for admission in the doctoral program.

#### ADMISSION PROCESS

1. The applicant will submit an application before June 15 for the August-October and October-December terms and before December 15 for the January-March and March-May terms. These deadlines are subject to change upon decision of the School of Education. There may be no opening for admissions in a particular academic term.
2. The applicant will request an official transcript from each institution where he/she has studied. These documents must be sent directly to UMET.
3. The applicant will request that the three recommendation letters be sent directly to UMET.
4. The applicant will make arrangements to take the EXADEP or GRE and will request that official scores be sent directly to UMET. Incomplete applications will not be considered. Test results are mandatory for admission.

#### Transfer Credits

A maximum of nine (9) doctoral level credits will be accepted from other institutions if the content of courses is equivalent to courses offered at Universidad Metropolitana. These credits should have been taken in an accredited institution no more than five (5) years prior to admission, and approved with a grade of A or B. Decisions upon transfer

admissions will rely upon the Faculty of the School of Education.

#### Credit Load

From six (6) to nine (9) credits per part of term is considered a complete credit load. The maximum number of credits a student may take per part of term is nine (9). In exceptional circumstances, students may, with the approval of their advisor, seek the written authorization of the Dean of the School to take a maximum of 12 credits.

#### DOCTORAL DEGREE CANDIDACY

To be considered a candidate for graduation, a doctoral student should comply with all of the following requirements:

1. Complete all the doctoral credits required in the specialization program in which admitted, with a GPA of no less than 3.00 (B); including the final requirements (approval of the comprehensive test and of the doctoral dissertation).
2. Complete the candidacy application form and pay the required fees.

#### Good Standing

In order to maintain good standing in the program, every student, upon completion of the academic year, should have a grade point average that fulfills the norms of academic progress.

\*If the student, one particular year, does not fulfill the minimum required, he/she will be given one semester to raise his/her GPA to the level established by the program.

#### Maximum Time Allotted for Completing Degree

Every student will have a maximum of eight (8) years to complete the doctoral degree (Ph. D. or Ed. D.). If the student, by the end of the eighth year, has not completed his/her degree, he/she will request a one year extension to the Associate Dean of the Graduate School. The Dean will evaluate the petition based on its merits and will inform the student about his/her decision. If the request is denied, the student will leave the doctoral program. Requests for extensions will be made annually, until the student has finished his/her degree or until finally denied.

#### GRADUATION REQUIREMENTS: DOCTORAL DEGREE

1. Successful completion of all required courses;
2. A grade point average of not less than 3.00;
3. Approval of the comprehensive test and dissertation,
4. Submission of three (3) copies of the dissertation
5. None outstanding debts with the University.

## **GRADUATE PROGRAM IN EDUCATION:**

### **MASTER DEGREE**

The Master of Arts in Education Program (M.A.) offers several specialties in management and teaching. In management, the program offers two specialties: Educational Administration and Supervision and Managing Leisure Services. In the teaching field, the program offers specialties in Teaching of Preschool Education, Teaching of Physical Education (Elementary, Secondary, Adult & Adapted), Special Education and Curriculum and Teaching. All programs have a futuristic vision and an innovative focus based on the latest research.

### **MASTER OF ARTS IN EDUCATION**

#### **Educational Administration and Supervision**

39 Credits

A program of study that prepares the educational administrator in managerial areas, such as: legal aspects, funds management, budget preparation, human resources administration leadership, strategic planning and the latest trends in the field.

Components	Credits
Core Courses	12
Specialization Courses	18
Electives	3
Final Requirements	6

#### *Core Courses*

EDUC 501	Principles and Systematic Development of the Curriculum	3
EDUC 504	Learning Theory and Cognitive Development	3
EDUC 505	Educational Research Methods	3
EDUC 512	Educational Innovations and Strategies	3

#### *Specialization Courses*

EDUC 620	Educational Administration Concepts, Processes and Principles	3
EDUC 621	Educational Theory, Practice and Trends	3
EDUC 622	Leadership: Future Perspectives in Educational Administration	3
EDUC 623	Educational Policy, Funds and Managerial Process	3
EDUC 624	Contemporary and Futuristic Supervision Practices	3
COIS 625	Computerized Systems in Educational Administration	3

#### *Electives*

EDUC 507	Philosophy, Critical Thinking and Education	3
EDUC 517	Supervision of Instruction in Student Teaching	3

EDUC 541	History of Education	3
EDUC 542	Comparative Education	3
EDUC 543	Culture and Education	3
EDUC 545	Computers and Society	3
COIS 600	The Computer as an Instructional Resource	3
EDUC 610	The Education of Exceptional Children	3

*Final Requirements*

EDUC 709	Thesis or Research Paper	3
EDUC 702	Practicum (K-6) Elementary Level	3
or EDUC 704	Practicum (7-12) Secondary Level	3

Prerequisites 12 credits core courses  
18 credits specialization

## Managing Leisure Services

36 Credits

A program of study for those interested in developing, implementing, managing and evaluating leisure services and sports programs in governmental agencies, municipalities and private institutions.

Components	Credits
Core Courses	12
Specialization Courses	12
Final Requirements	12

### *Core Courses*

REED 505	Interdisciplinary Studies of Leisure	3
REED 515	Measurement and Evaluation in Physical Ed. and Leisure	3
EDUC 505	Educational Research Methods	3
EDUC 525	Statistics for Research and Evaluation	3

### *Specialization Courses*

REED 510	Managing Leisure Services	3
REED 512	Leisure Programming	3
REED 514	Managing Leisure and Sports Facilities	3
COIS 625	Computerized Systems in Educational Administration and Supervision	3

### *Final Requirements*

REED 524	Research Seminar in Leisure Services	3
REED 525	Professional Seminar in Physical Education and Leisure Services	3
REED 601	Practicum in Physical Education and Leisure Services	3
EDUC 709	Thesis or Research Paper	3

Prerequisites: Reed 601-Reed 525

EDUC 716 - REED 524, EDUC 525, EDUC 505

12 credits core courses

12 credits specialization courses



## Master of Arts in Education

### Special Education

39 Credits

This specialty is oriented to facilitate to the teacher of Special Education the tools that allow her/him to perform their functions effectively and efficiently in the classroom. In addition, the specialty at this level facilitates competing to her/him in the magisterial field for an associate teacher rank.

Components	Credits
Core Courses	9
Specialization Courses	18
Electives	3
Final Requirements	6

#### *Core Courses*

EDUC 512	Educational Innovations and Strategies	3
COIS 600	The Computer as an Instructional Resource	3
EDUC 610	Education of the Exceptional Child	3

#### *Specialization Courses*

EDUC 611	Education of Mildly Handicapped Children	3
EDUC 612	Behavior Modification for Mildly and Severely Handicapped Children	3
EDUC 613	Preschool Education of Exceptional Child	3
EDUC 616	Assessment, Evaluation and Measurement in Special Education	3
EDUC 617	Curriculum and Teaching Methods in Special Education	3
EDUC 531	Issues and Legal Trends in Special Education	3

#### *Electives*

EDUC 532	Administration and Supervision of Special Education Programs	3
EDUC 534	Teaching Reading and Writing to Children with Learning Problems	3
EDUC 538	The Education of Emotionally Disturbed Children	3
EDUC 576	Teaching Methods and System	3

#### *Final Requirements*

EDUC 505	Educational Research Methods	3
EDUC 618	Research Seminar in Special Education	3
EDUC 709	Thesis or Research Paper	3

## MASTER OF ARTS IN EDUCATION

### Preschool Education

33 Credits

A program of study for those interested in becoming early childhood educators.

		Components	Credits
		Core Courses	15
		Specialization Courses	15
		Final Requirements	3
<i>Core Courses</i>			
EDUC 504	Theories of Learning and Cognitive Development		3
EDUC 507	Philosophy, Critical Thinking and Education		3
EDUC 505	Educational Research Methods		3
EDUC 525	Statistics for Evaluation and Research		3
COIS 600	The Computer as an Instructional Resource		3
<i>Specialization Courses</i>			
EDUC 519	Processes and Practices of Assessment in Preschool Education		3
EDUC 527	Curriculum and Teaching Practices in Preschool Education		3
EDUC 528	Collaboration and Consultation Working with Students and Family		3
EDUC 529	Preschool Education		3
EDUC 613	Preschool Education of the Exceptional Child		3
<i>Final Requirements</i>			
EDUC 709	Thesis or Research Paper		3

## MASTER OF ARTS IN EDUCATION

### Curriculum and Teaching

36 Credits

The specialty in Curriculum and Teaching is oriented to facilitate the teacher with the tools that allow her/him to perform their functions and effectively efficiently in the classroom. The courses are directed to promote elementary level teacher professional successful.

Components	Credits
Core Courses	12
Specialization Courses	18
Electives	3
Final Requirements	3

#### *Core Courses*

EDUC 501	Principles and Systematic Development of the Curriculum	3
EDUC 504	Theories of Learning and Cognitive Development	3
EDUC 505	Educational Research Methods	3
EDUC 512	Educational Innovations and Strategies	3

#### *Specialization Courses*

EDUC 502	Management of the Classroom and School as a Learning Community	3
EDUC 503	Evaluation of Curriculum and Instruction	3
EDUC 513	Assessment, Evaluation and Measurement	3
EDUC 526	Curriculum Design and Planning	3
EDUC 576	Teaching Models and System	3
COIS 600	Computer as Instructional Resource	3

#### *Electives*

EDUC 507	Philosophy, Critical Thinking and Education	3
EDUC 532	Administration and Supervision of Special Education Programs	3
EDUC 542	Comparative Education	3
EDUC 543	Culture and Education	3
EDUC 545	Informatics and Society	3
EDUC 610	Education of Exceptional Child	3
EDUC 525	Statistics for Evaluation and Research	3

#### *Final Requirement*

EDUC 709	Thesis or Research Paper	3
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Prerequisites: EDUC 505

12 credits core courses

18 specialization courses

## MASTER OF ARTS IN EDUCATION

### Teaching Physical Education -Elementary Level

36 Credits

A program of study for those interested in becoming physical educators in elementary public or private schools.

Components	Credits
Core Courses	12
Specialization Courses	12
Final Requirements	12

#### *Core courses*

PHED 505	Study of Human Behavior in their Leisure Time, the Implications for the Physical Education Profession	3
PHED 515	Assessment, Evaluation and Measurement in Physical Education	3
EDUC 505	Educational Research Methods	3
EDUC 525	Statistics for Research and Evaluation	3

#### *Specialization courses*

PHED 506	Teaching Methods in Physical Education in Elementary Level	3
PHED 509	Curriculum Development in Physical Education in Elementary Level	3
REED 511	Scientific Foundations of Physical Activity	3
COIS 600	The Computer as an Instructional Resource	3

#### *Final requirements*

PHED 524	Research Seminar in Physical Education	3
PHED 525	Seminar in Issues and Trends in Physical Education	3
PHED 600	Practicum in Physical Education in Elementary Level	3
EDUC 709	Thesis or Research Paper	3

## MASTER OF ARTS IN EDUCATION

### Teaching of Physical Education Secondary Level

36 Credits

A program of study for those interested in becoming Physical educators in secondary public or private schools.

Components	Credits
Core Courses	12
Specialization Courses	12
Final Requirements	12

#### *Core Courses*

PHED 505	Studies of Human Behavior in their Leisure Time, their Implications for the Physical Education Profession	3
PHED 515	Assessment, Evaluation and Measurement in Physical Education	3
EDUC 505	Educational Research Methods	3
EDUC 525	Statistics for Research and Evaluation	3

#### *Specialization Courses*

REED 511	Scientific Foundations of Physical Activity	3
COIS 600	The Computer as an Instructional Resource	3
PHED 507	Teaching Methods in Physical Education in Secondary Level	3
PHED 510	Curriculum Development in Physical Education in Secondary Level	3

#### *Final Requirements*

PHED 524	Research Seminar in Physical Education	3
PHED 525	Seminar in Issues and Trends in Physical Education	3
PHED 601	Practicum in Physical Education in Secondary Level	3
EDUC 709	Thesis or Research Paper	3

## MASTER OF ARTS IN EDUCATION

### Teaching of Physical Education for Adults

36 Credits

A program of study for those interested in becoming Physical educators for adults in public or private scenarios.

Components	Credits
Core Courses	12
Specialization Courses	12
Final Requirements	12

#### *Core Courses*

PHED 505	Leisure Time and Physical Education	3
PHED 515	Assessment, Evaluation and Measurement in Physical Education	3
EDUC 505	Educational Research Methods	3
EDUC 525	Statistics for Research and Evaluation	3

#### *Specialization Courses*

REED 511	Scientific Foundations of Physical Activity	3
COIS 600	The Computer as an Instructional Resource	3
PHED 508	Teaching Methods in Physical Education for Adults	3
PHED 511	Curriculum Development in Physical Education for Adults	3

#### *Final Requirements*

PHED 524	Research Seminar in Physical Education	3
PHED 525	Seminar in Issues and Trends in Physical Education	3
PHED 602	Practicum in Physical Education for Adults	3
EDUC 709	Thesis or Research Paper	3

## MASTER OF ARTS IN EDUCATION

### Teaching Adapted Physical Education

36 Credits

A program of study for those interested in becoming adapted Physical educators for special populations in public or private scenarios.

Components	Credits
Core Courses	12
Specialization Courses	15
Final Requirements	9

#### *Core Courses*

PHED 505	Leisure Time and Physical Education	3
PHED 516	Assessment, Measurement and Evaluation in Adapted Physical Education	3
EDUC 505	Educational Research Methods	3
EDUC 525	Statistics for Evaluation and Research	3

#### *Specialization courses*

PHED 512	Principles and Foundations of Adapted Physical Activity	3
PHED513	Methods and Techniques of Programming and Teaching in Adapted Education	3
PHED 514	Methods and Techniques for Recreational Therapy	3
EDUC 532	Administration and Supervision of Programs for Special Education	3
COIS 600	The Computer as an Instructional Resource	3

#### *Final Requirements*

PHED 524	Research Seminar in Physical Education	3
PHED 603	Practicum in Adapted Physical Education	3
EDUC 709	Thesis or Research Paper	3

\*\* PHED 500  
PHED 501  
PHED 502

\*\*THESE COURSES ARE REQUIRED FOR STUDENTS WHOSE BACHELOR DEGREES ARE FROM OTHER DISCIPLINES DIFFERENT FROM ADAPTED PHYSICAL EDUCATION THAT HAS BEEN ADMITTED TO THIS PROGRAM. THESE COURSES MUST BE APPROVED BEFORE ENROLLMENT IN SPECIALIZED COURSES.

## GRADUATE PROGRAM IN EDUCATION: DOCTORAL DEGREE

The doctoral program in Education has four academic offerings in two different modalities which are: Ph.D. and Ed.D. The doctoral programs are: Doctorate in Teaching (Ed.D.), Doctorate in Teaching (Ph.D.); Doctorate in Physical Education (Ed.D) and Doctorate in Physical Education (Ph.D). The emphasis on the programs are: Learning, Teaching, Curriculum Design and Evaluation, Research. The final requirements are: Practicum in Quantitative Research, Practicum in Qualitative Research, Comprehensive Test, Seminar on Writing the Research Proposal and Dissertation.

