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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 2016-2017.

August, 2016

Carlos M. Padín Bibiloni, PhD
Chancellor
Universidad Metropolitana
CHANCELLOR MESSAGE

Welcome to Universidad Metropolitana (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

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

Due to the changing nature of professions, the institution is continuously reviewing and restructuring many of its academic programs in an effort to enhance their quality, improve efficiency, and to comply with requirements of professional boards, accrediting agencies, and governmental laws and regulations, among others. In that process, some of the programs and courses mentioned in this catalogue may be modified, consolidated with other programs or courses, or eliminated.

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

*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

Ramiro Millán                President of the Board
Felix Rodríguez              Vice-president of the Board
José F. Méndez González     President Emeritus of Ana G. Méndez University System
José F. Méndez Méndez, Jr.   President of Ana G. Méndez University System
Víctor Hernández              
Héctor A. Jiménez            
René A. León                 
Rafael A. Nadal              
Herminio Martínez            
Manuel Agosto               
Rene A Soto                 
Wilfredo Cosme              
Rita DiMartino

ADMINISTRATION OF THE SISTEMA UNIVERSITARIO ANA G. MENDEZ

José F. Méndez González      President Emeritus
José F. Méndez Méndez        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
Ricardo Rodríguez Domenech   Vice President for Administrative Affairs
Luis J. Zayas Seijo          Vice President for National Affairs
David Méndez Pagán          Vice President for 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
Mildred Huerta Solá          Chancellor
                            Universidad del Este
Luis A. Burgos,              Chancellor
                            Florida Campus
## ADMINISTRATION AND STAFF OF UNIVERSIDAD METROPOLITANA

### OFFICE OF THE CHANCELLOR

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

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<th>Name</th>
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<tr>
<td>Juan Otero Serrano, PhD</td>
<td>Vice Chancellor</td>
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<tr>
<td>Gregorio Villegas Cobián, PhD</td>
<td>Associate Vice Chancellor for Administrative Affairs</td>
</tr>
<tr>
<td>Alma Resto, MBA</td>
<td>Acting Associate Vice Chancellor for Licensing and Accreditation</td>
</tr>
<tr>
<td>Awilda Pérez, MBA</td>
<td>Associate Vice Chancellor for Student Retention and Development</td>
</tr>
<tr>
<td>Elizabeth Cancel, MBA</td>
<td>Associate Vice Chancellor Evening and Weekend Services</td>
</tr>
<tr>
<td>Carmen M. Luna, EdD</td>
<td>Assistant Vice Chancellor of Student and Institutional Assessment</td>
</tr>
<tr>
<td>Teresita Ibarra, PhD</td>
<td>Acting Dean of the School of Business</td>
</tr>
<tr>
<td>Teresita Ibarra, PhD</td>
<td>Associate Dean, School of Business</td>
</tr>
<tr>
<td>María C. Ortiz, PhD</td>
<td>Dean of the School of Environmental Affairs</td>
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<tr>
<td>Karen González, PhD</td>
<td>Dean of the School of Science and Technology</td>
</tr>
<tr>
<td>Nadia Fernández, PhD</td>
<td>Associate Dean, School of Science and Technology</td>
</tr>
<tr>
<td>Lourdes Maldonado, EdD</td>
<td>Dean of the School of Health Science</td>
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<tr>
<td>Mayra Figueroa, EdD</td>
<td>Associate Dean of the School of Health Science</td>
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<tr>
<td>Luis Mojica, EdD</td>
<td>Dean of the School of Education</td>
</tr>
<tr>
<td>Mariwilda Padilla, EdD</td>
<td>Associate Dean, Graduate Program of Education</td>
</tr>
<tr>
<td>Vacant</td>
<td>Associate Dean, Undergraduate Program of Education</td>
</tr>
<tr>
<td>Mariveliz Cabán, PhD</td>
<td>Dean of the School of Social Sciences, Humanities and Communication</td>
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Roxanna Domenech, PhD  Associate Dean of the Department of Humanities
Mariveliz Cabán, PhD  Acting Associate Dean of the Department of Social Sciences
Sugelenia Cotto, MBA  Acting Associate Dean, Department of Communications
Laura Aponte, MBA  Dean of School of Technical Studies

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

Mildred Rivera Cordero, MBA  Dean School of Professional Studies
Melissa Guilliani, MPA  Associate Dean, School of Professional Studies
Alfredo Lebrón, PhD  Associate Dean in Academic Affairs

CONTINUING EDUCATION

Lorna Martínez, MA  Executive Director
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) or 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Full Time</th>
<th>Three Quarters Time</th>
<th>Half Time</th>
<th>Less than Half Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>6 or more credits</td>
<td>N/A</td>
<td>5 to 3 credits</td>
<td>N/A</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3 or more credits</td>
<td>N/A</td>
<td>2 to 1 credits</td>
<td>N/A</td>
</tr>
</tbody>
</table>

B. By credit hours leading to a degree
   1. First-year Students - Those who have a 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 3.00 or more.
To request a reclassification the student should comply with the Progress Norm of the Satisfactory Academic Norm.
  o 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>good</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>deficient</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>failure</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

In special cases, the following annotation system will apply:

<table>
<thead>
<tr>
<th>Annotation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>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.</td>
</tr>
<tr>
<td>I</td>
<td>student absent from final examination</td>
</tr>
<tr>
<td>WN</td>
<td>student was enrolled but never attended</td>
</tr>
<tr>
<td>P</td>
<td>passed</td>
</tr>
<tr>
<td>NP</td>
<td>not passed</td>
</tr>
<tr>
<td>IP</td>
<td>in progress</td>
</tr>
</tbody>
</table>

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, 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 (120 credits x 150% = 180 credits).