### CURRICULAR DESIGN: DOCTORAL PROGRAM

#### *CREDIT CONTENT*

Ed. D. (54 credits)

Ph. D. (66 credits)

#### *Core Courses by Emphasis*

##### *Learning*

PH. D. (12 credits)		Credits
EDLE 808	Human Behavior Fundamentals Applied to Learning	3
EDLE 811	Education and Society	3
EDLE 816	Axiological and Philosophical Perspectives of Learning	3
EDLE 911	Evaluation of Learning	<u>3</u>
		12
ED. D. (12 credits)		
EDLE 808	Human Behavior Fundamentals Applied to Learning	3
EDLE 811	Education and Society	3
EDLE 816	Axiological and Philosophical Perspectives of Learning	3
EDLE 911	Evaluation of Learning	<u>3</u>
		12

##### *Teaching*

PH.D. (18 credits)		
EDTE 824	Learning Fundamentals: Models and Practices	3
EDTE 832	Curricular Design	3
EDTE 833	Curriculum Evaluation and Programs	3
EDCO 831	Development of Educational Programs and Projects	3
EDCO 836	Instructional Design and Technology	3
EDCO 963	Postsecondary Education: Teaching and Andragogy	<u>3</u>
		18
ED.D. (15 credits)		



EDTE 824	Learning Fundamentals: Models and Practices	3
EDTE 832	Curricular Design	3
EDTE 833	Curriculum Evaluation and Programs	3
EDCO 831	Development of Educational Programs and Projects	3
EDCO 836	Instructional Design and Technology	<u>3</u>
		15

### *Research*

PH. D. (21 credits)		Credits
EDRE 859	Historical and Philosophical Fundamentals of Educational Research	3
EDRE 865	Quantitative Research: Experimental and Non Experimental	3
EDRE 863	Qualitative Research	3
EDRE 864	Combined Method Research	3
EDRE 872	Inferential Statistics	3
EDRE 873	Institutional Research and Assessment	3
EDRE 874	Descriptive Statistics and Use of Data Analysis Tools	<u>3</u>
		21

ED. D. (15 credits)		
EDRE 859	Historical and Philosophical Fundamentals of Educational Research	3
EDRE 865	Quantitative Research: Experimental and Non Experimental	3
EDRE 874	Descriptive Statistics and Use of Data Analysis Tools	3
EDRE 863	Qualitative Research	3
EDRE 872	Inferential Statistics	<u>3</u>
		15

### *Final Requirements*

		Credits
PH. D. (12 credits)		
EDRE 965	Practicum in Quantitative Research	3
EDRE 966	Practicum in Qualitative Research	3
EDUC 985	Comprehensive Test	0
EDRE 900	Seminar: Writing Proposal	3
EDUC 905	Dissertation	<u>3</u>
		12

ED. D. (9 credits)		
EDRE 964	Practicum in Educational Research	3
EDUC 985	Comprehensive Test	0
EDRE 900	Seminar: Writing Proposal	3
EDUC 905	Dissertation	<u>3</u>
		9

### *Electives*

The student should approve 3 credits among the elective courses. These electives can be choose on courses which are not degree requirements or among doctoral courses from the sub-specialty.

Doctor in Philosophy, PH. D. Specialization in Physical Education

Doctor in Education, ED. D. Specialization in Physical Education

### *CREDIT CONTENT*

Ed. D. (63credits)

Ph. D. (72 credits)

### *Fundamentals*

PH.D. (15 credits)		Credits
EDFO 815	Philosophy & Education	3
EDFO 820	Ethics & Professional Education	3
FOPE 800	Philosophy, Leisure, Quality of Life and Physical Education	3
FOPE 801	Historical and Empirical Analysis of Physical Education At the School and University Levels	3
FOPE 802	Multidisciplinary Analysis of Physical Activity in Society	<u>3</u>
		15
ED. D. (15 credits)		
EDFO 815	Philosophy & Education	3
EDFO 820	Ethics & Professional Education	3
FOPE 800	Philosophy, Leisure, Quality of Life and Physical Education	3
FOPE 801	Historical and Empirical Analysis of Physical Education At The School and University Levels	3
FOPE 802	Multidisciplinary Analysis of Physical Activity in Society	<u>3</u>
		15

### *Specialization*

PH.D. (18 credits)		Credits
TEPE 803	Multidisciplinary Study of Learning in Physical Education	3
TEPE 804	Models of Teaching in Physical Education	3
TEPE 805	Curriculum Design and Evaluation in Physical Education	3
TEPE 806	Models of Learning Assessment and Institutional Research	3
PRPE 809	Practicum I - Basic research in physical education with combined and qualitative methodologies.	3
PRPE 810	Practicum II - quantitative basic research in physical education.	<u>3</u>

ED.D. (18 credits)	18
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TEPE 803	Multidisciplinary Study of Learning in Physical Education	3
TEPE 804	Models of Teaching in Physical Education	3
TEPE 805	Curriculum Design and Evaluation in Physical Education	3
TEPE 806	Models of Learning Assessment and Institutional Research	3
PRPE 807	Practicum I – Teaching /Management Affairs Related to the Teaching of Physical Education	3
PRPE 808	Practicum II –Applied Research in Physical Education	<u>3</u>
		18

### *Research*

PH. D. (21 credits)	Credits
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EDRE 862	Quantitative Research	3
EDRE 863	Qualitative Research	3
EDRE 864	Combined Research Methods	3
EDRE 870	Use Comp. Prog. & Data Analysis	3
EDRE 871	Descriptive Statistics	3
EDRE 872	Inferential Statistics	3
EDRE 890	Experimental Research	<u>3</u>
		21

ED. D. (12 credits)

EDRE 862	Quantitative Research	3
EDRE 863	Qualitative Research	3
EDRE 864	Combined Research Methods	3
EDRE 870	Use Comp. Prog. & Data Analysis	<u>3</u>
		15

### *Electives*

PH. D. (12 credits)	Credits
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ED. D. (12 credits)

ADPE 800	Fundaments of Adapted Physical Education	3
ADPE 801	Curricular Considerations of Inclusive Physical Education	3
ADPE 802	Methodological Approach and Strategies for Special Populations in Adapted Physical Education	3
ADPE 803	Evaluation Seminar in Adapted Physical Education	<u>3</u>
		12

REED 800	Seminar on Recreation as a Profession	3
REED 801	Development Models and Evaluation of Recreation Services – Seminar	3
REED 802	Recreation for Special Populations	3
REED 803	Research seminar in recreation and Leisure Studies	<u>3</u>
		12
SPSC 800	Historical and Socio-Cultural analysis of sports and physical activity	3
SPSC 801	Psychology applied to sport and physical activity	3
SPSC 802	Analysis of the psychosocial development through sports	3
SPSC 803	Sports management and Administration	<u>3</u>
		12
MEPE 800	Quantitative Evaluation	3
MEPE 801	Qualitative Evaluation	3
MEPE 802	Construction of Evaluation Instruments	3
MEPE 803	Validation of Assessment and Measurement Instruments	<u>3</u>
		12

#### *Final Requirements*

PH. D. (12 credits)		Credits
EDUC 986	Comprehensive Test	0
EDRE 900	Dissertation Proposal Seminar	3
EDUC 906	Dissertation	<u>3</u>
		6
ED. D. (6 credits)		
EDUC 986	Comprehensive Test	0
EDRE 900	Dissertation Proposal Seminar	3
EDUC 906	Dissertation	<u>3</u>
		6

## **COURSES DESCRIPTIONS: MASTER DEGREE**

### **COIS 600**

#### **The Computer as an Instructional Resource Three Credits**

Basic introduction and familiarization with the computers from a pedagogical perspective through the studies of its origins, development, concepts, description, handling of the implications, roll and uses in the education. Application of the microcomputer in the educative areas and impact of the computer in our lives; as well as the use of educational materials designed by the computer. The microcomputers whose laboratory is basic with practice methods is required. In the laboratory, different programs are used to provide learning experiences related with computer software, such as word processing (Word); Excel; Power Point; Publisher and other applications and software.

### **COIS 625**

#### **Computerized Systems in Educational Administration and Supervision Three Credits**

Study and use of computer systems accessible to administrators with applications for the management of funds and processes. Basic concepts in computer sciences. Design, development and operation of systems of information in the field of education.

Prerequisite: EDUC 623

### **EDUC 501**

#### **Systematic Curriculum Development Three Credits**

Study of the principles, foundations, and practices in curriculum development. Emphasizes knowledge, competencies and standards related to the different areas of curriculum. Analysis of issues, positions, trends, and approaches related to content and

structure of curriculum in Puerto Rico's educational system.

### **EDUC 502**

#### **Management of the Classroom and School as a Learning Community Three Credits**

Study and critical analysis of classrooms and schools as academic communities. Discussion of topics such as restructuring of the educational system, classrooms as laboratories, decentralization, total quality management, school autonomy, open school systems and instructional leadership.

### **EDUC 503**

#### **Evaluation of Curriculum and Instruction Three Credits**

Study of principles, theories and models of evaluation applied to the curriculum. Application of strategies; technical, analytical and statistical aspects pertaining to the implementation and evaluation of teaching.

### **EDUC 504**

#### **Theories of Learning and Cognitive Development Three Credits**

Study and analysis of the theories and models related cognitive development and learning. Emphasis on the transfer of thinking skills from teacher to student.

### **EDUC 505**

#### **Educational Research Methods Three Credits**

Introduction to the concepts and procedures of educational research. Study of the nature and purpose of research; types of design, research instruments and methods of analysis and interpretation of data. Emphasis on the contribution of research to the field of education.

EDUC 507

Philosophy, Critical Thinking and Education

Three Credits

Critical analysis of the ethical and philosophical foundations of education. Study of contemporary paradigms, issues, theories and practices related to the development of critical thinking.

EDUC 512

Educational Innovations and Strategies

Three Credits

Contemporary and futuristic trends, models and paradigms on curriculum, philosophy and changes in education. Infusion on recent reform writing and research.

EDUC 513

Assessment, Measurement, and Evaluation

Three Credits

This course is designed for teachers and other professionals in the educational field. Analytic study of concepts, processes and practices of assessment in the classroom. Development of instruments for the assessment process. Emphasis on the application and implementation of the assessment process in all classroom activities.

EDUC 517

Supervision of Instruction in Student Teaching

Three Credits

Theories, models and trends of the instructional process and its practical applications. Importance of the evaluations and supervision processes in student teaching.

EDUC 519

Processes and Practices of Assessment in  
Preschool Education

Three Credits

This course is designed for teachers, supervisors, administrators and other professionals in the early childhood field at the

graduate level. Analytic study of the processes and practices of assessment in Preschool education. Development of instruments for the assessment process. Emphasis on the application and implementation of the assessment process to teaching in the preschool level. Analysis of case studies that explain the due process of preschool assessment. Includes teamwork, collaboration, and consultation.

EDUC 525

Statistics for Evaluation and Research

Three Credits

Descriptive and inferential statistics for evaluation and research in Graduate School.

EDUC 526

Curriculum Design and Planning

Three Credits

Study and analysis of curriculum design. Emphasis on different trends, strategies, techniques, and curricular aspects pertaining to the teaching/learning situations. Studies instructional planning as a basic tool to deal effectively with curriculum matters. Acquaint the graduate student with new theories and principles regarding curriculum design.

EDUC 527

Curriculum and Teaching Practices in Preschool  
Education

Three Credits

Provides the graduate student with practical experiences in curriculum and teaching practices development in preschool education. Emphasizes knowledge and competencies related to the different areas of the preschool curriculum. Study of the specialized curricula for the study of early childhood based on learning theories and human development stages. Includes the design of teaching practices, teaching materials preparation, learning activities, educational programs,

individualized instruction, games, manipulation and discovery as the bases for the teaching and learning process in the preschool level.

#### EDUC. 528

Collaboration and Consultation working with students and family

Three Credits

This course is designed for teachers, supervisors, administrators and others professionals working with preschool education to complete graduate studies in that area. Include advance studies of all the fundamentals and components of the human diversity in the school overall. Emphasis the analysis of the nature, processes of life, processes of change, manifestations and dimensions of the human diversity. Development and application of competencies and process of collaboration and consultation for the working group with students, family and communities to promote the development of learning communities.

#### EDUC 529

Preschool Education

Three Credits

Skills and techniques enabling students to develop and organize educational experiences at the preschool level. Analysis of children's growth in motor, emotional, and cognitive development. Includes developmental experiences regarding thinking skills and assessment through educational research.

#### EDUC 531

Legal Issues and Trends in Special Education

Three Credits

Knowledge, analysis and discussion of current Federal and State Legislation in special education. Case Studies.

#### EDUC 532

Administration and Supervision in Special Education Programs

Three Credits

Theories of administration and supervision. Organization of educational agencies and institutions. Emphasis on tasks and functions of the school administrator and supervisor in special education programs.

#### EDUC 534

Teaching Reading and Writing to Children with Learning Disabilities

Three Credits

Methods and techniques for the detection of reading-writing difficulties. Practice in the analysis and problem solving of oral and written language.

#### EDUC 538

The Teaching of Emotionally Disturbed Children

Three Credits

Physical, emotional, social and intellectual characteristics of the emotionally disturbed child. Emphasis upon methods and instructional materials.

#### EDUC 541

History of Education

Three Credits

The development of education through time with particular attention to the great thinkers and their impact upon education. The history of schools in Puerto Rico in the social and intellectual American context.

#### EDUC 542

Comparative Education

Three Credits

Comparative analysis of the different educational systems in the contemporary world: historic and political roots and their specific mission. Emphasis upon their organization and functioning. Evaluation of

Puerto Rico's Public Education System as compared with the standards of other systems.

#### EDUC 543

##### Culture and Education

##### Three Credits

Sociological and philosophical concepts with special attention to the socio-cultural contexts of education and the role of the educational institution within society. Study of society in its creative and strengthening capacity of culture.

#### EDUC 545

##### Informatics and Society

##### Three Credits

Trends, practices and effects of social-scientific and technological changes in relation to informatics. Impact of informatics upon economic and social organizations. Educational implications of informatics science in the context of the school curriculum and learning styles.

#### EDUC 576

##### Teaching Models and Systems

##### Three Credits

Analysis of teaching models and systems, traditional and innovative teaching strategies and their adaptation to student's aptitudes. Emphasizes cognitive development, learning styles, teaching models, and the application of the Deming Method (TQM) to classroom teaching.

#### EDUC 610

##### Education of the Exceptional Child

##### Three Credits

Requirements and legislative principles of federal and state laws that protect the exceptional child. Study of the physical, social, emotional and educational characteristics of different types of exceptional children. Instructional materials and methods for the teaching of the exceptional child.

#### EDUC 611

##### The Education of the Mildly Handicapped Child Three Credits

Causes of physical, emotional, social and intellectual characteristics of the mildly handicapped child in motor, social, emotional and language skills. Study of the regular curriculum and relevant aspects of the integration of the handicapped child into the mainstream. Emphasis on the teaching methods with particular attention to the design of individualized programs.

#### EDUC 612

##### Behavior Modification for Mildly and Severely Handicapped Children

##### Three Credits

Different methods to be used in the education of the exceptional child. Emphasis on distinct methods: task analysis, behavior modification and the psychokinetic method.

#### EDUC 613

##### Preschool Education of the Exceptional Child Three Credits

Social, emotional, cognitive and linguistic aspects of the exceptional child of Preschool age. Early intervention to high risk children from birth to age two. Analysis of the curriculum, methods and materials for the teaching of Preschoolers.

#### EDUC. 616

##### Assessment, Evaluation and Measurement in Special Education

##### Three Credits

This course emphasis the most important concepts of measurement, evaluation and assessment and the importance in the special education. In legal terms, responds to the public laws 94-142 and 99-457 and all the dispositions related with evaluation. Also, criterion, normalize and no normalize



evaluation forms and assessments strategies  
use in Special Education

#### EDUC 617

Curriculum and Teaching Methods in Special  
Education

Three Credits

In this course, the students acquire the historical perspective of the curriculum as a field of studies, and also to review some of the theories related with the curriculum design. The curricular practices of the Special Education Program are evaluated. The relationship among curriculum, assessment and the individualized educational programs are evaluated. The course provides for the analysis of strategies and instructional methods good for the handicapped population.

#### EDUC 618

Research Seminar in Special Education

Three Credits

The course is geared to the study and discussion of the content, strengths, and weakness of the most recent researches in education. The content (information) of the most recent researches in the specialties of each student are examined including their assumptions, research methodologies, techniques for interpreting data and styles of presentations. It is required to conduct a review of literature from the theme the student is interested for develop the investigation for the study.

#### EDUC 620

Concepts, Processes and Principles of  
Educational Administration

Three Credits

Concepts, processes, and principles of administration. Its applications for educational institutions, organizations and agencies..

#### EDUC 621

Educational Theories, Practices and Trends

Three Credits

Introduction to the different theories, practices and trends of educational administration and their impact upon the field of education. Emphasis on the fundamentals of principal ship are studied and its relationship with the diverse administrative roles and positions within the educational system.

#### EDUC 622

Leadership: Its Future Perspective on  
Educational Administration

Three Credits

Organization and theories of change in educational environments. Emphasis upon participant administration, problem solving, decisions making, organizational behavior, and environment.

#### EDUC 623

Educational Policy: Management of Funds and  
Processes

Three Credits

Analysis of Puerto Rico's school laws and regulations. Emphasis upon the analyses of political and economic aspects of the administration of educational institutions. Management of funds and decision making processes. Impact upon federal and state policies of private and public education.

#### EDUC 624

Contemporary and Futuristic Supervision  
Practices

Three Credits

Processes, principles and practices of supervision. Futuristic approach on the tasks and functions of the school's supervisor and administrator.

#### EDUC 702

Practicum in Administration and Supervision at the Elementary Education Level (K-6)

Three Credits

Each student is assigned to an accredited educational institution under the guidance of a school superintendent, supervising principal, or official of an educational organization who serves as a supervising administrator. The student's activities include field experiences in administration and community leadership. Students must participate in a three hour seminar, once a month, to discuss practical problems that arise in the practice. The practice will be guided by a university supervisor.

#### EDUC 704

Practicum in Administration and Supervision at the Secondary Education Level (7-12)

Three Credits

Each student is assigned to an accredited educational institution under the guidance of a school superintendent, supervising principal or official of an educational organization who serves as a supervising administrator. The student's activities include field experiences in administration and community leadership. Students must participate in a three hour seminar, once a month, to discuss practical problems that arise in the practice. The practice will be guided by a university supervisor.

#### EDUC 709

Thesis: Documental Research

Three Credits

Document analysis based research. Its objective is to provide deep analysis of literature experiences aligned to a special subject that represents a contribution to the research about the educational process. The course also aims to open new sources of field research in related educational themes.

#### PHED 505

Leisure Time and Physical Education

Three Credits

Study of the human behavior in his leisure time, the development of recreational human behavior, and the problems related to the use of human leisure time and its implications for the physical education program.

#### PHED 506

Teaching Methods in Elementary Physical Education

Three Credits

Theoretical and practical study of the acquisition, improvement and domain of movement skills used in the teaching of physical education at the elementary level. Study of different teaching techniques used to promote the learning of movement skills at the primary level aimed to promote the integral development of the child. It emphasizes the pedagogical theoretical bases and research and its implication to the movement world of the child in his/her early school years.

#### PHED 507

Teaching Methods for Secondary Physical Education

Three Credits

This course gives the student the opportunity to explore the effectiveness the teaching of physical educational objectives, observation and analysis of instruction, and the study of strategies and research particular to this field. Although, the course is designed to explore and increase the pedagogical content knowledge of the secondary level as a "biunivocal" relationship between the teacher and the student.

PHED 508

Teaching Methods for Adult Physical Education  
Three Credits

Study the teaching methods for adult physical education. The emphasis of the course is on the teaching methods for the development of adults motor and cognitive skills using as a reference the similarities and differences of the teaching methods for children (i.e.' elementary level) and adolescents (i.e., secondary level). As part of the course the students will be examined in the criteria to be considered in the preparation of a course for higher education level.

PHED 509

Curriculum Development in Physical Education-  
Elementary Level

Three Credits

Study the philosophies, principles and tendencies of curricular designs for the acquisition, improvement and domain of movement skills used in the teaching of physical education at the elementary level. Students will study and apply the different curriculum development theories to be design of the elementary level curriculum. The course will emphasize the theoretical bases used by the Department of Education of Puerto Rico to develop the physical education program for the elementary level.

PHED 510

Curriculum Development in Physical Education-  
Secondary Level

Three Credits

The course emphasizes the basic factors to be considered when developing or revising an established or new physical education curriculum for the secondary level. Also, in this course students will study the applications of the theory and necessary methodologies to create a dynamic curriculum, which promotes

the acquisition of knowledge and skills in accordance to modern society.

PHED 511

Curriculum Development in Physical Education-  
Adult Level

Three Credits

Study of models, philosophies, principles, tendencies and practices in curriculum design for the acquisition, development and domain of movements skills, used in the teaching of physical education and its application to adult populations.

PHED 512

Principles and Foundations of Adapted Physical  
Education

Three Credits

Analysis of the physiological, psychological and sociological principles of adapted physical education. Study of appropriate practices and principles from a historical, social and ecological perspective.

PHED 513

Methods and Techniques of Programming and  
Education in Adapted Physical Education

Three Credits

Application of theories of curricular development in the programming of physical activities for people with special needs: preparation of lesson plans, unit and individualized programs of education. Analysis of strategies and styles of teaching applied to the adapted physical education.

PHED 514

Methods and Techniques of the Recreational  
Therapy

Three Credits

Study of the effective practices related to the methods and techniques of intervention in the recreational therapy, including the evaluation,

diagnosis, prescription and programming of recreational activities with therapeutic value.

#### PHED 515

##### Assessment, Evaluation and Measurement in Physical Education

Three Credits

The study of concepts of assessments, measurement and evaluation in education, and psychology applied to the field of physical education.

#### PHED 516

##### Assessment, Measurement and Evaluation in Adapted Physical Education

Three Credits

Discussion of methods and techniques for measurement, evaluation and assessment in the teaching of Adapted Physical Education. Includes the application of statistical data analysis and principles for evaluation purposes.

#### PHED 524

##### Research Seminar in Physical Education

Three Credits

Study and discussion of the content, strengths, weaknesses, validity and reliability of recent research published in the physical education field. Students will scrutinize the content (information) of recent research in their particular study field, its assumptions, research methodologies, data interpretation techniques and presentation styles. The analysis will be used as a reference for the refinement of the research proposal developed in the research methods course.

#### PHED 525

##### Seminar: Issues and Tendencies in Physical Education

Three Credits

Exploration and analysis of issues and tendencies in physical education. Emphasis will be given to the analysis of tendencies and

dynamic social problems, political and economic, legislation and its impact in the development of physical education in Puerto Rico.

#### PHED 600

##### Practicum in Physical Education –Elementary Level

Three Credits  
Students will be assigned as “practice teachers” in elementary schools of the public system of Puerto Rico. During the part of term period, the student will be in charge of a group of elementary school students. Also, a “cooperative teacher” will advise the student through his/her experience in the school.

#### PHED 601

##### Practicum in Physical Education Secondary Level

Three Credits  
The course provides the student with the opportunity to plan, develop and implement the curriculum of physical education at the secondary level. Also, it gives the student the opportunity to observe, infer, participate and criticize the effectiveness of the strategies. It also gives the student the opportunity to share experiences with other student participants.

#### PHED 602

##### Practicum in Physical Education Adult Level

Three Credits

Students will be assigned to agencies, institutions or universities who develop physical education programs for adults. In this way students will have real supervised field experiences in which they can instruct, implant, direct, investigate or evaluate programs or activities related with adult physical education programs.

#### PHED 603

##### Practicum in Adapted Physical Education

Three Credits

Student-teachers or resource persons teach adapted physical education in schools, hospitals, organizations and community agencies that serve clients with special needs, for two hours daily, 5 days per week, until completing 45 hours of supervised practice/internship by cooperative teachers and their institutional practice supervisors. Includes meetings, field experiences and activities related to the adapted physical educators' tasks.

#### REED 505

##### Interdisciplinary Studies of Leisure

##### Three Credits

Overview study of the field of leisure services, its philosophies, assumptions, history and trends. Emphasis on concepts of leisure, recreation, and play.

#### REED 510

##### Managing Leisure Services

##### Three Credits

Overview study of management principles and practices as applied to managing leisure services and sports programs.

#### REED 511

##### Scientific Foundations of Physical Activity

##### Three Credits

Overview study of anatomy, kinesiology and physiology of exercise and physical activity applied to physical education.

#### REED 512

##### Leisure Programming

##### Three Credits

Study of concepts, foundations and models of leisure programming. Includes an analysis of the life cycle, social trends related to programming, needs analysis, and how to develop, implement and evaluate leisure and sport programs.

#### REED 514

##### Managing Leisure and Sports Facilities

##### Three Credits

Study of management principles as applied to managing leisure and sports facilities. Examination of aspects such as facility design, day to day operation, and legal aspects related to managing leisure and sports programs and facilities.

#### REED 515

##### Assessment, Evaluation and measurement in Physical Fitness and Recreation

##### Three Credits

The study of concepts of assessments, measurement and evaluation in education, and psychology applied to the field of physical fitness and recreation.

#### REED 524

##### Research Seminar in Physical Fitness

##### Three Credits

This course is geared to the study and discussion of its contents, weakness, strength, validity and reliability of the present investigations published in recreation and physical fitness. To examine the information (contents) of the actual investigations of the specialties of each student, assumptions, methodologies of investigations, techniques for interpreting the data and presentation styles as a framework to prepare the investigation proposal developed in the course of methods of investigation.

REED 525  
Professional Seminar in Physical Education and Leisure Services  
Three Credits  
Analysis and discussion of current issues and trends in physical education and leisure services.

REED 601  
Practicum in Leisure Activities  
Three Credits  
Placement of students in agencies to participate in supervised experiences related to leisure activities and program development, evaluation, research and administration.

### **COURSES DESCRIPTIONS: DOCTORAL DEGREE**

ADPE 800  
Fundamentals of Adapted Physical Education  
Three Credits  
Evaluation of the adapted physical education as an instrument to improve the quality of life of students with special needs. Nature, Theories, laws, services, inclusion practices and adaptations, programmatic challenges and empirical foundations also will be studied. Emphasis on the empirical analysis of the adapted physical education with the aim of identifying opportunities for empirical and programmatic developments that contributes to the improvement of this discipline of studies.

ADPE 801  
Curricular Considerations of Inclusive Physical Education  
Three Credits  
Study of the design and implementation of the curriculum of physical education for students with special needs to be included in the regular classroom. Implementation of inclusive physical education literature and curricular options for

students with special needs. Understanding, through research, the flexibility of curricular models existing in the area of inclusive physical education. Review of curricular options for students with special needs and the procedures to modify it according to the needs of each one.

ADPE 802  
Methodological Approach and Strategies for Special Populations in Adapted Physical Education  
Three Credits  
Comprehensive study of methodological considerations in a learning context to support the adapted physical education for students with special needs. Analysis of the factors that influence the development in learning contexts of physical education and its implications for the effective experiences and instructional design for the physical activity of students with different needs. Discussion on correspondence that exists between the learning styles, multiple intelligences, the needs of students and teaching styles and adapted instructional design. Understanding of the contribution of different research designs to the understanding of human diversity.

ADPE 803  
Evaluation  
Seminar in Adapted Physical Education  
Three Credits  
Study of the purposes of the adapted physical education assessment, instructional and legal implications. Investigative analysis of the processes and skills needed to carry out the assessment of students with special needs in a successful manner. Review of best practices evaluation in adapted physical education. Understanding of the tools and techniques for

the measurement and the assessment used in adapted physical education. Study of the methods of screening and comprehensive appraisal for purposes of development of the Individualized Education Plan (IEP) and instructional accommodation plans. Administration of tests of appraisal in adapted physical education, collection and analysis of data.

#### EDCO 831

Development of Educational Programs and Projects

##### Three Credits

Examination of the critical aspects, contexts, theoretical fundamentals and operational considerations related to educational planning. Different theories and types of planning are analyzed, as well as planning and program and project evaluation models. Emphasis is given to planning, programming and control. The scientific nature of planning is harmonized with the futuristic vision, the theory on the phenomenon of change, creativity and leadership of the program and project planner or designer. Aspects of accountability, the importance of identifying external funds, as well as the technical skills necessary for proposal development, are emphasized.

#### EDCO 836

Instructional Design and Technology

##### Three Credits

This advanced course is for the study and discussion of the nature, history and future perspectives of instructional theory: theorists, focuses, principles and controversies. The characteristics of this theory are highlighted: focus on design, methods and sub-methods and the probabilistic characteristic of the methods. Emphasis is given to the analysis, application, creation and evaluation of instructional design

models for all educational levels, including postsecondary and higher education. Basic concepts and skills for the integration of technology into instructional design, as well as for formative and summative evaluations, are introduced.

#### EDCO 963

Postsecondary Education, Teaching and Andragogy

##### Three Credits

Application of the pertinent theoretical frameworks focused on the analysis and evaluation of opportunities and access to higher education institutions; the quality of their programs, the processes and student services; their relevance, the diversity of their programs, modalities and criteria; innovative educational methods, the comprehensive formation of their professors, the impact of the new technologies, projected impacts and local and international collaboration.

#### EDLE 808

Human Behavior Fundamentals Applied to Learning

##### Three Credits

Analysis of the dimensions of human behavior that affect learning, including psychological, sociological, biological and anthropological. Depth study of the theoretical perspectives of learning (behavioral, cognitive, socio-cultural, socio cognitive and humanistic) and of the theoretical principles that support each one. Analysis of information processing models and of empirically supported contemporary approaches to facilitate learning in educational settings. Emphasis on key concepts, theoretical principles and research findings as an essential source of understanding and explanation of human learning in educational settings.

#### EDLE 811

Education and Society

### Three Credits

A comprehensive view of the scope and practical applications of perspectives and issues concerned in the relationship between education and society. Discussion of classical foundations, contemporary approaches and trends regarding the social context of education and its implications on teaching and learning process. Analysis of key theoretical perspectives, research findings and current polemics related to particular educational problems such as social, economic, cultural and political.

### EDLE 816

#### Axiological and Philosophical Perspectives of Learning

### Three Credits

This advanced course discusses ethical and philosophical controversial issues related to education. Postmodernist positions in educational philosophy and the impact of these on contemporary society are identified, as well as their ethical influences on the integral formation of the individual through the process of learning. Axiological and epistemological aspects are analyzed as they are displayed in the original texts. Axiological proposals in the education of Dewey, the movement of value clarification, the theory of ethical cognitive development of Kohlberg and the philosophical tenets of Hostos are studied. Reflection and search of explanations and paradigms for philosophical approach to global reality, to the power structures that impact the educational culture and the impact of these factors on the process of self-regulation of learning.

### EDLE 911

#### Evaluation of Learning

### Three Credits

Analysis of the fundamental concepts of learning assessment as a means of educational research. Examination of the essential

considerations of theories, processes, tools and practices in the evaluation of learning. Study of trends around the measurement and assessment of learning in current and emerging educational settings.

### EDRE 859

#### Historical and Philosophical Fundamentals of Educational Research

### Three Credits

A historical analysis of the field of Educational Research as a way to understand its origins, evolutions, research philosophies, assumptions, paradigms, methodologies and controversies. Evaluations of the ontological, epistemological, axiological and methodological foundations in the quantitative, qualitative and mixed methods models use to Educational Research and its relations to currents concepts of research, reality, science, knowledge, the search for truth and the role of educational research in society.

### EDRE 865

#### Quantitative Research: Experimental and Non Experimental

### Three Credits

It encompasses the study of quantitative research and its scope in the field of pedagogy. We examine the paradigms, assumptions and theories which cover and support the quantitative research to experimental designs, quasi-experimental and expofacto (causal comparative and correlational survey). It includes critical analysis of methodological issues in planning and conducting quantitative research in educational settings, including the human, legal and ethical aspects. As well, the phases, processes and skills required in the quantitative research.

### EDRE 863

#### Qualitative Research

### Three Credits



The study of qualitative research and its impact on the field of education. The paradigms, premises and theories that support and sustain qualitative research, its strategies for collecting and analyzing data and the preparation of qualitative research reports are examined.

#### EDRE 864

##### Combined Methods Research

##### Three Credits

The study of combined method research and its impact on the field of education. The paradigms, premises and theories that support and sustain combined method research, its strategies for collecting and analyzing data and the preparation of combined method research reports are examined.

#### EDRE 872

##### Inferential Statistics

##### Three Credits

This course is designed to enable students to broaden their knowledge and skills on the different procedures of inferential statistics which they will apply to the educational setting with the purpose of designing and conducting studies using both parametric and non-parametric tests. In this course, the reliability interval for the average and for proportions will be determined. In addition, the analysis of two of more variants and linear regression will be conducted, along with the power of the test, covariant analysis, ji squared ( $\chi^2$ ), and other non-parametric tests.

#### EDRE 873      Research      and      Institutional Assessment

##### Three Credits

Analysis of the administrative, academic and fiscal structures of universities as the operational framework to understand the diversity of investigations and institutional assessments that are used to determine the quality and effectiveness of higher education.

#### EDRE 874

##### Descriptive Statistics and Use of Data Analysis Tools

##### Three Credits

Study of the fundamental contents of descriptive statistics. Emphasis on the analysis, interpretation, presentation and reporting quantitative data and its application in the study and design of educational research. Use of computer and related software as a tool in the analysis, interpretation, presentation and communication of quantitative data.

#### EDRE 900

##### Seminar Proposal

##### Three Credits

Seminar to prosecute the student to identify, develop and approve the theme of his doctoral research with the aim of drafting a leaflet proposal that viable the constitution of the committee of dissertation. The seminar entails the oral defense journal of the prospectus of presentation before a committee preliminarily established.