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 earned and will be considered in the cumulative GPA when determining SAP.

**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

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>% of Credits Earned</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 18</td>
<td>55%</td>
<td>3.00</td>
</tr>
<tr>
<td>19 – 36</td>
<td>60%</td>
<td>3.00</td>
</tr>
<tr>
<td>37 +</td>
<td>67%</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>% of Credits Earned</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 15</td>
<td>67%</td>
<td>3.00</td>
</tr>
<tr>
<td>16 +</td>
<td>67%</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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 be 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 chances 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.suagm.edu/UMET.

DISCIPLINARY REGULATIONS

Università 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.suagm.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. 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 $6,204

Costs are estimated and are subject to change.

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

Graduate Programs $ 221.00

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.

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<table>
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<tbody>
<tr>
<td>Construction</td>
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<td>Insurance</td>
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</table>

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 $600.00 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.suagm.edu/UMET.
Information Resources
Information Resources

Library

The mission of the Library is to provide agile information services, through an updated collection, accessible presental 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](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

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<tr>
<th>PROGRAMS</th>
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<td>Master in Planning in Environmental Planning</td>
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#### SCHOOL OF BUSINESS

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## SCHOOL OF HEALTH SCIENCES

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## SCHOOL OF EDUCATION

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### SCHOOL OF SOCIAL SCIENCE, HUMANITIES, AND COMMUNICATIONS

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### SCHOOL OF PROFESSIONAL STUDIES (AHORA)

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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

COX, OSVALDO
Professor
Ph.D., Organic Chemistry, Ohio State University, Columbus, Ohio
MS, Organic Chemistry, University of Puerto Rico
BS, Chemistry, University of Puerto Rico

DÍAZ, ANDRÉS
Assistant Professor
Ph.D., Electric Engineering, Penn State University
MS, Physics, Universidad Nacional de Colombia
MS, Electric Engineering, Penn State University
BS, Physics, Universidad Nacional de Colombia
BS, Electronic Engineering, Pontificia Universidad Javeriana, Colombia

FRIEDMAN, JONATHAN
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Ph.D., Physics, Colorado State University
Post Doc, Optical Aeronomy, Arecibo Observatory
BS, Physics, Cornell University

KUMAR, AJAY
Assistant Professor
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Post Doc, Tumour targeted drug designing and synthesis, UPR, Humacao
MS, Organic Chemistry, Lajpat Rai College, Shahibabad, Ghaziabad, India
BS, Chemistry & Biology, Mahanand Mission Harijan College, Ghazaibad, UP India

MUSA WASIL, JUAN CARLOS
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MS, Ecology, University of Puerto Rico at Mayagüez
BS, Forestry Engineering, Universidad de Córdoba, Argentina

ORTIZ RIVERA, MARÍA CALIXTA
Associate Professor
Ph.D., Public Health, epidemiology, Walden University
MS, Environmental Management, Universidad Metropolitana
BS, Natural Sciences, University of Puerto Rico

PADIN BIBILONI, CARLOS M.
Ph.D., Geography, Southern Illinois University Carbondale
MS, Environmental Studies, Southern Illinois University, Edwardsville
MA, Planning, University of Puerto Rico
BA, Mathematics, University of Puerto Rico

ZAYAS RIVERA, BEATRIZ
Associate Professor
Ph.D., Molecular Toxicology, University of Pittsburgh, Penn.
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 allow 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 regulate 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 & ENMG723) or a Professional Portfolio prior approval of the School’s Dean (ENAF 240 & ENAF 745). The thesis or the Professional Portfolio must be approved by the members of the 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 witting 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 (e.g. ENSC 101, ENMG 101) or General Biology (e.g. BIOL 203 & 204) Codes may vary by institution
• Computer courses: (e.g. COMU 105, COIS 201, COSC 111) Codes may vary by institution
• Oral and Written communication: (e.g. COMU 101, 102, SPAN 215) Codes may vary by institution

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 (e.g. HUMA 204) Codes may vary by institution
• Political Systems of Puerto Rico (e.g. POSC 253) Codes may vary by institution
• Economy of Puerto Rico (e.g. ECON 300) Codes may vary by institution

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), or a Professional Portfolio prior approval of the School’s Dean (ENAF 240 & ENAF 745). The thesis, Internship or the Professional Portfolio must be approved by the members of the 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 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)

d. 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.

e. Submit the results of the “Prueba de Admisión a Estudios Graduados” (EXADEP) or Graduate Record Examination (GRE).

f. 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 (e.g. ENSC 101, ENMG 101), General Biology (e.g. BIOL 203-204), General Physic (e.g. PHYS 203-204), General Chemistry (e.g. CHEM 203-204) Codes may vary by institution
- Computer courses (e.g. COIS 201, COSC 111) Codes may vary by institution
- Other courses (e.g. ECON 123, SOCI 203, ENMG 115, MATH 384 or STAT 201, MATH 111-112, QUME 250, MATH 153) Codes may vary by institution
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 (e.g. HUMA 204) Codes may vary by institution
- Political Systems of Puerto Rico (e.g. POSC 253) Codes may vary by institution
- Economy of Puerto Rico (e.g. CON 300) Codes may vary by institution

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) or a Professional Portfolio prior approval of the School’s Dean (ENAF 240 & ENAF 745). 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)

<table>
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<th>Components</th>
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<td>Core Courses</td>
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<tr>
<td>Specialization Courses</td>
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<tr>
<td>Recommended Electives</td>
<td>6</td>
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<tr>
<td>Research</td>
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### Core Courses