#### EDRE 964

##### Practicum in Educational Research

##### Three Credits

The course provides supervised research experience in educational settings. The student designs, plans and carries out research under one of the designs of the qualitative or quantitative methodology and according to ethical requirements in educational research.

#### EDRE 965

##### Practicum in Quantitative Research

##### Three Credits

Supervised experience of quantitative research in real education scenarios. The student designs, plans and carries out research under

one of the designs of quantitative methodology and according to ethical requirements in educational research.

#### EDRE 966

##### Practicum in Qualitative Research

##### Three Credits

Supervised experience of qualitative research in real education scenarios. The student designs, plans and carries out research under one of the designs of qualitative methodology and according to ethical requirements in educational research.

#### EDTE 824

##### Learning Fundamentals: Models and Practices

##### Three Credits

Analysis of the teaching and learning process through the study and application of theories, principles, approaches, and research related to the educational process. Study of models, strategies and practices that contribute to the educational process. Comparative study and evaluation that consider adaptation, formulation, development and implementation of such models for teaching practices at different levels in the educational context. Approach to current educational trends and implications for post-constructivism. Theoretical approaches and research studies related to the biological, technological and multimedia dimension in order to consider models and teaching strategies that promote learning.

#### EDTE 832

##### Curricular Design

##### Three Credits

Critical analysis of the curriculum in light of the review of the teaching and learning practices. Study of the controversies and trends related to curriculum design, in addition to the core aspects of curriculum planning and development in the current educational

systems in Puerto Rico and internationally. Experience in the curriculum design, planning and development.

#### EDTE 833

##### Curriculum Evaluation and Programs

##### Three Credits

Analysis of the different theoretical models used to evaluate curriculum, programs, projects and educational systems. Emphasis on evaluation of models, methods, strategies, approaches and practices as part of the learning and teaching process.

#### EDUC 905

##### Dissertation

##### Three Credits

Preparation, presentation, defense and approval of the research, based on the approved proposal of EDRE 900. The student will work under the supervision of a regular full-time faculty member. Requires Writing Seminar at the beginning and integrated throughout the entire process.

#### EDUC 985

##### Comprehensive Test

The objective of the comprehensive examinations is to provide students (candidates for a doctoral degree) with the opportunity to demonstrate their practical, theoretical and conceptual competencies, as well as their competencies, skills and axiology in their area(s) of specialization and academic fields, and in accordance with the degree to which they aspire. No credits.

#### FOPE 800

##### Philosophy, Leisure, Quality of Life and Physical Education

##### Three Credits

Philosophical analysis of physical education as a profession, its practices, the empirical basis that sustain them, and its range in the

promotion of healthy and physically active lifestyles within the scope of reality of the beginning of the 21st century. Evaluation of the concept and the professional structure of physical education related to the development of healthy lifestyles and its components, the promotion of constructive use of leisure, the formation of a recreation behavior, leisure's problems and its implications for quality of life, and the development of programs and research that contribute to the development of the profession.

#### FOPE 801

Historical and Empirical Analysis of Physical Education at the School and University Levels  
Three Credits

Evaluation of historical documentation, professional trends and research related to the development of physical education in Puerto Rico. The historical account will be an emphasis on school and University physical education in public and private sectors. There will be a review of research, published documents, theses and dissertations related to the history and development of physical education at school and University. In this way will be observed the different philosophical and research trends of physical education in Puerto Rico.

#### FOPE 802

Multidisciplinary Analysis of Physical Activity in Society  
Three Credits

Analysis of the theoretical and empirical state of tools used by physical educators to train their students; the game, recreation, sport and physical fitness. Analyses the theories, research and biological, sociological, psychological,

anthropological, educational and philosophical positions that are important in order to interpreted the role of the game, recreation, sport and physical activity in the formation and development of the individual and their impact on the quality of personal and social life.

#### MEPE 800

Quantitative Evaluation

Three Credits

This course covers the logistics of the design of the evaluation for problem solving or a variety of situations from a positivist paradigm. Topics include: experimental design, quasi-experimental measurement, validity, reliability, performance measures, assessment program within the educational framework of physical education programs. In addition, issues relate to quantitative evaluation will be address. Based on that, the student will conduct their own quantitative evaluation.

#### MEPE 801

Qualitative Evaluation

Three Credits

The course applies qualitative methods to develop evaluation. The assessment can be use for planning, program design, teaching strategies, program evaluation, monitoring, etc. The student will put into practice the theory through qualitative evaluation in a variety of environments.

#### MEPE 802

Construction of Evaluation Instruments

Three Credits

The course of construction of assessment instruments is aimed to improve the knowledge of available tools in sciences applied to physical education and recreation. The topics selected

for this course has to do with: (a) the construction of education, evaluation, research, standardized, and diagnostic tests; (b) test administration; (c) data management; (d) data interpretation and application; (e) translation of evaluation-research instruments; and (f) interpretation of the evaluation results.

#### MEPE 803

##### Validation of Assessment and Measurement Instruments

##### Three Credits

The course of instruments validation on evaluation and measurement take the students through the process of validating cognitive, affective and psychomotor tests. The student will learn how to determine the levels of reliability and validity in a variety of measurement instruments and their needs.

#### PRPE 807

##### Practicum I – Teaching /Management Affairs Related to the Teaching of Physical Education Three Credits

Teaching or administrative experience on educational institutions (primary, secondary, college) to enable students develop professionally and contribute to the physical education through one or more of the following activities: (a) teach physical education, (b) involved in the development or implementation of curriculum/programs/guides /standard of physical education, (c) develop professional training of in service physical educators (d) participate, drafting or implementing external fund projects to contribute to the improvement of physical education, (e) develop or participate in innovative projects that contribute to strengthen / develop physical education. The

educational level and type of practice experience will be determined based on the needs and professional interests of the doctoral student.

#### PRPE 808

##### Practicum II - Applied Research in Physical Education

##### Three Credits

Participation in applied research carried out in real educational settings (primary, secondary and university) that allows the student to create and contribute to the improvement of physical education in Puerto Rico. The student will be actively involved in applied research where you can bring in the following aspects: a) design and implement educational needs to study physical education students, b) designing and implementing intramural programs for student interests, c) construction and validation of instruments for learning assessment projects in physical education, d) development of projects and models of learning assessment and research in the classroom in physical education, e) studies of trainings and training needs of professional physical educators service, f) research projects evaluating the effectiveness of physical education programs, or g) applied educational research projects identified by school or physical education program where the student performs his practice.

#### PRPE 809

##### Practicum I - Basic Research in Physical Education with Combined and Qualitative Methodologies

##### Three Credits

The course of practice I in research links the student with the methodologies for the

planning, conduct, analysis and documentation of basic research using qualitative methodologies and combined. It emphasizes the construction or use of conceptual frameworks and theoretical models of research related to the development of new knowledge in physical education in Puerto Rico.

#### PRPE 810

##### Practicum II - Quantitative Basic Research in Physical Education

##### Three Credits

The course of practice II in research, assessment or evaluation related to the student with the methodologies for the planning, conduct, analysis and documentation of basic research using quantitative methodologies. It emphasizes the construction or use of conceptual frameworks and theoretical models of research related to the development of new knowledge in physical education in Puerto Rico.

#### REED 800

##### Seminar on Recreation as a Profession

##### Three Credits

Seminar for the ontological and epistemological analysis of the recreation profession. Assessing the state of professional development of recreation in its theoretical, empirical, and programmatic. The seminar concludes with an analysis of trends and controversies in the beginning of this century 21.

#### REED 801

##### Development Models and Evaluation of Recreation Services – Seminar

##### Three Credits

Evaluation of the models, practices and trends in the development and evaluation of recreational services. It identifies the implications of the models and practices for the

development of the profession in Puerto Rico and the needs of existing research for these purposes.

#### REED 802

##### Recreation for Special Populations

##### Three Credits

Advanced study of recreation for special populations: people with physical and mental disabilities, old and offenders. It involves field visits to institutions that offer recreational programs for people with disabilities, the elderly or offenders.

#### REED 803

##### Research seminar in recreation and Leisure Studies

##### Three Credits

Analysis of the research approaches used in the study of recreation and human behavior in leisure. Panoramic study and deep research methodologies, the questions and hypotheses raised by researchers in recreation, research areas and key development opportunities.

#### SPSC 800

##### Historical and Socio-Cultural analysis of sports and physical activity

##### Three Credits

In-depth study of sports as a social phenomenon which is part of a historical context and implications of their production and consumption as a major cultural symbol. Examines the characteristics of sport, its practice within a historic time as part of a culture, its structure as a consumer good, its management as merchandise, political representation, its meaning for the individual and the collective, and his influence on the constructs and social meanings.

#### SPSC 801

##### Psychology Applied to Sport and Physical Activity

Three Credits

Analysis of psychological factors that impact the practice of sports and physical activity as well as the psychological effects of such participation. Theoretical approach to the foundations and psychological effects of the behaviors expressed in physical and sports activities, whereas the study of mental processes, as well as carrying out practical tasks of diagnosis and intervention. The course provides knowledge about the psychological aspects of sport, both in the field of sports initiation, to the maintenance of the activity and the high performance athlete.

#### SPSC 802

##### Analysis of the Psychosocial Development through Sports

Three Credits

Analysis of the sports dynamics that influence and promote the development of social and personal values and their implications for the development of the sport as an instrument of social reform. Review sporting ethics and values that promote Puerto Rican sports, instruments used for measuring psychological variables which respond to personal and social constructs in the formation of values and attitudes through sport, learning through social media and research studying the conceptual aspects, methodological and functional related to sports programmers for the promotion and transmission of social and personal values. The research will be used to examine and develop a methodological practice that promotes some psychological construct associated with the

desirable behavior in physical and sports activities.

#### SPSC 803

##### Sports Management and Administration

Three Credits

Analysis of the processes related to the organization, supervision and management of sports programs: administrative theories, functions and roles of sports manager and empirical sports management in Puerto Rico and internationally. Field visits to various facilities and programs needed to know the processes related to the Organization, supervision and administration of these.

#### TEPE 803

##### Multidisciplinary Study of Learning in Physical Education

Three Credits

Analysis of the theories and principles that explain learning in human beings within multidisciplinary perspectives, such as: biological, sociological, anthropological, and psychological (cognitive, behaviorist, humanistic, social-cognitive, information processing, social-cultural, motivation), and its application to physical education. Evaluation of the implications of learning theories within the scope of the curricular and methodological reality of physical education.

#### TEPE 804

##### Models of Teaching in Physical Education

Three Credits

Analysis of the beliefs, principles, theories, and research related to the proposed models of teaching in physical education, its organization and planning. Study of the diverse models of teaching and their adequacy in relation to contemporary social-cultural diversity and

complexity; different learning styles, individual differences among students, teaching styles, the nature of physical education and the proposed objectives of this discipline. Study of the instructional, technological, and research framework of models of teaching in light of the new tendencies in physical education.

a strategy to determine institutional effectiveness and academic quality.

#### TEPE 805

##### Curriculum Design and Evaluation in Physical Education

##### Three Credits

Analysis of contemporary premises, theories and practices in physical education curriculum design, planning, development, and evaluation, and research that support them. Discussion of content standards and assessment as part of curriculum design. Analysis of curriculum design as a means to maximize student learning and to improve teaching practice in physical education. Evaluation of different theoretically established models to evaluate diverse existing curriculums in physical education. As part of the course, students will plan, design, evaluate, and perform research related to school or college physical education curriculums.

#### TEPE 806

##### Models of Learning Assessment and Institutional Research

##### Three Credits

Evaluation of dominant practices and models of learning assessment in three current scenarios: classroom assessment, academic programs assessment, and assessment of educational institutions. Analysis of learning assessment as

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**MASTER'S IN THE SCIENCE OF NURSING CLINICAL SPECIALIST, WITH A SPECIALTY IN CRITICAL CARE OF THE CHILD AND SECOND ROLE IN ADMINISTRATION OR EDUCATION IN NURSING**

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DNP, University of Massachusetts  
MSN (CNS), University of Puerto Rico  
MSN (FNP), Catholic University of PR  
BSN, University of Puerto Rico

LUISA MESTRE  
PhD, Health Science, Universidad de Malaga  
MSN, University of Puerto Rico  
CFE, Certified Case Manager  
CFE, Certified Fraud and Abuse  
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PhD, Promotion & Health Education, Walden  
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MA, Health Administration, Webster University,  
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PhD, Industrial/Organizational Psychology,  
Universidad Carlos Albizu  
MS, Industrial/Organizational Psychology,  
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Master in Occupational Health, Jaume I,  
Castellón University, Spain  
BA, Psychology, Universidad Central de  
Bayamón, Puerto Rico

## **MASTER'S IN THE SCIENCE OF NURSING (MSN)**

The Graduate Program in the Science of Nursing is committed to preparing clinical health professionals in three areas: Case Management, Critical Care of Adults, and Critical Care of Children. Students have the opportunity to select a second functional role in Nursing Education or Nursing Administration. Graduates of this Program will be prepared as Clinical Nurse Specialist to assume leadership positions in the profession of Nursing as: Expert providers of care, managers of care, and Nursing Research.

### **PROGRAM OBJECTIVES:**

1. To foster an academic environment of analysis and reflection, where the student will experience, acquire, and develop: An understanding of advanced practice nursing as a discipline of study; competencies to become an effective clinical specialist; and a professional expert in the health management of individuals and families.
2. To contribute to their formation as professionals of advanced practice nursing and to develop concepts of lifelong learning to promote the role of clinical specialist through curricular and extracurricular activities and experiences of a professional nature.
3. To offer graduate education according to existing health policies, health management trends of the XXI Century, and local and international employment market, within the context of advanced practice nursing

and become leaders in the Profession of Nursing, in and out of Puerto Rico.

### **ADMISSION REQUIREMENTS**

1. Possess a Baccalaureate in Nursing from an accredited institution
2. Have a Grade Point Average (GPA) of 2.50 or higher
3. Submit results of EXADEP or GRE
4. Have a valid permanent nursing license to practice in PR
5. Show evidence of Colegio Membership
6. Have one year experience in Nursing for Case Management Specialty
7. Have one year experience in Critical Care Nursing for Critical Care Specialty
8. Complete an application for admission to the MSN Program including:
  - Two letters of recommendation from employing agency or professors
  - Current Resume
  - Official transcripts of BSN (one for Office of Adm.)
  - Certificate of Good Conduct from the Police Department
  - Interview with the Graduate Program Admissions Committee
9. A non-refundable application fee of \$25.00 payable to Universidad Metropolitana.

### **GRADUATION REQUIREMENTS**

To be considered a candidate for graduation with a Master's in the Science of Nursing (MSN) degree, a student must comply with all of the following requirements:

1. Have completed all core (NURS) courses (21 credits) with a 3.0 or higher
2. Have completed specialization courses (15 credits) with 3.0 or higher

3. Have completed second role courses (9 or 10 credits) with a 3.0 or higher
4. Complete a Research Project
5. Submit one bound copy of the Research to the MSN Program
6. Submit one digital copy of the Research to the Library
7. Present findings of Research during Research Day
8. Complete the Candidacy Form for Graduation
9. Have no debts with the University
10. Case Management Students must complete a Graduate level course in Advanced Physical Assessment

#### Transfer Credits

Students from other accredited universities may transfer a maximum of eighteen (18) credits. The last twenty-six (26) credits must be taken at UMET (Residence). The request to transfer credits must be made during the admissions process and the grade must be at least a B in all courses. The course description (content of the course) must be equivalent to the course which is being submitted.