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<tr>
<td>ENMG 506</td>
<td>Statistical Methods for Environmental Research</td>
<td>3</td>
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<td>ENMG 608</td>
<td>Hazardous Waste Management</td>
<td>3</td>
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<td>ENMG 615</td>
<td>Environmental Legislation and Regulatory Agencies</td>
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<tr>
<td>ENMG 510</td>
<td>Principles of Environmental Technology &amp; Field visits</td>
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### Specialization Courses

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<td>ENMG 515</td>
<td>Environmental Microbiology &amp; Laboratory</td>
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<td>ENMG 520</td>
<td>Environmental Chemistry &amp; Laboratory</td>
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<td>ENMG 614</td>
<td>Comparative Environmental Risk Assessment</td>
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### Recommended Electives

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<tr>
<td>ENPL 505</td>
<td>Geographic Information System &amp; Laboratory</td>
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<tr>
<td>ENMG 503</td>
<td>Environmental Economics</td>
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<td>ENMG 512</td>
<td>Environmental Communications and Writing</td>
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<td>ENMG 613</td>
<td>Environmental Quality Control Management</td>
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<td>ENMG 617</td>
<td>Environmental Documents and Evaluations</td>
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<td>ENMG 701</td>
<td>Topics in Environmental Affairs I</td>
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<td>ENMG 702</td>
<td>Topics in Environmental Affairs II</td>
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<td>Climate and Atmospheric Pollution</td>
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<td>ENMG 705</td>
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<td>ENMG 707</td>
<td>Environmental Auditing &amp; Practice</td>
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<td>ENMG 714</td>
<td>Fundamentals of Hydrogeology</td>
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### Research component

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<td>ENAF 740-745*</td>
<td>Professional Portfolio in Environmental Affairs</td>
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*It requires pre-approval of Dean of the School of Environmental Affairs*
# MASTER OF SCIENCES IN ENVIRONMENTAL MANAGEMENT

Conservation and Management of Natural Resources

(42 Credits)

<table>
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<th>Components</th>
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<td>Research</td>
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## Core Courses

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<tbody>
<tr>
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<td>Fundamentals of Environmental Science</td>
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<tr>
<td>ENMG 506</td>
<td>Statistical Methods for Environmental Research</td>
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<td>ENMG 615</td>
<td>Environmental Legislation and Regulatory Agencies</td>
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<tr>
<td>ENMG 617</td>
<td>Environmental Documents and Evaluations</td>
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<tr>
<td>ENMG 712</td>
<td>Tropical Ecosystems</td>
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## Specialization Courses

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<td>ENMG 532</td>
<td>Conservation and Management of Forest Ecosystems and Flora</td>
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<td>ENMG 533</td>
<td>Conservation and Management of Wildlife Fauna</td>
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<td>ENMG 535</td>
<td>Conservation and Management of Marine Resources</td>
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<td>ENMG 700</td>
<td>Integrated Management of Natural Resources</td>
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## Recommended Electives

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<th>Course Code</th>
<th>Course Title</th>
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<td>ENST 500</td>
<td>Fundamentals of Earth Systems</td>
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</tr>
<tr>
<td>ENPL 505</td>
<td>Geographic Information System &amp; Laboratory</td>
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<td>ENST 515</td>
<td>Sustainable Development</td>
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<tr>
<td>ENMG 503</td>
<td>Environmental and Nat. Res. Economics</td>
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<td>ENMG 512</td>
<td>Environmental Communication and Writing</td>
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<td>ENMG 515</td>
<td>Environmental Microbiology &amp; Laboratory</td>
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<tr>
<td>ENMG 520</td>
<td>Environmental Chemistry &amp; Laboratory</td>
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<td>ENMG 530</td>
<td>Oceanography</td>
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<tr>
<td>ENMG 536</td>
<td>Soil properties and conservation</td>
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<td>ENMG 538</td>
<td>Limnology, lakes and rivers ecosystems</td>
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<td>ENMG 600</td>
<td>Research Methodology</td>
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<tr>
<td>ENMG 608</td>
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<tr>
<td>ENMG 701</td>
<td>Topics in Environmental Affairs I</td>
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## Research component

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENMG 721-723</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>ENAF 740-745*</td>
<td>Professional Portfolio in Environmental Affairs</td>
<td>6</td>
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*It requires pre-approval of Dean of the School of Environmental Affairs
# MASTER OF ARTS IN ENVIRONMENTAL STUDIES

## Environmental Education

(42 Credits)

<table>
<thead>
<tr>
<th>Components</th>
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<td>Core Courses</td>
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<tr>
<td>Specialization Courses</td>
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<tr>
<td>Research or Internship</td>
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### Core Courses

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<tbody>
<tr>
<td>ENMG 501</td>
<td>Fundamentals of Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 615</td>
<td>Environmental Legislation and Regulatory Agencies</td>
<td>3</td>
</tr>
<tr>
<td>ENST 515</td>
<td>Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 712</td>
<td>Tropical Ecosystems</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 531</td>
<td>Conservation Biology</td>
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### Specialization Courses

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<tr>
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</thead>
<tbody>
<tr>
<td>ENST 518</td>
<td>Environmental Education Didactics I</td>
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</tr>
<tr>
<td>ENST 618</td>
<td>Environmental Education Didactics II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 504</td>
<td>Theories of Learning and Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 512</td>
<td>Environmental Communication and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 601</td>
<td>Education and Environmental Ethics</td>
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### Recommended Electives