## MASTER'S IN THE SCIENCE OF NURSING

### Program of Study:

The Master's in the Science of Nursing (MSN) program has duration of two (2) years of evening classes, in the "Part-of-Term" (PT) mode. One PT, or term, consists of eight (8) weeks. The MSN Program has a total of 45 or 46 credits, distributed in the following manner:

	Components	Credits
	Core Courses	21
	Specialty Courses	15
	Second Role: Education	10
	Second Role: Administration	9
Total:		45 or 46 credits

### *Professional Education Component (Core Courses):*

NURS 649	Advanced Pharmacology	3
NURS 650	Interdisciplinary Management in Health Sciences	3
NURS 651	Role Development of the Clinical Specialist	2
NURS 652	Nursing Theory in Advanced Practice	2
NURS 653	Statistics for the Health Professional	3
NURS 654	Advanced Pathophysiology	3
NURS 655	Nursing Research	3
NURS 656	Research Project	2

### Case Management Specialty:

ACMN 660	Advanced Case Management	4
ACMN 661	Case Management I	4
ACMN 662	Case Management II	4
ACMN 663	Advanced Clinical Practice in Case Management	3

### Critical Care of Adults Specialty:

CCNA 664	Advanced Physical Assessment of the Adult	3
CCNA 665	Advanced Care of Critically Ill Adults I	4
CCNA 673	Advanced Care of Critically Ill Adults II	4
CCNA 667	Advanced Clinical Practice with Critically Ill Adults	4

### Critical Care of Children Specialty:

CCNP 668	Advanced Assessment of the Pediatric Client	3
CCNP 669	Advanced Care of Critically Ill Neonates	4
CCNP 670	Advanced Care of Critically Ill Children	4
CCNP 671	Advanced Clinical Practice with Critical Ill Children	4

Second Functional Role: Nursing Education

NUED 670	Fundamentals, Principles, & Systematic Curricular Design	3
NUED 671	Assessment, Measure, & Evaluation	3
NUED 672	Practice Teaching in Nursing	4

Second Functional Role: Nursing Administration

NADM 657	Theories and Strategies of Administration	3
NADM 658	Essential Concepts of Administration in Nursing Service	3
NADM 659	Practice of Nursing Administration	3

## **COURSE DESCRIPTIONS**

### **CORE COURSES**

#### **NURS 649**

##### **Advanced Pharmacology**

##### **Three Credits**

Provides for discussion of the basic principles of advanced Pharmacology. It gives the students the opportunity to think pharmacotherapeutically, meaning that the learner can analyze the categories of medications that are being used to treat illnesses and determine if they are accomplishing their purpose (evidence based). Physiology, Biochemistry, and Pathophysiology of the systems are discussed, as well as medications that enhance or inhibit therapeutic results. Case studies are used for the application of ethical-legal principles

#### **NURS 650**

##### **Interdisciplinary Management in Health Science**

##### **Three Credits**

Introduces basic concepts of health, based on evidence. Includes new trends in health management, informatics, and the development of health policies. Basic concepts of epidemiology and history of disease are included. Vital statistics, public health issues, environmental aspects of the health-illness continuum, nutritional aspects, genetics, environment health and other aspects are discussed.

#### **NURS 651**

##### **Clinical Specialist Role Development**

##### **Two Credits**

Explores essential concepts for the development of advanced practice of professional nursing role, emphasizing the evidence-based clinical specialist role. The scope of this advanced practice includes the

roles of collaborator, administrator, educator, researcher, and clinical expert. Discusses the history, trends, politics, and issues related to these roles in the United States and Puerto Rico, as well as the standards of care. Emphasizes the responsibilities and relationships in the advanced practice of nursing, including legal and ethical issues.

#### **NURS 652**

##### **Nursing Theories in Advanced Nursing Practice**

##### **Two Credits**

Social, behavioral, and natural sciences theories and models are discussed and related to the development and evolution of the nursing theories. The comparison of theories, underlying concepts, definition of the four meta-paradigms, and its application to the clinical specialist nursing role is established. Emphasis is placed on comparing and contrasting the various theoretical formulations and relating their major concepts to the role of the clinical nurse specialist. Students will be required to develop a conceptual framework for evidence-based nursing interventions.

#### **NURS 653**

##### **Statistics for the Health Profession**

##### **Three Credits**

Designed to provide the graduate level student the opportunity to develop knowledge and skills of statistics. Students are expected to identify and apply descriptive and inferential statistical measures. This course includes conceptualization, data processing and analysis.

#### **NURS 654**

##### **Advanced Pathophysiology**

##### **Three Credits**

Designed to present an orientation to disease as disordered physiology. It is intended to enable advanced practice nurses to understand how and why the symptoms and signs of various conditions appear. In approaching

disease as disordered physiology, this course analyzes the mechanisms of production of the symptoms and signs of different disease syndromes from a system's approach. In doing so, it recognizes the student's and practitioner's need to understand the mechanisms underlying the disease and its clinical manifestations so that rational therapies can be devised based on recent evidence. Thus, appropriate screening and diagnostic laboratory evaluative methods will also be included as they relate to nursing interventions. Emphasis is placed on clinical decision making utilizing a complete data base, consisting of physical, psychosocial, and environmental findings. Case studies are used throughout the course to refine diagnostic and treatment skills

#### NURS 655

##### Research in Advanced Nursing Practice

##### Three Credits

Designed so that graduate students can expand their knowledge of the research process. The ethical-legal aspects and participants rights are emphasized throughout the course. The importance of evidence based nursing research and its implications for nursing practice is discussed. Students will identify a special area of interest and will develop a research proposal as a final outcome of the course.

#### NURS 656

##### Research Project

##### Two Credits

Provides an opportunity for students to carry out the evidence-based research that was proposed in the course NURS 655. The ethical-legal aspects and participants rights are emphasized throughout the course. This is an independent project under the supervision of a faculty member.

### CASE MANAGEMENT SPECIALTY

#### ACMN 660

##### Advanced Nursing in Case Management

##### Four Credits

This course introduces the student to the perspective and development of the case manager role. Students learn about the role of a case manager in a specialized healthcare environment as it relates to the cultural and political dynamics in healthcare organizations. Students can also analyze internal and external forces that impact resources and distribution systems. It also emphasizes community support resources, healthcare organizations as corporations, utilization management, ethical and legal issues, public policies and legislation, and discharge planning.

#### ACMN 661

##### Case Management I

##### Four Credits

In this course, the different perspectives in the management of the health services are studied and the issues among the disciplines are analyzed. Marketing strategies, financial management practices, healthcare costs, budgeting considerations - particularly reimbursement and Total Quality Management is emphasized. Students are exposed to the Case manager role and skills, such as: leadership, problem solving, and decision making, communication, teamwork, ethical-legal aspects, and negotiation skills.

#### ACMN 662

##### Case Management II

##### Four Credits

This course allows the student apply the process and models of case management through the continuing of care, its logistics, similarities and differences with patients of different conditions. It includes the screening of patient's symptoms and need for services; an estimate of the family's needs; development of

intervention protocols, and the development of clinical pathways, including discharge planning. Includes patient and family education, evaluation of the patient's response to treatment and management, based on the analysis of variables. The case manager's participation related to long term conditions and terminal illness is discussed. Emphasis is on ethical-legal aspects and the relationship to advanced nursing practice.

#### ACMN 663

##### Advanced Clinical Practice in Case Management Three Credits

This practicum provides the student the opportunity to explore, examine and expand the theories of case management in an organizational environment. The participants will have the opportunity to rotate through different clinical settings guided by experienced preceptors who will provide them the opportunity to analyze, synthesize and integrate their learning and to evaluate the effectiveness of the practice as future case managers. In order to develop the role of a case manager and through different strategies, the student will design his clinical experience, establishing his own objectives, planning, controlling and evaluating his learning experiences.

#### CRITICAL CARE OF THE ADULT SPECIALTY

#### CCNA 664

##### Advanced Nursing Assessment of the Adult Three Credits

The purpose of this course is to offer the clinical nurse specialist the knowledge to perform an advanced physical assessment of the critically ill adult client. Knowledge necessary to perform a comprehensive assessment that guides the nurse of primary care to establish a treatment plan and make fast decisions in complex situations with

critically ill clients is emphasized. Ethical legal and growth and development considerations while performing physical exam are analyzed.

#### CCNA 665

##### Advanced Nursing of Critically Ill Adults I Four Credits

This course has been designed to provide the clinical specialist with the knowledge of advance nursing care of critically ill clients. All aspects related to psychosocial, growth and development, spiritual, cultural and physical are discussed. Ethical and legal issues related to the care of these clients are broadly analyzed. The role of primary care of the clinical specialist in nursing to critically ill clients with disorders of neurological, gastrointestinal, renal and endocrine systems is also detailed. Advances in medicine and technology are other factors that will be discussed. The nursing care is based on the nursing process to promote the excellence in critical care of the critically ill adult patient and his family.

#### CCNA 673

##### Advanced Nursing of Critically Ill Adults II Four Credits

This course has been designed to provide the clinical specialist in nursing the knowledge of advance nursing care to critically ill clients. Ethical legal and growth and development principles are emphasized when offering primary nursing care. The focus is in the evidence base practice nursing care to critically ill adult clients with respiratory and cardiovascular disorders, trauma, burns and shock. Hemodynamic monitoring, dysrhythmias and ventilator assistance are also detailed.



#### CCNA 667

##### Advanced Clinical Practice in Critical Care of Adults

##### Four Credits

This course has been designed for the integration of the concepts acquired in other courses, for advanced practice in critical care settings. Concepts about nursing process, advance physical exam, knowledge about physiopathology of complex health conditions and ethical legal and growth and development principles, are the conceptual framework for the advance clinical practice, based on evidence. The practice will be done in different hospitals with critical care scenarios.

#### CRITICAL CARE OF CHILDREN SPECIALTY

#### CCNP 668

##### Advanced Assessment of the Pediatric Client Three Credits

This course has been designed to assist the clinical specialist in nursing care of the critically ill child and neonate, based on evidence, to refine advance history & health assessment skills within family and cultural context. Emphasis is placed on interviewing techniques, diagnostic differentiation, interpretation and documentation of normal and abnormal findings. Knowledge about developmental and psychosocial needs of the child, as well as advanced assessment strategies for early identification of those needs is emphasized. Development alterations are discussed in order to be able to do early intervention and referrals. Physical assessment and history taking for the neonate and for the pediatric client are given separately. The course has a theory and clinical component, through which objectives are achieved in selected clinical areas such as neonatal and pediatric critical care units.

#### CCNP 669

##### Advanced Nursing of Critically Ill Neonates Four Credits

Prepares the clinical specialist in caring for the critically ill and high risk neonate, and his family. Emphasis is placed on evidence based practice. It includes knowledge about biological and psychological aspects of the critically ill neonate. It integrates knowledge about genetics and the development of each system in the fetal stage. The clinical specialist will be able to apply advance knowledge of pharmacology used in critically ill neonates. This course provides the clinical specialist with skills ethical legal aspects, related to critically ill neonates and his family, based on group and individual reflection, decision making and ethical and legal principles. Laws in Puerto Rico and the US, related to the care of the critically ill pediatric client, are analyzed. Knowledge of the management of advance critical care of neonatal client and his family, based on evidence from his admission to discharge are also studied.

#### CCNP 670

##### Advanced Nursing of Critically Ill Children Four Credits

Prepares the clinical specialist in advanced care of critically ill pediatric clients, from infancy to adolescence, and their families. Emphasis is placed on evidence based practice and the application of the nursing process at an advanced level. The clinical specialist will be able to apply advanced knowledge of pharmacology for critically ill neonates. Provides the clinical specialist with skills to analyze ethical legal aspects, related to critically ill neonates and families, based on group and individual reflection, decision making, and ethical and legal principles. Laws in Puerto Rico and the US, related to the care of the critically ill pediatric client are analyzed. Knowledge of the management of advanced critical care of

neonatal clients and families from admission to discharge are also studied.

#### CCNP 671

##### Advanced Clinical Practice in Pediatric Critical Care

##### Four Credits

Focuses on the practice of the clinical specialist in advanced care of critically ill neonatal and pediatric clients, based on evidence.. The student has the opportunity to integrate the roles of the clinical specialist (clinical expertise, administrator, collaborator educator and leader) to the practice. The Nursing process is an essential tool to deliver advanced nursing care. The practice focuses on the care of critically ill pediatric clients in ICU's, early identification of special growth needs and continuity care of high risk clients in the community. Ethical legal principles are integrated. Family education is emphasized. The course is divided into three areas: advanced practice with high risk neonatal clients, advance practice with high risk clients from infancy to adolescence, and continuity of care for high risk clients in the community.

#### SECOND ROLE IN NURSING EDUCATION

#### NUED 670

##### Foundations, Principles and Systematic Curricular Design in Nursing

##### Three Credits

Study of the fundamental principles and practice of curriculum development. Lecture and discussion of the processes in the production of curricula. Analysis of problems with structure and content in a modern education curriculum, and the application of this in the reality of the educational system of Puerto Rico.

#### NUED 671

##### Assessment, Measurement, and Evaluation of Learning

##### Three Credits

Study of techniques of appraisal, measurement and evaluation, in the educational process. Emphasis is on planning adequately for evaluation and in the preparation and analysis of exams and other instruments of pedagogical evaluation.

#### NUED 672

##### Practice in Nursing Education

##### Four Credits

This course has been designed as a practicum, through which the student will have the opportunity to apply knowledge and skills, in the development of the educator role in diverse nursing teaching scenarios. Practice will be complemented with weekly meetings to assure the acquisitions of basic teaching concepts and evaluation strategies.

#### SECOND ROLE IN NURSING ADMINISTRATION

#### NADM 657

##### Theories & Strategies of Nursing Administration

##### Three Credits

Exposes the advance nursing student to a variety of administrative models and theories on which administrators' performance is based. The difference between leaders and administrators is established. New theories and administrative strategies, based on evidence, such as TQM are analyzed, leadership styles, & problem solving techniques as applies to the nursing profession (3 Cr.).

#### NADM 658

##### Essential Concepts of Nursing Administration

##### Three Credits

Provides the opportunity for student to acquire the knowledge and skills to assume leadership positions in health agencies, nursing services,

and nursing educational institutions. In the context of the course, aspects of planning, implementation, and care management system problem solving, decision making, structure and organizational design is discussed, based on the most recent evidence. The roles of the executive nurse in health care settings are studied.

#### NADM 659

##### Practice of Nursing Administration

##### Three Credits

This course integrates theory and practice, based on evidence, to provide the student a variety of learning experiences in administration, in different scenarios under the direction and collaboration of the nurse administrator and the professor. The graduate student has the opportunity to assume the following professional roles: administrator, coordinator, manager of the health care services and member of the profession, to ensure professional growth.

### SPEECH-LANGUAGE PATHOLOGY

#### SLPC – 601

##### Ethics and Professional Issues in Communication Sciences

##### Three Credits

Analysis of ethical issues related to the professional practice in Speech-Language Pathology. The course includes the discussion of ethical codes of the Organización Puertorriqueña de Patología del Habla, Lenguaje y Audiología (OPPHLA) and the American Speech-Language Hearing Association (ASHA) and its application to issues in the provision of speech, language, hearing and swallowing services to diverse populations. Professional ethics is analyzed in the provision of supervision to students and speech and language specialists.

#### SLPC 602

##### Communication Disorders in Infants and Preschool Children

##### Three Credits

This course consists of the study and analysis of communication disorders in children from birth to five years of age. The course emphasizes in the evaluation and intervention of language pathologies in infants and preschoolers in the context of language components. It also includes the revision and analysis of documented research in professional journals related to language developmental delay indicators in infants and preschool children with language disorders.

#### SLPC 603

##### Articulatory and Phonological Disorders

##### Three Credits

This course consists of the study of the anatomical, acoustic and perceptual aspects related with the articulatory mechanism. It includes the description of the typical and atypical phonological development with greater emphasis to Spanish-speaking individuals who have articulatory or phonological disorders. The course focuses in the differential diagnosis of articulatory or phonological disorders and its therapeutic management through the discussion of clinical cases. It includes the revision and analysis of updated research conducted with Puerto Rican and hispanic population.

#### SLPC 604

##### Research Methods in Speech Language Pathology

##### Three Credits

This course studies the application of design principles, analysis and data interpretation in conducting research in communication disorders. Integration of research findings and its application in professional practice. The course requires that the student analyzes

research studies in the communication disorders field documented in professional journals.

#### SLPC 605

##### Language Disorders in School-Age Children and Adolescents

##### Three Credits

This course studies oral and written disorders found in school-aged children and adolescents. It emphasizes in the identification and management of such disorders and the role of the speech-language pathologist in the intervention with that population. It also includes the analysis of clinical cases focusing in the diagnosis and treatment, and the revision of research conducted with children with different language pathologies.

#### SLPC 606

##### Evaluation and Treatment of Voice Disorders

##### Three Credits

This course studies the etiology, symptomatology, development, prevention, diagnosis and intervention of voice disorders in children and adults. It includes the presentation of clinical cases and discussion of diagnostic interventions and treatment of such cases. Findings of research conducted with children and adults with voice disorders and its clinical application are discussed and analyzed.

#### SLPC 607

##### Evaluation and Treatment of Fluency Disorders

##### Three Credits

This course studies the etiology, nature and symptomatology of stuttering and other fluency disorders in children and adults. It includes the discussion, practicum and application of intervention techniques used in the management of such disorders. It also discusses clinical cases of children and adults with fluency disorders and assessment and intervention strategies as well. The course

includes the revision and analysis of research conducted with children and adults with fluency disorders and its application in clinical intervention.