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<tr>
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<tbody>
<tr>
<td>COIS 600</td>
<td>Computer as Instructional Resource</td>
<td>3</td>
</tr>
<tr>
<td>ENST 500</td>
<td>Fundamentals of Earth Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENST 504</td>
<td>Earth Science Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENPL 505</td>
<td>Geographic Information System &amp; Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 503</td>
<td>Environmental and Natural Resource Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 506</td>
<td>Statistical Methods for Environmental Research</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 520</td>
<td>Environmental Chemistry &amp; Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 530</td>
<td>Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 532</td>
<td>Conservation &amp; Management of Forest Ecosystems</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 538</td>
<td>Limnology, lakes and rivers ecosystem</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 600</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 608</td>
<td>Waste Management</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 617</td>
<td>Environmental Documents and Evaluations</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 701</td>
<td>Topics in Environmental Affairs I</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 702</td>
<td>Topics in Environmental Affairs II</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 703</td>
<td>Climate and Atmospheric Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 714</td>
<td>Fundamentals of Hydrogeology</td>
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### Research component

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<tbody>
<tr>
<td>ENMG 721-723</td>
<td>Thesis proposal and Defense</td>
<td>6</td>
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<tr>
<td>ENST 724-726</td>
<td>Environmental Education Internship</td>
<td>6</td>
</tr>
<tr>
<td>ENAF 740-745</td>
<td>Professional Portfolio in Environmental Affairs</td>
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MASTER OF PLANNING
Environmental Planning
(42 Credits)

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<td>Environmental Project</td>
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### Core Courses

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<tbody>
<tr>
<td>ENPL 500</td>
<td>Planning Theory</td>
<td>3</td>
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<tr>
<td>ENMG 504</td>
<td>Socio-economic Planning</td>
<td>3</td>
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<tr>
<td>ENPL 506</td>
<td>Statistical Methods for Environmental Research</td>
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<tr>
<td>ENPL 508</td>
<td>Land Use Planning</td>
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</tr>
<tr>
<td>ENPL 640</td>
<td>Development, Implementation and Assessment of Plans</td>
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<td>ENMG 501</td>
<td>Fundamentals of Environmental Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ENPL 505</td>
<td>Geographic Information System</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 615</td>
<td>Environmental Legislation and Regulatory Agencies</td>
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<tr>
<td>ENPL 616</td>
<td>Urban Planning</td>
<td>3</td>
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<tr>
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<td>Environmental Documents and Evaluations</td>
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<tr>
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<td>Sustainable Development</td>
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</tr>
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<td>Environmental and Natural Resource Economics</td>
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<tr>
<td>ENMG 531</td>
<td>Conservation Biology</td>
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<tr>
<td>ENMG 532</td>
<td>Conservation and Management of Forest Ecosystems</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 608</td>
<td>Hazardous Waste Management</td>
<td>3</td>
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<tr>
<td>ENMG 609</td>
<td>Energy Sources and the Environment</td>
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<tr>
<td>ENPL 620</td>
<td>Costal Areas Planning</td>
<td>3</td>
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<tr>
<td>ENPL 630</td>
<td>Planning for the Mitigation of Natural Hazards</td>
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<tr>
<td>ENMG 701</td>
<td>Topics in Environmental Affairs I</td>
<td>3</td>
</tr>
<tr>
<td>ENMG 702</td>
<td>Topics in Environmental Affairs II</td>
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### Planning Project

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<tbody>
<tr>
<td>ENPL 721</td>
<td>Planning Project Proposal</td>
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<tr>
<td>ENPL 723</td>
<td>Planning Project</td>
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</tr>
<tr>
<td>ENAF 740-745*</td>
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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 501.

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 to 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 600
Research Methodology
Three Credits
The course is designed to provide the student with the methodological knowledge regarding the process to follow when conducting an environmental scientific research as well as the federal and Ana G. Méndez University System laws which regulates this process. The course covers the quantitative and qualitative research methods; their advantages and disadvantages, their differences as well as their limits. Nevertheless, since this course is directed to scientific investigations, the primary focus of the course is the quantitative approach. The course provides space so each student could discuss and identify a research problem and write a research prospectus which also includes the hypothesis or research questions, objectives, research design as well as the appropriate measurement methods that apply. Requisites: ENMG 501

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. Requisite: ENMG 501.
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. Requisite: ENMG 501.

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 510

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 520.

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 504  
**Earth Science Teaching Methods**  
**Three Credits**  
The Earth Science Teaching Methods course emphasizes the strategies for teachers to establish a favorable science learning climate. This course focus on planning, design and implementation of earth science curriculum. The content of the course exposes students to different teaching models, conceptual frameworks and initiatives infusion and/or science curriculum integration of the Department of Education. It offers the opportunity to improve the curriculum design for this discipline, integrating technology as a teaching tool and prepares the learner to develop lessons and curriculum units in earth science.

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 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 RODRIGUEZ, ISABEL J.
Director
MBA, University of Phoenix
BA, Inter American 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.