#### SLPC 608

##### Aural Rehabilitation

##### Three Credits

This course is a study of the methods and intervention strategies used with children and adults with hearing impairments. The course emphasizes in the methods for communication maintenance such as auditory training, lip reading and the use of technology. It includes the discussion of clinical cases and the recommended intervention for each one. The course also includes the revision and analysis of research in the rehabilitation of people with hearing impairments.

#### SLPC 609

##### Adult Language Disorders

##### Three Credits

This course is a study of language disorders in adults with aphasia and other related disorders. Language pathologies related to dementia, cerebral trauma, cerebrovascular accidents and damage of the right hemisphere, as well as the diagnosis and treatment of language disorders related to these conditions. The course includes the revision and analysis of clinical cases as well as research related to this topic and its application in clinical intervention.

#### SLPC 610

##### Dysphagia and Motor Speech Disorders

##### Three Credits

This course consists of the study of the anatomy and physiology of the normal swallowing process and the factors which affect this process in infants, children and adults. The course includes the description of swallowing disorders, its evaluation, diagnosis and treatment. It also includes the study of apraxia

and dysarthria disorders, its evaluation, diagnosis and treatment. Clinical cases of dysphagia, apraxia and dysarthria are discussed. Research related to these topics and its application to clinical intervention is also revised and analyzed.

#### SLPC 611

##### Assistive Technology Applied to Individuals with Communication Disorders

##### Three Credits

This course includes the discussion of theoretical and practical aspects of communicative and alternative aids for communication (AAC) and its impact in the lives of children and adults with severe communication impairments. The most common equipment is evaluated, its characteristics and uses, as well as the discussion of strategies for the implementation of the AAC's to fulfill the communication needs of patients/clients are presented. Also this course includes the revision and analysis of clinical cases and research related to augmentative and alternative aids for communication, and its application in clinical intervention with patients.

#### SLPC 612

##### Evaluation and Diagnosis of Communication Disorders

##### Three Credits

This course is a study of the evaluation procedures, interviewing techniques, and collection, analysis and interpretation of data. The course emphasizes in the application of diagnostic principles and procedures to establish a differential diagnosis. It requires the observation of speech, language and swallowing evaluations of different clinical cases, and writing evaluation reports as well. The course requires revision and analysis of professional articles related to the diagnosis

and evaluation of speech, language and swallowing disorders in children and adults.

#### SLPC 613

##### Seminar in Supervision

##### Three Credits

In this course the theoretical and practical models associated with clinical supervision in Speech-Language Pathology are studied. Principles, guidelines and supervision strategies recommended in different clinical scenarios are discussed. The course emphasizes in the role of the speech-language pathologist in the supervision of students vs the supervision of speech-language therapists. It includes the revision of literature and research related to clinical supervision.

#### SLPC 614

##### Seminar in Multicultural Issues in Speech Language Pathology

##### Two Credits

In this course the discussion of issues related to the provision of evaluation and treatment services to diverse populations are presented. Topics related to bilingualism, linguistic variations in multicultural populations and ethical considerations are discussed. The course includes the revision and analysis of professional articles related to this topic and its application to clinical intervention.

#### SLPC 615

##### Internship in Speech Language Pathology I

##### Three Credits

The application of assessment and treatment techniques in the intervention with children and adults with speech, language and swallowing disorders is discussed. The course requires that the student write evaluation and progress reports, design treatment plans, conduct hearing screenings and provide guidance to parents and clients regarding the prevention and management of communication

and swallowing disorders. It requires the completion of a minimum of 200 practicum hours supervised by a speech-language pathologist with Clinical Competence Certification (CCC).

#### SLPC 616

##### Internship in Speech Language Pathology II Three Credits

This course studies the application of assessment and treatment techniques in the intervention with children and adults with speech, language and swallowing disorders. The course requires that the student supervise speech-language therapists, write evaluation and progress reports, conduct hearing screenings and provide orientation to the parents and clients in prevention and management of communication and swallowing disorders. It requires the completion of a minimum of 200 practicum hours supervised by a speech-language pathologist with Clinical Competence Certification (CCC).

#### SLPC 617

##### Medical Speech Language Pathology Three Credits

This course studies the roles and responsibilities of speech-language pathologists working in medical care facilities such as hospitals, rehabilitation centers, clinics, long term care units and private practice. The course includes the revision and study of documents from the American Speech and Hearing Association (ASHA) related to the competencies required by the SLP's whom intervene with patients with cognitive, communication and swallowing disorders related to diverse medical conditions and illnesses. It requires pre-practicum and observation experiences in a medical-clinic scenario.

#### SLPC 618

##### Comprehensive Examination

Test that examines the knowledge and competencies in foundations of human communication and specialty areas in Speech Language Pathology. Test approval is a requirement to complete a degree of Master of Science in Speech Language Pathology.

## **School of Professional Studies (AHORA)**

**MASTER IN BUSINESS ADMINISTRATION IN:**

MANAGEMENT AND STRATEGIC LEADERSHIP

**MASTER OF ARTS IN EDUCATION IN:**

ADULT EDUCATION

**MASTER OF HEALTH SERVICES ADMINISTRATION IN:**

HEALTH SERVICES MANAGEMENT

**GRADUATE CERTIFICATE IN:**

ADULT EDUCATION

## **ADMINISTRATION AND STAFF**

MILDRED Y. RIVERA

Dean

School of Professional Studies

MELISSA GUILLIANI

Associate Dean

School of Professional Studies

SKARLET FIGUEROA

Integrated Services Students

School of Professional Studies

VILMARIE MOJICA

Academic Coordinator

School of Professional Studies

NEFTALI DIAZ

Counselor

School of Professional Studies

YANIRA ALMONTE

Service Students Coordinator-Bayamon

School of Professional Studies

EDWIN QUIROS

Service Students Coordinator-Bayamon

School of Professional Studies

LIZBETH BENITEZ

Service Students Coordinator-Aguadilla

School of Professional Studies

CARMEN CRUZ

Service Students Coordinator-Jayuya

School of Professional Studies

## **FACULTY**

The School of Professional Studies has a conference faculty with professional experience, specially prepared to work with

adults in an innovative way. The faculty certified by the School for Professional Studies, must possess or demonstrate evidence of:

- Doctoral degree. In absence of a Doctoral degree, a Master degree in related areas as per the course that is being offered with practical or research experience in the area.
- Teaching experience or demonstrate potential for teaching adults.
- Knowledge and participation in learning communities that facilitate building new knowledge based on and applicable to the professional and personal reality of adults, using accelerated learning and teaching strategies.
- Knowledge and appropriate utilization of assessment and evaluation techniques.
- Practice framed in constructivism learning theory.
- Demonstrate commitment with continuous and life-long learning and professional development such as: continuing education, civic and professional organizations, serving as resource and participant of workshops, seminars and conferences.
- Skills in the use of technological and support resources such as: computer programs, audiovisual resources, media, communications, Internet and the World Wide Web, among others.
- Knowledge and active practice of action research.
- Publications in academic journals, or literary production in the related field.
- Excellent skills in Spanish and English both in writing and orally.
- Willingness to work in the process of the School for Professional Studies.
- Knowledge and practice of preparing syllabus and educational activities and/or willingness to develop these skills.



- Ability and openness to recognize, respect, and integrate personal and professional experiences of students as needed to achieve course objectives.
- Interpersonal skills to work with adult students and foster their professional success.
- Ability to provide effective, timely and constructive feedback.
- Ability to facilitate effective group work.
- Leadership qualities in a constructivist and active –learning environment.

### GENERAL INFORMATION

Sistema Universitario Ana G. Mendez, pioneer in serving the education needs of adult students, continue this tradition through its Accelerated Program for Adults. This program is designed to meet the educational expectations of professional adults that wish to complete their university degree. In accelerated program, the students participate in a unique educational process different from traditional learning methods. Their professional experience is incorporated into the classroom in order to create an interactive, challenging, and dynamic environment. The program is specially designed for the adult students, offering a professional environment, as well as integrated, personalized and individualized services. The success of this program is the development of adult professional that value continuous learning and increase their contribution to world of employment.

### 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.

### MISSION

To provide an accelerated educational process to adult students, where their professional experience is incorporated into the classroom to create an interactive challenging and dynamic environment, as well as integrated, personalized and individualized services. Faculty and staff members with professional experience, especially prepared to work with adults, are educational facilitators in an innovative way.

### ADMISSION REQUIREMENTS

An applicant shall be eligible for admission if he/she complies with the following requirements:

1. At least 23 years old
2. A bachelor's degree with a minimum of 2.75 GPA in the last 60 credits
3. Three years of work experience

### ADMISSION PROCESS

All applicants are required to:

1. Attend an information session where the structure, policies and procedure of the program
2. Submit an admission application
3. Submit an official academic transcription from the university where de bachelor degree was awarded
4. Submit three letters of recommendation from your employer or supervisor. A form letter is provided

## 5. Admission interview

## Transfer Credits:

### MASTER IN BUSINESS ADMINISTRATION

Area: Management and Strategic Leadership

A maximum of eighteen (18) graduate credits will be accepted from other institutions if the contents of courses are equivalent to courses offered at Universidad Metropolitana. These credits should have been taken in an accredited institution approved with a grade of A or B.

### MASTER OF ARTS IN EDUCATION

Area: Adult Education

A maximum of nine (9) graduate credits will be accepted from other institutions if the contents of courses are equivalent to courses offered at Universidad Metropolitana. These credits should have been taken in an accredited institution no more than five (5) years prior to admission, and approved with a grade of A or B.

MASTER IN BUSINESS ADMINISTRATION  
Area: Management and Strategic Leadership  
(42 Credits)

Components	Credits
Core Courses	24
Specialization Courses	15
Electives	3

<i>Core Courses</i>		<i>Credits</i>
MANA 501	Organizational Behavior	3
MANA 720	Operations Management	3
MANA 600	Business Policy and Ethics	3
ACCO 503	Managerial and Financial Accounting	3
STAT 555	Statistics for Managerial Decision Making	3
MARK 511	Marketing Management	3
ECON 519	Managerial Economics	3
FINA: 503	Managerial Finance	3

\*ACCO 500    Accounting Survey  
(Only for students with Bachelor's Degrees in other areas)

<i>Specialization Courses</i>		
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
STMG 604	Organizations and Global Economy	3
PRMG 530	Program Management 1: Introduction to Program Management	3
PRMG 640	Program Management II: Project Planning	3
STMG 608	Strategies for Change, Professional and Entrepreneurial Development	3
BUSG 655	Integration Seminar	3

## MASTER OF ARTS IN EDUCATION

Area: Adult Education

(36 Credits)

Components	Credits
Core Courses	12
Specialization Courses	18
Electives	3
Final Requirements	3

<i>Core Courses</i>		<i>Credits</i>
EDUC 512	Educational Innovations and Strategies	3
EDUC 501	Principals and Systematic Development of the Curriculum	3
EDUC 504	Learning Theory and Cognitive Development	3
EDUC 505	Educational Research Methods	3
<i>Specialization Courses</i>		
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 Evaluation of Adult Education Programs	3
ADED 650	Reading Seminar in Adult Education	3
<i>Electives</i>		
EDUC 525	Statistics for Research and Evaluation	3
EDUC 543	Culture and Education	3
COIS 600	The Computer as an Instructional Resource	3
<i>FINAL REQUIREMENTS</i>		
EDUC 701	Thesis or Research Project	3

## MASTER OF HEALTH SERVICES ADMINISTRATION

### Area: Health Services Management

Credits	42
Core Courses	24
Specialization Courses	18

<i>Core Course</i>		<i>Credits</i>
HESM 500	Leadership and Organizational Behavior in Health Services	3
HESM 510	Strategic Planning in Health Services Organizations	3
HESM 520	Fundamentals 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
<i>Specialization Courses</i>		
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
<i>Final Project</i>		
HEMG 650	Development of an evaluation model for health services	3

## MASTER IN BUSINESS ADMINISTRATION

### Area: Leadership in Project Management

Credits	42
Business Core Courses	21
Specialization Courses	18
Internship	3

#### *Business Core Courses*

#### *Credits*

MANA 501	Organizational Behavior	8
MARK 511	Marketing Management	3
ACCO 503	Managerial and Financial Accounting	3
ECON 519	Managerial Economics	3
FINA 503	Corporate Finance I	3
STAT 555	Statistics for Managerial Decision Making	3
BUSI 605	Business Research Methods	3

#### *Specialization Courses*

#### *Select 18*

PRMG 600	Operation Management	3
PRMG 601	Project Scope and Time Management	3
PRMG 602	Project Cost Management	3
PRMG 603	Project Quality Management	3
PRMG 604	Project Human Resources and Risk	3
PRMG 606	Project Procurement Management	3
PRMG 607	Project Communication Management	3
PRMG 608	Using IT Applications in Project Management	3

#### *Internship*

PRMG 605	Project Integration Management	3
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CERTIFICATE ADULT EDUCATION  
Area: Adult Education

Credits	18
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*Courses*

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 Evaluation of Adult Education Programs	3
ADED 650	Reading Seminar in Adult Education	3



## **COURSES DESCRIPTION**

### **LEADERSHIP AND ENTREPRENEURIAL**

#### **STMG 600**

##### **Leadership and Entrepreneurial Vision**

##### **Three Credits**

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

#### **STMG 601**

##### **Strategic Management**

##### **Three 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**

##### **Three Credits**

Develops analytical skills for the operational integration of different information resources. Allows for the identification, analysis and evaluation of alternatives for the improvement

of the organizations' effectiveness. Emphasizes the importance of technology for strategic planning and problem solving. This course focuses in the development and application of the knowledge and skills needed to understand, evaluate and make decisions related with information systems.

#### **STMG 603**

##### **Entrepreneurial Communication**

##### **Three 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.

#### **STMG 604**

##### **Organizations and Global Economy**

##### **Three Credits**

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

#### **STMG 608**

##### **Strategies for Change, Professional and Entrepreneurial Development**

##### **Three Credits**

Analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension and respect for diversity and group dynamics. Evaluation and design of strategies for the

development of a positive organizational culture. Emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

#### PRMG 530

Program Management I: Introduction to Program Management

Three Credits

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

#### PRMG 640

Program Management II: Project Planning

Three Credits

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

#### BUSG 655

Integration Seminar

Three Credits

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

### ADULT EDUCATION

#### ADED 600

Adult Education: Foundations, Challenges, and Controversies

Three 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

Three 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

Three 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

##### Three 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

##### Three 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

##### Three Credits

Integration of theory and practice in an experience in which analysis of readings and research will be analyzed within the adult education field. Application of obtained knowledge and skills to solve simulation

problems regarding the improvement of the quality of educational services to the adult student.

### LEADERSHIP AND ENTREPRENEURIAL

#### STMG 600

##### Leadership and Entrepreneurial Vision

##### Three Credits

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

#### STMG 601

##### Strategic Management

##### Three 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

##### Three Credits

Develops analytical skills for the operational integration of different information resources. Allows for the identification, analysis and

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

#### STMG 603

##### Entrepreneurial Communication

Three 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.

#### STMG 604

##### Organizations and Global Economy

Three Credits

Study 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. Evaluates strategic opportunities and risks regarding organizational development in the global context.

#### STMG 608

##### Strategies for change, professional and entrepreneurial development

Three Credits

Analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension and respect for diversity and group dynamics.

Evaluation and design of strategies for the development of a positive organizational culture. Emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

#### PRMG 530

##### Program Management I: Introduction to Program Management

Three Credits

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

#### PRMG 640

##### Program Management II: Project Planning

Three Credits

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

#### BUSG 655

##### Integration Seminar

Three Credits

Analysis of real and simulated case studies for the appropriate application of the planning, decision making and problem solving processes. Comparative analysis of patterns and managerial problems. Seminar geared towards the application of related principles, concepts

and theories. This course includes the development of an individual research project.

### ADULT EDUCATION

#### ADED 600

Adult Education: Foundations, Challenges, and Controversies

Three 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

Three 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

Three 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

Three 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

Three 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

Three Credits

Integration of theory and practice in an experience in which analysis of readings and research will be analyzed within the adult education field. Application of obtained

knowledge and skills to solve simulation problems regarding the improvement of the quality of educational services to the adult student.

## HEALTH SERVICES MANAGEMENT

### HESM 500

Leadership and Organizational Behavior in Health Services

Three credits

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

Strategic Planning in Health Services Organizations

Three credits

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

Three 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

Three credits

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

Three 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

Three credits

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

Three 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

Three credits

It emphasizes the importance of the manager and evaluator of health services and its importance as a leader in creating solutions that meet the needs of communities. Application of the epidemiological method in the management of health services. It will take into account the principles of epidemiology as a

control and eradication of diseases to solve the health problems of the population. The course describes the natural history of the disease and the inclusion of statistics strategies for health promotion and disease prevention. It also discusses the advantages and limitations of various epidemiological designs.

#### HEMG 600

##### Fundamentals in the Evaluation of Health Services

Three 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

Three 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

Three 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

Three credits

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

Three credits

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

Three credits

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.

### PROJECT MANAGEMENT

#### PRMG 600

Three Credits

##### Operation Management

This course introduces concepts and techniques of coordination and planning to manage and control manufacturing and service operations. The course provides operations management terms and definitions, tools and techniques to analyze operations, including efficient and effective use of resources within the frame of costs and time, reach and human resources to achieve high quality standards, and strategic context for operational decisions making. The content is organized in five modules: Operations Analysis, Coordination and Planning, Quality Management, Project Management and Supply Chain Management.



#### PRMG 601

##### Three Credits

##### Project Scope and Time Management

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 to 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

##### Three Credits

##### Project Cost Management

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

##### Three Credits

Definition and analysis of the processes required to ensure that the project and each deliverable satisfy the needs for which they were undertaken. It is the application of quality

concepts, quality costs and quality control to the management process. The course emphasizes the importance of the quality plan definition, the requirements, the audits, the quality control and the quality baseline. The definition and development of a quality plan is covered. The discussion of the differences between a new change to the approved quality plan and project variances are reviewed. Impact analysis about project critical areas is also covered. Requisite: PRMG 601

#### PRMG 604

##### Project Human Resources and Risk

##### Three Credits

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

#### PRMG 605

##### Project Integration Management

##### Three Credits

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.

#### PRMG 606

##### Project Procurement Management

Three 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. Requisite: PRMG 601

#### PRMG 607

##### Project Communication Management

Three Credits

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

#### PRMG 608

##### Using IT Applications in Project Management

Three Credits

The course explores the adoption of information technology applications during phases of project management from planning through tracking to closure. It covers features of Microsoft Project such as how to define a project, build and control well-formed project plans as well as how to use the software

support scheduling, budgeting, tracking performance, communication and resources managing processes to accomplish goals and optimize process quality. Also, it integrates web technologies and mobile apps for today project management environment. Requisite: PRMG 530

# **School of Social Science, Humanities and Communications**

**MASTER OF ARTS IN CRIMINAL JUSTICE IN PREVENTION OF CRIME AND DELINQUENCY**

**MASTER OF ARTS IN CRIMINAL JUSTICE IN ADMINISTRATION OF THE CORRECTIONAL SYSTEM**

## GRADUATE PROGRAM

In accordance with the mission of Universidad Metropolitana, the School of Social Science, Humanities and Communications (SSSHC) is focused on developing the students' analytical, scientific, cultural, and ethical competencies through a solid array of academic programs and a wide range of co-curricular and extracurricular activities. While strengthening the students' critical awareness and the students' active insertion in the civic realm, the School aims to cultivate not only competent professionals, but also engaged citizens, capable of maximizing the quality of their own lives and that of their surrounding communities. Accordingly, the SSSHC's Graduate Programs prepare competent and engaged professionals for employment in the private or public sector. The Graduate Program consists of two programs: a Master of Arts in Psychology with a concentration in Counseling and a Master of Arts in Criminal Justice with one of two concentrations, Crime and Delinquency Prevention and Administration of the Correctional System.

The School has a Dean, a Director of Graduate Programs and Coordinator:

CABÁN MONTALVO, MARIVELÍZ  
Acting Dean  
PhD, University of Puerto Rico  
MA, University of Puerto Rico  
BA, University of Puerto Rico

MAMBRÚ TAVAREZ, VILMANIA G.  
Director of Graduate Programs  
PsyD, Carlos Albizu University  
MA, Carlos Albizu University  
BA, Metropolitan University

LAURA VELOZA CANO

Coordinator of the Criminal Justice Graduate Programs

MA, Universidad Metropolitana

JD, Externado University

BA, Externado University

## PROGRAM OBJECTIVES

To prepare students who:

1. Master their discipline from empirical, theoretical and scientific bases.
2. Master their particular area of concentration, inclusive of the program's specific requirements. Exemplify leadership in the field and in the development of the discipline.
3. Manifest highly developed critical and self-awareness, capacity for independent work, and an ongoing search for professional and personal growth.
4. Manifest extraordinary ethical standards in rigorous compliance with the standards that apply to Puerto Rico.
5. Integrate theoretical learning into a practice that also incorporates the particular socio-cultural needs of Puerto Rican and other Latino populations.
6. Practice compassion and exhibit a marked commitment to a more just, equitable, and peaceful society.

## MASTER OF ARTS IN COUNSELING PSYCHOLOGY

### ADMISSION REQUIREMENTS

Students interested in applying to our program should comply with the following requirements:

- a. Have earned a Bachelor's Degree from an accredited university, with no less than a 3.00 GPA.
- b. Submission of an application containing:
  - Official transcripts of all university studies.
  - Three letters of recommendation from qualified faculty or individuals establishing the candidate's academic and/or professional profile and aptitude for success in a Graduate Program.
- c. Submission of the results of the *Prueba de Admisión a Estudios Graduados* (E"XADEP) or Graduate Record Examination (GRE).
- d. Completion of an interview by the Program Admission Committee, including a written conceptual essay.

### Transfer Credits

A maximum of eighteen (18) graduate credits will be accepted from other institutions provided that the courses are equivalent to courses offered at Universidad Metropolitana. These credits should have been taken in an accredited institution, no more than five (5) years prior to admission, and approved with a grade of A or B.

### Credit Load

A complete credit load consists of three to six credits per *Part of Term*, for a total of sixty (60) credits. In exceptional circumstances, students may request written authorization of the Dean of the School of Social Science,

Humanities and Communications to take a maximum of (9) credits per *Part of Term*.

### GRADUATION REQUIREMENTS

To be considered for graduation, a candidate for a Master's Degree of Arts in Psychology should comply with all the following requirements:

1. Complete all core and specialty courses with a minimum passing grade of 3.00.
2. Complete all required seminars (APA, SPSS)
3. Complete all practical hours.
4. Approve the comprehensive examination (with a Pass grading of 70).
5. Have no debts with the University.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY  
(60 Credits)

Components	Credits
Core Courses	30
Specialization Courses	27
Electives	3

*Core courses* (30 credits)

PSYC 600	Biological Psychology	3
PSYC 601	Evolutionary Psychology	3
PSYC 602	Applied Statistics in Psychology	3
PSYC 603	Learning and Cognition	3
PSYC 604	Personality	3
PSYC 605	Psychopathology	3
PSYC 606	Advanced Social Psychology	3
PSYC 607	Measurement and Construction of Psychological Testing	3
PSYC 608	Foundation of Research: Methods and Psychological Research Techniques	3
PSYC 709	Research Seminar	3

*Specialization Courses* (27 credits)

PSYC 621	Legal and Professional Ethical Issues in Counseling Psychology	3
PSYC 612	Counseling I: Professional Issues in Counseling Psychology	3
PSYC 613	Counseling II: Models and Psychological Counseling Techniques	3
PSYC 614	Theory and Techniques of Measurement and Assessment	3
PSYC 615	Consulting and Supervision	3
PSYC 616	Programs Evaluation	3
PSYC 711	Practicum in Counseling Psychology I	3
PSYC 712	Practicum in Counseling Psychology II	3
PSYC 713	Practicum in Counseling Psychological III	3

*Elective courses* (3 credits)

PSYC 617	Hypnosis	3
PSYC 618	Psychological Counseling and Human Sexuality	3
PSYC 619	Behavior Modification	3

*Comprehensive Test* (No credit)

PSYC 700

## COURSES DESCRIPTIONS

### PSYC 600

#### Biological Psychology

Three Credits

An in-depth overview of the relationship between physiological systems and human conduct. The course examines the influence of current biological perspectives on psychological analysis and reasoning, giving particular attention to their contributions and limitations.

### PSYC 601

#### Evolutionary Psychology

Three Credits

Experimental data or the formulation of a scientific hypothesis cannot be presented outside a theoretical context. Based on this epistemological principle, the course critically examines, catalogues and analyses the scientific theories upon which the identified experimental data is being organized, as well as generally held principles on human development during childhood, adolescence, adulthood, middle and old age. The course also considers the topic of death as a vital component during the study of the final stages of life.

### PSYC 602

#### Applied Statistics in Psychology

Three Credits

This course trains the student in the theoretical understanding, application and interpretation of inferential statistics. The course examines the different methods and statistical models used in psychology, utilizing computer and program applications for statistical analysis in the School's laboratory facilities.

### PSYC 603

#### Learning and Cognition

Three Credits

The course examines the theories and principles that explain the processes of learning and cognition. The course places particular emphasis to the foundational premises of cognitive psychology, as well as the topics of the brain, sensation, perception and attention.

### PSYC 604

#### Personality

Three Credits

Study of personality in psychology. The course examines the fundamental theoretical components of this content, including psychoanalytical, socio-humanistic, conductive and cognitive perspectives from a historical context that seeks to connect applied research and current theoretical discussions.

### PSYC 605

#### Psychopathology

Three Credits

Examination of the distinction between what is considered normal and abnormal behavior, with reference to social, economic and cultural criteria to define both concepts. The course analyzes mental disorders and evaluates the concepts that define the field, as well as the diagnosis and treatment of mental conditions from biophysical, intra-psychic, phenomenological, behavioral, socio-cultural and integrative perspectives. The course also appraises the different disease entities of the "Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR).

### PSYC 606

#### Advanced Social Psychology

Three Credits

Using the way people think, influence and relate to each other as a central point of

departure, the course offers a critical examination of the major theoretical and methodological aspects that have emerged in social psychology from its birth in the twentieth century as a scientific discipline. The course aims to relocate the focus of study in social psychology at the micro and macro levels of phenomena. It investigates traditional theoretical notions that shaped social psychology as a discipline and the emergence, after the late 1970's, of more recent theoretical trends that resulted from the crisis of confidence in the discipline at that time.

#### PSYC 607

##### Measurements and Construction of Psychological Testing

##### Three Credits

This course trains graduate students in psychology in the use of the methods for the analysis and construction of items to estimate reliability, validity and standardization of the tests. The course offers a broad perspective of different techniques and instruments used in the field, as well as an overview of its historical development. The class will discuss some of the most commonly used psychological instruments, as well as analyze the ethical and social controversies of psychological testing in Puerto Rico. Requisite PSYC 602

#### PSYC 608

##### Foundations of Research: Methods and Psychological Research Techniques

##### Three Credits

Review of the different forms of research in psychology, analyzing each of its epistemological strategies, methods and techniques, beyond the classic division between quantitative and qualitative research. Requisite PSYC 602

#### PSYC 709

##### Research Seminars

##### Three Credits

In this course, students will develop a research paper to demonstrate the skills mastered in their graduate courses, as applied to the problems presented by the discipline of Psychological Counseling.

(Prerequisites- All Core courses and specialization courses must be completed. At least two practical courses must be completed (PSYC 711 and PSYC 712).

#### PSYC 621

##### Legal and Professional Ethical Issues in Counseling Psychology

##### Three Credits

The course critically examines the implementation of Law 96 of the Ethical Code and all other laws and statutes that regulate the practice of psychology in Puerto Rico. Specifics topics also include responsibility, confidentiality, professional standards, examination of issues and decision making, in relation to the specific needs of psychological counseling, as a field of specialization.

#### PSYC 612

##### Counseling I: Professional Issues in Counseling Psychology

##### Three Credits

As a field of study, Psychological Counseling has become relevant in different service scenarios. In this course, the future professional of Psychological Counseling is exposed to the philosophical and theoretical assumptions of the discipline and examines and analyzes different intervention areas and ethical issues in relation to emerging topics and new problems. Through critical analysis of the foundations of the discipline, the challenges faced by the profession in Puerto Rico are also addressed.



### PSYC 613

#### Counseling II: Models and Psychological Counseling Techniques

Three Credits

The course applies the various models of counseling and psychotherapy pertaining to the different schools of thought. Emphasis is given to psychotherapeutic and counseling techniques and to practical work on the basis of role-playing and other methods used in model testing. The course aims to develop a level of specialized knowledge about the main intervention techniques in the field. With this foundation, contemporary directions of the field are examined critically, placing particular emphasis to issues related to conceptual, methodological approaches and proposal writing to address these problems.

Requisite PSYC 612

### PSYC 614

#### Theory and Techniques of Measurement and Assessment

Three Credits

This course examines the principles of assessment in the context of psychology, as applied to individual and learning differences. The course also explores the basic and fundamental issues of psychological assessment, its core concepts, its practical foundations, available evidence and critical questioning. The course will take into account historical considerations, contemporary socio-cultural, ethical, legal and professional developments and the practice of psychometrics in Puerto Rico.

Requisites PSCY 602, PSYC 604 and PSYC 605

### PSYC 615

#### Consulting and Supervision

Three Credits

This course studies the theoretical and practical basis of the consulting area of psychological counseling. The course addresses fundamental

issues in consulting such as, the use of organizational resources for the resolution of problems affecting children and adolescents, methods, techniques and skills of psychological consulting.

Requisites PSYC 612, PSYC 613 and PSYC 614

### PSYC 616

#### Programs Evaluation

Three Credits

Study of the theoretical and practical foundations of the evaluation of social and psychological intervention programs. The courses span the main areas of evaluation of intervention programs, such as models and design evaluation, stages of assessment and information gathering techniques.

Requisites PSYC 615

### PSYC 711

#### Practicum in Counseling Psychology I

Three Credits

Practice course focused in the development of psychological evaluation skills, integration and application of psychological interviewing skills, record review, drafting of personal histories, and preparing and drafting psychological, psychometric and psycho-educational evaluation reports. The course also develops the skills related to feedback techniques and the early intervention and counseling of the participant, parent, partner or other person relevant to the case.

Requisites PSYC 600, PSYC 601, PSYC 603, PSYC 604, PSYC 605 and PSYC 613

### PSYC 712

#### Practicum in Counseling Psychology II

Three Credits

Practice course focused in the development of psychological intervention skills, including the psychological interview, psycho-diagnosis, psychological counseling, development of the psychotherapeutic plan and psychotherapy.

Emphasis is given to short-term psychotherapeutic models designed for prevention and the promotion of mental health and socio-emotional well-being.

Requisite PSYC 711

#### PSYC 713

Practicum in Counseling Psychology III

Three Credits

This more advanced practice course is aimed at strengthening the skills of psychological intervention, including: the psychological interview, psycho-diagnosis, psychological counseling, psychotherapy plan development and psychotherapy. The course will strengthen the skills of counseling and psychological intervention in the family, as well as continue to strengthen the models of brief psychotherapy aimed at prevention and mental health promotion and socio-emotional adjustment. Requisite PSYC 712

#### PSYC 617

Hypnosis

Three Credits

Study of the field of clinical hypnosis and its basic techniques. The course examines the technical basis of the field such as: hypnosis as a particular state of consciousness, neuro-psychophysiology of hypnosis, methods of hypnosis and hypnotic phenomenology.

#### PSYC 618

Psychological Counseling and Human Sexuality

Three Credits

Historical background of the concept of human sexuality, including topics related to human sexuality in the biological, developmental, behavioral, emotional and cultural spheres. The course reviews the diagnosis and treatment of atypical sexual behavior from the biophysical, intra-psychic, phenomenological, behavioral, socio-cultural and integrative perspectives. The course also examines the

different disease entities in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR).

#### PSYC 619

Behavior Modification

Three Credits

Presentation of the historical background and theoretical foundations of the principles of behavior modification. This course integrates specific knowledge from behavioral assessment, the explanatory models of the disorders, the design and implementation of behavior modification programs and evaluation of their effectiveness. This course provides a close link between theoretical and applied aspects of behavior modification that integrate models of disorders, assessment and treatment.

### COMPREHENSIVE TEST

The objective of the comprehensive examinations is to provide students (candidates for a master degree) with the opportunity to demonstrate their practical, theoretical and conceptual competencies, as well as their competencies, skills and axiology in their area(s) of specialization and academic fields, and in accordance with the degree to which they aspire. No credits.