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 (Compendium)

   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 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)

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

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<td>ACCO 500</td>
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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 3
- ACCO 620  Advanced Financial Accounting II 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 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
FINANCE
(42 Credits)

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ACCO 500   Accounting Survey (Compendium)   3

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<td>FINA 620</td>
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<td>FINA 630</td>
<td>Investments</td>
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<td>FINA 640</td>
<td>Public Finance &amp; Fiscal Policy</td>
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<td>Financial Markets</td>
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<td>FINA 670</td>
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<td>FINA 680</td>
<td>Mortgage Financing</td>
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<td>FINA 690</td>
<td>Financial Analysis using Electronic Spreadsheets</td>
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<td>ECON 520</td>
<td>Managerial Macroeconomics</td>
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Required Courses for students with Bachelor Degree in other areas (3 credits)

ACCO 500  Accounting Survey (Compendium)  3

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<tr>
<td>HURE 700</td>
<td>Organization Design &amp; Structure</td>
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<td>HURE 710*</td>
<td>Human Resources Management</td>
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<td>HURE 720</td>
<td>Training Methodology and Design</td>
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<td>Compensation &amp; Benefits Administrative</td>
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<td>HURE 750*</td>
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<td>MANA 715</td>
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Electives

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*Required major course

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MASTER IN BUSINESS ADMINISTRATION  
INTERNATIONAL BUSINESS  
(42 Credits)

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

ACCO 500  Accounting Survey (Compendium)  3

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<td>INBU 600*</td>
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<td>INBU 610</td>
<td>Economic Geography of Latin America</td>
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<td>INBU 620</td>
<td>Puerto Rico’s Economy and Foreign Trade</td>
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<td>INBU 630</td>
<td>Export and Import Management</td>
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<td>INBU 640</td>
<td>Multinational Business Management</td>
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<td>MARK 701</td>
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# MASTER IN BUSINESS ADMINISTRATION

**MANAGEMENT**

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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)

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>24</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

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

ACCO 500  Accounting Survey (Compendium)  3

Core Courses

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

Specialization Courses

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 Marketing  3
MARK 740*  Marketing Seminar  3

*Required major course.

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
INFORMATION TECHNOLOGY AND SYSTEMS
(45 Credits)

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Specialization Courses</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

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

ACCO 500  Accounting Survey (Compendium)  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 Database  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  3
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 major 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)**

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>120</th>
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<tbody>
<tr>
<td>Components</td>
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<tr>
<td>Credit</td>
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<tr>
<td>General Education Courses</td>
<td>54</td>
</tr>
<tr>
<td>Business Core Curriculum</td>
<td>39</td>
</tr>
<tr>
<td>Major Courses (Undergraduate)</td>
<td>24</td>
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<tr>
<td>Free Electives</td>
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<table>
<thead>
<tr>
<th>Graduate Courses</th>
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<tr>
<td>Components</td>
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<tr>
<td>Credit</td>
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<tr>
<td>Specialization Courses (Graduate)</td>
<td>21</td>
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<tr>
<td>Core Courses</td>
<td>6</td>
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<tr>
<td>Electives (Graduate)</td>
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</table>

### General Education Courses (Undergraduate)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPAN 103-104 or 105-106</td>
<td>Introductory Spanish Language Course - Intermediate Level</td>
<td>6</td>
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<tr>
<td>ENGL 103-104 or 105-106</td>
<td>Introductory English Language Course - Intermediate Level</td>
<td>6</td>
</tr>
<tr>
<td>QUME 251</td>
<td>Advanced Quantitative Methods</td>
<td>3</td>
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<tr>
<td>QUME 250</td>
<td>Quantitative Methods I</td>
<td>3</td>
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<tr>
<td>ENGL 111-112</td>
<td>Business English</td>
<td>6</td>
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<tr>
<td>ENGL 350 or 361</td>
<td>Conversational English</td>
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<tr>
<td>SOSC 101-102 or 103</td>
<td>Introduction to the Study of Social Sciences</td>
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<tr>
<td>PSYC 123</td>
<td>General Psychology</td>
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<tr>
<td>HUMA 101-102</td>
<td>World Culture</td>
<td>6</td>
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<tr>
<td>HIST 101</td>
<td>Introduction to the Study of History</td>
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</tr>
<tr>
<td>SCIE 111-112</td>
<td>Integrated Science I &amp; II</td>
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</tr>
<tr>
<td>COIS 101</td>
<td>Introduction to Computers</td>
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</table>

### Business Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCO 111-112</td>
<td>Introduction to Accounting I and II</td>
<td>8</td>
</tr>
<tr>
<td>STAT 201-301</td>
<td>Introduction to Business Statistics</td>
<td>6</td>
</tr>
<tr>
<td>ECON 123</td>
<td>Introduction to Economics (Compendium)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 325</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MANA 230</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ENMA 101</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MANA 340</td>
<td>Operation Management</td>
<td>3</td>
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<tr>
<td>BUSI 204</td>
<td>Business Law</td>
<td>4</td>
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<tr>
<td>-------------</td>
<td>----------------------------------</td>
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</tr>
<tr>
<td>FINA 202</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MARK 133</td>
<td>Principles of Marketing</td>
<td>3</td>
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**Major Courses (Undergraduate)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCO 201-202</td>
<td>Intermediate Accounting</td>
<td>8</td>
</tr>
<tr>
<td>ACCO 203</td>
<td>Cost Accounting</td>
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<tr>
<td>ACCO 205</td>
<td>Income Taxes in Puerto Rico</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 304</td>
<td>Auditing</td>
<td>3</td>
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<tr>
<td>ACCO 308</td>
<td>Contemporary Accounting</td>
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<tr>
<td>ACCO 250</td>
<td>Computerized Accounting</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
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**Graduate Courses**

**Specialization Courses Accounting**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCO 506</td>
<td>Advanced Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 605</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 610</td>
<td>Advanced Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 620</td>
<td>Advanced Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 707</td>
<td>Federal Income Tax</td>
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<tr>
<td>ACCO 710</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 721</td>
<td>Accounting Seminar</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUSI 600</td>
<td>Federal Business Law</td>
<td>3</td>
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<tr>
<td>MANA 600</td>
<td>Business Policy and Ethics</td>
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**Graduate Medullar Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td></td>
<td>Electives (Graduate)</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

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

ACCO 500
Accounting Survey (Compendium)
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. Requisites: ACCO 503

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: ACCO 503

1 Undergraduate courses’ descriptions for the MAcc Program are available at UMET Undergraduate Catalog.

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ACCO 605
International Accounting
Three Credits

ACCO 610
Advanced Financial Accounting
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 and reorganization. Financial statements for partnerships; formation, operation and liquidation of partnerships.
Requisite: ACCO 503

ACCO 620
Advanced Financial Accounting II
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 610

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 500 or dos semestres de Contabilidad Básica

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.

**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 corporative 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, ACCO 503 y ECON 519

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 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: MANA 501, 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: MANA 501, 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: MANA 501, 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. 
Requisite: MANA 501

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 and 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. Requisite: SITI 610

**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. Requisite: SITI 630

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. Requisite: SITI 710

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. Requisite: SITI 710

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. Requisite: SITI 710
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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PADILLA DIAZ, MARIWILDA, EdD
Associate Dean
Graduate Program of Education

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Assistant Professor
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MA, University of Puerto Rico
PhD, University of Puerto Rico
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 3.00 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 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 documentary thesis
4. 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 a master’s degree from an accredited institution. Must present evidence of graduate studies-official transcript. The transcript must include a statistics course with a minimum grade of B. If the official transcript does not include a statistical course, the candidate must take a statistical course at an accredited institution.
2. Present evidence of three years of satisfactory experience in the field of education (certified by the appropriate authority).
3. Submit recent results of EXADEP. The results will be considered valid if it was taken within five years prior to the date of submission of the application for admission to the doctoral program.
4. Submit three (3) letters of recommendation from professionals at the educational field or working setting and from a professor of an academic institution.
5. Attend an interview with the Admissions Committee.
6. Have a grade point average of no less than 3.00 at the master’s degree level.
7. Demonstrate competency in oral and written communication in both English and Spanish. Candidates must read a short essay in English and will answer questions based on the essay in the Spanish language.

Note: Each of these criteria have a percentage 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 are 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 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 twelve (12) 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 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.

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 at the end of this time, the student has not completed his/her degree, can request an 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 the decision. If the request is denied, the student cannot continue at 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 no less than 3.00;
3. Approval of the comprehensive exam 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: 1) Educational Management and Supervision 2) Sports and Leisure Management 3) 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 Management (Administration) and Supervision
39 Credits

A program of study which 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.

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
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<tr>
<td>Final Requirements</td>
<td>6</td>
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</table>

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 501</td>
<td>Principles and Systematic Development of the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 504</td>
<td>Learning Theory and Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 512</td>
<td>Educational Innovations and Strategies</td>
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</table>

Specialization Courses

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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 620</td>
<td>Educational Administration</td>
<td>3</td>
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<tr>
<td></td>
<td>Concepts, Processes and Principles</td>
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<tr>
<td>EDUC 621</td>
<td>Educational Theory, Practice and Trends</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 622</td>
<td>Leadership: Future Perspectives in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 623</td>
<td>Educational Policy, Funds and Managerial Process</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 624</td>
<td>Contemporary and Futuristic Supervision Practices</td>
<td>3</td>
</tr>
<tr>
<td>COIS 625</td>
<td>Computerized Systems in Educational Administration</td>
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</tbody>
</table>

Electives

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC 507</td>
<td>Philosophy, Critical Thinking and Education</td>
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<td>EDUC 517</td>
<td>Supervision of Instruction in Student Teaching</td>
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<td>Course Code</td>
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<tr>
<td>EDUC 541</td>
<td>History of Education</td>
<td>3</td>
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<tr>
<td>EDUC 542</td>
<td>Comparative Education</td>
<td>3</td>
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<tr>
<td>EDUC 543</td>
<td>Culture and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 545</td>
<td>Computers and Society</td>
<td>3</td>
</tr>
<tr>
<td>COIS 600</td>
<td>The Computer as an Instructional Resource</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 610</td>
<td>The Education of Exceptional Children</td>
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</table>

**Final Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Practicum Details</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 702</td>
<td>Practicum (K-6) Elementary Level</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 704</td>
<td>Practicum (7-12) Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 709</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>
Sports and Leisure Management

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.

<table>
<thead>
<tr>
<th>Components</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
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<tr>
<td>Specialization Courses</td>
<td>12</td>
</tr>
<tr>
<td>Final Requirements</td>
<td>12</td>
</tr>
</tbody>
</table>

**Core Courses**

- REED 505 Interdisciplinary Studies of Sports and Leisure 3
- REED 515 Evaluation and Measurement in Sports and Leisure 3
- EDUC 505 Educational Research Methods 3
- EDUC 525 Statistics for Research and Evaluation 3

**Specialization Courses**

- REED 510 Managing Sports and Leisure Services 3
- REED 512 Sports and 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 Sports and Leisure Services 3
- REED 525 Professional Seminar in Sports and Leisure Services 3
- REED 601 Practicum in Sports and Leisure Services 3
- EDUC 709 Thesis or Research Paper 3
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.

<table>
<thead>
<tr>
<th>Components</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Specialization Courses</td>
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<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Final Requirements</td>
<td>6</td>
</tr>
</tbody>
</table>

**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 Systems 3

**Final Requirements**
- EDUC 505 Educational Research Methods 3
- EDUC 618 Research Seminar in Special Education 3
- EDUC 709 Thesis 3
MASTER OF ARTS IN EDUCATION

Preschool Education

33 Credits

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

<table>
<thead>
<tr>
<th>Components</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Final Requirements</td>
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</tr>
</tbody>
</table>

**Core Courses**

- 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

**Specialization Courses**

- 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

**Final Requirements**

- EDUC 709 Thesis 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.