### REQUIRED WORKSHOPS

APA Workshop. This workshop will train students on the current use of the Manual of American Psychological Association (APA), *Publication Manual of the American Psychological Association*, to prepare students on the correct format and application in research papers, monographs and essays. The course provides students with the necessary tools to master the writing style approved by the American Psychological Association. Notes,

writing samples, use of quotations and references, and other additional resources are offered.

**SPSS WORKSHOP** This workshop is intended to familiarize and prepare the student in the use of computer statistical packages to perform data entry of variables, assign values and allow students to perform the statistical analysis of the data entered that are part of an investigation.

## MASTER OF ARTS IN CRIMINAL JUSTICE

### Admission Requirements

Students interested in applying to our program should comply with the following requirements:

- a. Have earned a Bachelor's Degree from an accredited university, with no less than a 2.75 GPA.
- b. Submission of an application containing:
  - Official transcripts of all university studies.
  - Three letters of recommendation from qualified faculty or individuals establishing the candidate's academic and/or professional profile and aptitude for success in a Graduate Program.
- c. Submission of the results of the *Prueba de Admisión a Estudios Graduados* (EXADEP) or Graduate Record Examination (GRE).
- d. Completion of an interview by the Program Admissions Committee, including a written conceptual essay.

### Transfer Credits

A maximum of nine (9) graduate credits will be accepted from other institutions provided that the courses are equivalent to courses offered at Universidad Metropolitana. These credits should have been taken in an accredited institution, no more than five (5) years prior to admission, and approved with a grade of A or B.

### Credit Load

A complete credit load consists of three to six credits per *Part of Term*, for a total of thirty-six (36) credits. In exceptional circumstances, students may request written authorization of the Dean of the School of Social Sciences, Humanities and Communications to take a maximum of (9) credits per *Part of Term*.

### Graduation Requirements

To be considered for graduation, a candidate for a Master's Degree of Arts in Criminal Justice should comply with all the following requirements:

1. Complete all core and specialty courses with a minimum passing grade of 3.00.
2. Complete all required seminars (APA, SPSS)
3. Approve the comprehensive examination (with a Pass grading of 70)
4. Have no debts with the University.

MASTER OF ARTS IN CRIMINAL JUSTICE  
(54 Credits)

		Components	Credits
		Core Courses: Both specializations	15
Specialization Courses: Administration of the Correctional System			12
Electives: Administration of the Correctional System			6
Specialization Courses: Crime Prevention and Delinquency			12
Electives: Crime Prevention and Delinquency			6
Electives: Both specializations			3
<i>Core courses (Both specializations)</i>			<i>(15 credits)</i>
CRIM 501	Human Rights in the Contemporary World		3
CRIM 502	Research Seminar and Computer use in Social Investigation		3
CRIM 504	Methods of Social Investigation		3
CRIM 505	Design and Evaluation of Criminal Justice Programs		3
CRIM 507	Criminal Justice System of Puerto Rico		3
<i>Specialization courses -Administration of the Correctional System</i>			<i>(12 credits)</i>
MANA 501	Organizational Behavior		3
CRIM 605	Treatment and Rehabilitation of the Delinquent		3
CRIM 606	Comparative Correctional Systems		3
CRIM 611	Community Correctional Programs		3
CRIM 612	Seminar: Particular Situations in the Administration of Correctional Programs		3
<i>Specialization electives courses- Administration of the Correctional System</i>			<i>(6 credits)</i>
CRIM 610	Correctional System of Puerto Rico		3
CRIM 621	Mediation Methods and Skills		3
<i>Specialization courses- Crime Prevention and Delinquency</i>			<i>(12 credits)</i>
CRIM 600	Basic International Documents for Crime Prevention		3
CRIM 601	Crime and Delinquency Prevention Strategies		3
CRIM 602	Relevant Principles for Effective Prevention and Investigation of Juvenile Delinquency		3
CRIM 604	Organizations of Public and Private Security in Crime Prevention		3
<i>Specialization electives courses- Crime Prevention and Delinquency</i>			<i>(6 credits)</i>
CRIM 603	Community Prevention Programs		3
CRIM 623	Addiction, Crime and Intervention		3
CRIM 623	International Perspectives for Crime Prevention		3

<i>Electives (Both specializations)</i>		<i>(3 credits)</i>
CRIM 503	Theories of Criminology	3
CRIM 607	Disturbances and Mental Disorders	3
CRIM 620	Proposal Writing	3
CRIM 630	General Principles of Penal Law	3
CRIM 631	Seminar: Methods and Techniques of Juridical Research	3
CRIM 633	Sexual Offenders	3
CRIM 634	Seminar on Relevant Topics	3

## COURSES DESCRIPTIONS

### CRIM 501

#### Human Rights in the Contemporary World

Three Credits

Study of the evolution of the concept of human rights from the period of the *Declaration of the Rights of Man* and the French Revolution to the present. Emphasis will be given to the internationalization of these rights and the examination of their application in our society.

### CRIM 502

#### Research Seminar and Computer use in Social Research

Three Credits

In this course students will experiment with different quantitative and qualitative investigation techniques employed in the social sciences to learn how to transform that information into useful research findings. Emphasis will be given to the use of electronic media in obtaining and analyzing data.

### CRIM 504

#### Methods of Social Research

Three Credits

This course teaches students the methods, techniques, and strategies used in the social sciences, including quantitative and qualitative research methods utilized to gather and analyze data. Varied theoretical models and literature, as well as the use of electronic media in obtaining and analyzing data, are also examined. Requisite CRIM 502

### CRIM 505

#### Designs and Evaluation of Criminal Justice Programs

Three Credits

Study of the process of designing and evaluating programs in the criminal justice system, particularly those aimed at prevention

of deviant behavior, crime, delinquency and other correctional work. Students will develop their understanding and skills to determine needed services and propose innovative alternatives by examining design models and evaluating programs.

Requisites CRIM 502 and CRIM 504

### CRIM 507

#### Criminal Justice System of Puerto Rico

Three Credits

Study and analysis of the components of the criminal justice system in Puerto Rico and the United States, as well as other criminal justice systems around the globe.

### MANA 501

#### Organizational Behavior

Three Credits

Study of individual and group behavior in organizations and organizational behavioral dynamics inside social systems. In the course, students will study different theories of human behavior and organizational administrative functions.

### CRIM 605

#### Treatment and Rehabilitation of the Delinquent

Three Credits

This course is divided in two components. In the first part, the class will examine the constitutional laws that mandate the rehabilitation of the delinquent, the laws that sustain them, as well as the systematic procedures that encompass the entire correctional system, both in its public and private spheres. The second half of the course analyzes the diverse orientations and/or philosophies that uphold the intervention system utilized in the rehabilitation process. The final part focuses on the re-conceptualization of existing processes to stimulate a broader understanding and management of alternative interventions.

Requisites CRIM 501 and CRIM 502

#### CRIM 606

##### Comparative Correctional Systems

Three Credits

This course exposes students to diverse existing and previous correctional systems around the world from a historical approach. Emphasis is given to philosophical perspectives as well as to the weight given to punishment and rehabilitation in the evolution of these systems. The course examines: the law and the correctional process, the rights of the imprisoned, correctional administration, correctional systems, ideologies and the different options of the prison system.

Requisites CRIM 501 and CRIM 502

#### CRIM 612

##### Seminar: Specific Situations in the Administration of Correctional Programs

Three Credits

The main purpose of this course is to confront students with specific situations that occur in penal institutions in Puerto Rico, such as: riots, evasions, prisoner transfers to medical appointments, to courts and other institutions, deaths, as well as electoral processes inside the facilities and work-study and work programs outside the institution. Students will also have the opportunity to learn, investigate and evaluate how the Department of Corrections and Rehabilitation, through the Administration of Corrections, manages these situations to guarantee the security of the penal population, its employees and visitors.

Requisites CRIM 501, CRIM 502 and CRIM 606

#### CRIM 610

##### Correctional System of Puerto Rico

Three Credits

Study of the origin and development of the correctional system of Puerto Rico, as mandated by Law Num. 116 of July 22, 1974

and as amended in the Reorganization Plan, No. 3 of 1993. The course will analyze the creation of the Department of Corrections and Rehabilitation, the Administration of Corrections, and the Administration of Juvenile Institutions and other related agencies, focusing on the purpose, structure and functions of each. Emphasis will be given to the Administration of Corrections, specifically, the functions conferred to its personnel, including the Administrator, correctional officers and socio-penal services technicians. The course also explores topics related to the correctional population's rights, allowances, and programs and services that promote their rehabilitation. Requisites CRIM 501, CRIM 502 and CRIM 606

#### CRIM 611

##### Correctional Community Programs

Three Credits

This course exposes students to different community programs that the Correctional Administration offers the penal population, some of which give the imprisoned population the opportunity to participate in free society. In the course, students will evaluate these programs in a comparative manner, as well as examine the merits of each and understand the profile of the imprisoned.

Requisites CRIM 501, CRIM 502 and CRIM 606

#### CRIM 621

##### Mediation Methods and Skills

Three Credits

Comparative analysis of the development of alternative methods for conflict resolution, specifically mediation, from a systems theory-based sociological framework. The course examines the historical background of the evolutionary process of mediation as an alternative method for conflict resolution, in order for students to develop the skills and capacities to serve as formal and informal



mediators at different levels of the criminal justice system.

SPECIALIZATION ELECTIVE COURSES IN  
ADMINISTRATION OF THE CORRECTIONAL  
SYSTEM

**CRIM 610**

**Correctional System of Puerto Rico**

**Three Credits**

Study of the origin and development of the correctional system of Puerto Rico, as mandated by Law Num. 116 of July 22, 1974 and as amended in the Reorganization Plan, No. 3 of 1993. The course will analyze the creation of the Department of Corrections and Rehabilitation, the Administration of Corrections, and the Administration of Juvenile Institutions and other related agencies, focusing on the purpose, structure and functions of each. Emphasis will be given to the Administration of Corrections, specifically, the functions conferred to its personnel, including the Administrator, correctional officers and socio-penal services technicians. The course also explores topics related to the correctional population's rights, allowances, and programs and services that promote their rehabilitation.

Requisites CRIM 501, CRIM 502 and CRIM 606

**CRIM 621**

**Mediation Methods and Skills**

**Three Credits**

Comparative analysis of the development of alternative methods for conflict resolution, specifically mediation, from a systems theory-based sociological framework. The course examines the historical background of the evolutionary process of mediation as an alternative method for conflict resolution, in order for students to develop the skills and capacities to serve as formal and informal mediators at different levels of the criminal justice system.

Prerequisites CRIM 501, CRIM 502 and CRIM 606

**CRIM 600**

**Basic International Documents for Crime**

**Prevention**

**Three Credits**

Examination of all basic international documents for the prevention of crime, emphasizing the most relevant agreements by international organizations, including state organizations, public, quasi-public or private ones. Requisites CRIM 501 and CRIM 502

**CRIM 601**

**Crime and Delinquency Prevention Strategies**

**Three Credits**

This course encourages the student's critical thinking and criminological analysis to examine successful crime prevention public policies. The course also investigates the basic concepts of crime prevention, intervention strategies and modern techniques of criminal research.

Requisites CRIM 501 and CRIM 502

**CRIM 602**

**Relevant Principles for Effective Prevention and Investigation of Juvenile Delinquency**

**Three Credits**

This course presents an ethical analysis of the judicial, legislative, and executive inventory upon which our society depends to confront the increasing problem of juvenile delinquency. The course examines the origins of these government structures as a particular aspect of the law, the processes that govern them, as well as society's understanding of the system itself. Requisites CRIM 501 and CRIM 502

#### CRIM 604

##### Organizations of Public and Private Security in Crime Prevention

##### Three Credits

Study and analysis of the different strategies of public and private crime prevention and security organizations. Emphasis is given to the functioning of these in administrative and operational areas, research findings, search for qualified personnel, productivity measurements, and performance and discipline, among others, as necessary means of crime prevention.

Requisites CRIM 501, CRIM 502 and CRIM 601

#### CRIM 603

##### Community Prevention Programs

##### Three Credits

This course offers students a careful study of the multiple crime prevention strategies communities put in place in order to secure their neighborhoods. The course will focus on both the formal alliances developed between police departments and their surrounding communities, as well as those programs run exclusively by community members. As such, the character and effectiveness of patrol and surveillance strategies will be compared and contrasted to the role strong communal ties and solidarity between neighbors may have on criminal activity. (Requisites CRIM 501 and CRIM 502)

#### CRIM 623

##### Addiction, Crime and Intervention

##### Three Credits

Study and analysis of addiction, crime and intervention in the use of legal and illegal drugs for the prevention of abnormal behavior and crime. The course includes the study of international methods of intervention of security organizations and treatment strategies for addicts and their possible application to the case of Puerto Rico. The course also includes a

comparative analysis of prohibition models, as well as legalization and medication of drugs as frames of reference.

#### CRIM 624

##### International Perspectives for Crime Prevention Three Credits

Study of crime at the international level and the procedures which are being, or can be, adapted to our context for crime prevention. We will study international crime from different perspectives, among them, culture, migration, routine activities of transnational crime, gender, etc. We will also study the international justice process, the role of the UN, and other international organizations in prosecution and crime prevention, law compliance and crime prevention, as well as crime statistics at the international level and the role of international crime organizations.

Requisites CRIM 501 and CRIM 502

#### CRIM 503

##### Theories of Criminology

##### Three Credits

This course exposes students to the study of crime from a critical perspective. The course examines diverse theories related to the causes of crime, among them, theological, biological, psychological, ecological perspectives and others. Social phenomena, law and the applicable rights are analyzed within a historical-social frame that takes into consideration the particular reality of Puerto Rico of the last 45 years.

Requisites CRIM 501 and CRIM 502

#### PSYCH 607

##### Disturbances and Mental Disorders

##### Three Credits

The course introduces the distinction of what is considered normal and abnormal behavior with reference to social, economic and cultural criteria that define both concepts. Students

will carry out a critical analysis of disturbances and mental disorders and an evaluation of the concepts that define the field, as well as diagnosis and treatment of mental conditions from the biophysical, intra-psychical, phenomenological, conductive, socio-cultural and integrative perspectives. The class will utilize *the Diagnostic and Statistical Manual of Mental Disorders* (DMS IV T-R) as a frame of reference for study and discussion.

Requisites CRIM 501 and CRIM 502

#### CRIM 620

##### Proposal Writing

Three Credits

Study of the advancement and development of programs that respond to the needs of the criminal justice system population. The course strengthens students' awareness, capabilities and skills in proposal writing to seek funding and resources to develop programs and services that are directly related to crime prevention and rehabilitation. The course promotes the exchange of ideas and integration of other disciplines to create new alternatives in the field. The course also emphasizes the development of oral and written communication skills and the identification of resources in the provisioning of services within the system of criminal justice.

Requisites CRIM 501 y CRIM 502

#### CRIM 630

##### General Principles of Penal Law

Three Credits

Analysis of the General Principles of Penal Law. Some of the central themes included in the course are: *Legality Principle, Certainty Principle, the Theory of Offense, Retroactive Principle, Law of Authenticity, Due Process, Guilt, and Hierarchical Order in Law in Puerto Rico*. The course will also address the topic of globalization within the penal system.

#### CRIM 631

##### Seminar: Methods and Techniques of Juridical Research

Three Credits

The course studies the distinct methods and techniques used in juridical investigations with an emphasis on those most pertinent to students who will be working in Puerto Rico. The course is designed to develop the student's ability to manage distinct sources of juridical information in an integrated manner.

Requisite: CRIM 502

#### CRIM 633

##### Sexual Offenders

Three Credits

The course examines the emotional, psychological and sociological factors that predispose a person to respond with sexual violence to life situations and events. In addition, the problem of sexual violence is explored from cultural, social, political, legal and economical viewpoints, the impact on society in general and on the victims in particular.

#### CRIM 634

##### Seminar of Pertinent Topics

Three Credits

This seminar includes the study and critical analysis of significant and current topics related to the field of criminal justice in the process of law enforcement, the violation of the law and social reactions to these situations. The course also addresses the study of criminology is a central reference point in the general system of criminal justice, and, in particular, within the content of the major courses of the master's program.

##### Comprehensive Test

The objective of the comprehensive examinations is to provide students (candidates for a master degree) with the opportunity to

demonstrate their theoretical and conceptual competencies, as well as their competencies, skills and axiology in their area(s) of specialization and academic fields, and in accordance with the degree to which they aspire. No credits.