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>18</td>
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<tr>
<td>Electives</td>
<td>3</td>
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<tr>
<td>Final Requirements</td>
<td>3</td>
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</tbody>
</table>

**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 Learning Communities 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 the Exceptional Child 3
- EDUC 525 Statistics for Evaluation and Research 3

**Final Requirement**

- EDUC 709 Thesis 3
MASTER OF ARTS IN EDUCATION

Teaching Physical Education in Elementary Level
36 Credits

A program of study for those interested in becoming Physical Educators in elementary public or private schools.

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Specialization Courses</td>
<td>12</td>
</tr>
<tr>
<td>Final Requirements</td>
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</tbody>
</table>

**Core courses**
- PHED 505 Leisure time and 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 Physical Education in Secondary Level
36 Credits

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

<table>
<thead>
<tr>
<th>Components</th>
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<td>Specialization Courses</td>
<td>12</td>
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<tr>
<td>Final Requirements</td>
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</tr>
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</table>

**Core Courses**
- PHED 505  Leisure Time and 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**
- 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 3
MASTER OF ARTS IN EDUCATION

Teaching Physical Education to Adults
36 Credits

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

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<td>Final Requirements</td>
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</table>

**Core Courses**

- PHED 505  Leisure Time and 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**

- 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 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.

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Final Requirements</td>
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</table>

**Core Courses**

- PHED 505 Leisure Time and the Physical Education Profession 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
- PHED 513 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 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 Exam, Writing Seminar the Research Proposal and Dissertation.

CURRICULAR SEQUENCE: DOCTORAL PROGRAM

CREDIT CONTENT

Ed. D. (54 credits)
Ph. D. (66 credits)

Core Courses by Emphasis

Learning

PH. 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 3

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 3

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 3
## ED.D. (15 credits)

<table>
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<tr>
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<td>EDTE 824</td>
<td>Learning Fundamentals: Models and Practices</td>
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<td>EDTE 832</td>
<td>Curricular Design</td>
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<tr>
<td>EDTE 833</td>
<td>Curriculum Evaluation and Programs</td>
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<td>EDCO 831</td>
<td>Development of Educational Programs and Projects</td>
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<tr>
<td>EDCO 836</td>
<td>Instructional Design and Technology</td>
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### Research

#### PH. D. (21 credits)

<table>
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<tr>
<td>EDRE 859</td>
<td>Historical and Philosophical Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDRE 865</td>
<td>Quantitative Research: Experimental and Non Experimental</td>
<td>3</td>
</tr>
<tr>
<td>EDRE 863</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDRE 864</td>
<td>Mix Methods Research</td>
<td>3</td>
</tr>
<tr>
<td>EDRE 872</td>
<td>Inferential Statistics</td>
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<tr>
<td>EDRE 873</td>
<td>Institutional Research and Assessment</td>
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<tr>
<td>EDRE 874</td>
<td>Descriptive Statistics and Use of Data Analysis Tools</td>
<td>3</td>
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#### ED. D. (15 credits)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDRE 859</td>
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<td>EDRE 863</td>
<td>Qualitative Research</td>
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</tr>
<tr>
<td>EDRE 872</td>
<td>Inferential Statistics</td>
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### Final Requirements

#### PH. D. (12 credits)

<table>
<thead>
<tr>
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<tbody>
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<td>EDRE 965</td>
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<tr>
<td>EDRE 966</td>
<td>Practicum in Qualitative Research</td>
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<td>EDUC 985</td>
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<td>EDRE 900</td>
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<tr>
<td>EDUC 905</td>
<td>Dissertation</td>
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#### ED. D. (9 credits)

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<td>EDRE 964</td>
<td>Practicum in Educational Research</td>
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<td>EDUC 985</td>
<td>Comprehensive Test</td>
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<tr>
<td>EDRE 900</td>
<td>Seminar: Writing Proposal</td>
<td>3</td>
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<tr>
<td>EDUC 905</td>
<td>Dissertation</td>
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</table>
Electives

The student should approve 3 credits among the elective courses. These electives can be choose on courses which are not degree requirements or between 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**

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<thead>
<tr>
<th>Degree</th>
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<tbody>
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<td>Ph. D.</td>
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**Fundamentals**

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<tr>
<td>EDFS 815</td>
<td>Philosophy &amp; Education</td>
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<td>EDFS 820</td>
<td>Ethics &amp; Professional Education</td>
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<tr>
<td>FOPE 800</td>
<td>Philosophy, Leisure, Quality of Life and Physical Education</td>
<td>3</td>
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<tr>
<td>FOPE 801</td>
<td>Historical and Empirical Analysis of Physical Education at the School and University Levels</td>
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</tr>
<tr>
<td>FOPE 802</td>
<td>Multidisciplinary Analysis of Physical Activity in Society</td>
<td>3</td>
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<table>
<thead>
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<tbody>
<tr>
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<tr>
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**Specialization**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TEPE 803</td>
<td>Multidisciplinary Study of Learning in Physical Education</td>
<td>3</td>
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<tr>
<td>TEPE 804</td>
<td>Models of Teaching in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>TEPE 805</td>
<td>Curriculum Design and Evaluation in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>TEPE 806</td>
<td>Models of Learning Assessment and Institutional Research</td>
<td>3</td>
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<tr>
<td>PRPE 809</td>
<td>Practicum I - Basic Research in Physical Education with Mix Methods and Qualitative approaches.</td>
<td>3</td>
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<tr>
<td>PRPE 810</td>
<td>Practicum II - Quantitative Basic Research in Physical Education</td>
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<tr>
<td>TEPE 806</td>
<td>Models of Learning Assessment and Institutional Research</td>
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<td>PRPE 807</td>
<td>Practicum I – Teaching /Management Affairs Related to the Teaching of Physical Education</td>
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<tr>
<td>PRPE 808</td>
<td>Practicum II – Applied Research in Physical Education</td>
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**PH. D. (21 credits)**

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<tr>
<td>EDRE 862</td>
<td>Quantitative Research</td>
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<tr>
<td>EDRE 863</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDRE 864</td>
<td>Combined Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDRE 870</td>
<td>Use Comp. Prog. &amp; Data Analysis</td>
<td>3</td>
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<tr>
<td>EDRE 871</td>
<td>Descriptive Statistics</td>
<td>3</td>
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<td>EDRE 872</td>
<td>Inferential Statistics</td>
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<td>EDRE 890</td>
<td>Experimental Research</td>
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<tbody>
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<td>EDRE 862</td>
<td>Quantitative Research</td>
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<td>Qualitative Research</td>
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<tr>
<td>EDRE 864</td>
<td>Combined Research Methods</td>
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<tr>
<td>EDRE 870</td>
<td>Use Comp. Prog. &amp; Data Analysis</td>
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**Electives**

**PH. D. (12 credits)**

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**Area: Adapted Physical Education**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ADPE 800</td>
<td>Foundations of Adapted Physical Education</td>
<td>3</td>
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<tr>
<td>ADPE 801</td>
<td>Curricular Considerations of Inclusive Physical Education</td>
<td>3</td>
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<tr>
<td>ADPE 802</td>
<td>Methodological Approach and Strategies for Special Populations in Adapted Physical Education</td>
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<td>ADPE 803</td>
<td>Evaluation Seminar in Adapted Physical Education</td>
<td>3</td>
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<td></td>
<td><strong>Area: Adapted Physical Education</strong></td>
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</tbody>
</table>
Area: Recreation and Leisure Education
REED 800  Seminar on Recreation as a Profession  3
REED 801  Seminar for the Development of Models and Evaluation of Recreation Services  3
REED 802  Recreation for Special Populations  3
REED 803  Research Seminar in Recreation and Leisure Studies  3

Area: Sports Science
SPSC 800  Historical and Socio-Cultural Analysis of Sports and Physical Activity  3
SPSC 801  Psychology Applied to Sports and Physical Activity  3
SPSC 802  Analysis of the Psychosocial Development through Sports  3
SPSC 803  Sports Management and Administration  3

Area: Evaluation and Measurement in Physical Education
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  3

Final Requirements

PH. D. (12 credits)  Credits
EDUC 986  Comprehensive Test  0
EDRE 900  Dissertation Proposal Seminar  3
EDUC 906  Dissertation  3

ED. D. (6 credits)
EDUC 986  Comprehensive Exam  0
EDRE 900  Dissertation Proposal Seminar  3
EDUC 906  Dissertation  3
COURSES DESCRIPTIONS: MASTER DEGREE

COIS 600
The Computer as an Instructional Resource
Three Credits
Laboratory experience which prepare the teacher to integrate technology within the classroom. Study of the multiple elements that must be considered by teachers in order to integrate the computer and its instructional tool in their classrooms.

COIS 625
Computerized Systems in Educational Administration and Supervision
Three Credits
Study and use of contemporary computer’s programs and systems which are accessible to educational administrators with the goal of improving practice. It includes applications for the management of funds and processes. An overall exploration and study of the most relevant 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. Emphasis knowledge, competencies and standards from relevant 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 the following topics: 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. Emphasis on 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 most relevant theories and models in cognitive development and learning. Emphasis on research and discussion of teaching and learning styles which have been scientifically validated.
as successful frameworks. The application of the cognitive and learning frameworks to the pedagogical practice is carefully examined.

**EDUC 505**  
Educatioal 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 which encourage 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 working within 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
In depth study of descriptive and inferential statistics geared to the fields of 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. Acquaint the graduate student with the most innovative theories and principles of curriculum design. Instructional planning as an effective tool is analyzed.

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. Emphasis on knowledge and competencies at the different areas of the preschool curriculum. Study of the specialized curricula of the early childhood 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 Consulting on Diversity Issues for Students and their Families and Communities
Three Credits
This course is designed for teachers, supervisors, administrators and other professionals working within the preschool educational field. Includes an in depth study of the main components of the human diversity and its impact on education. Examines the application of collaboration and among students, family and communities in order to promote the development of learning communities.

EDUC 529
Preschool Education
Three Credits
Teaching skills and techniques that students can used to develop and organize educational experiences at the preschool level. Analysis of children’s growth in motor, emotional, and cognitive development. Includes developmental and thinking skills and assessment though educational research.
EDUC 531  
Legal Issues and Trends in Special Education  
Three Credits  
Analysis and discussion of current Federal and State Legislation in Special Education. Legal aspects are analyzed through case studies from a critical point of view.

EDUC 532  
Administration and Supervision in Special Education Programs  
Three Credits  
Examines the theories and principles of administration and supervision. 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  
Study of the most recent teaching methods and techniques to improve reading and writing skills in children with learning disabilities. Practice based on 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 on methods and instructional materials.

EDUC 541  
History of Education  
Three Credits  
Study of the development of education within a historical context. Particular attention is provided to the contributions of recognized great thinkers and their impact on education. It also examines the history of schools in Puerto Rico within the social context of the North American culture.

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 education within society. Cultural values, ideologies and social constructions are examined.

EDUC 545  
Informatics and Society  
Three Credits  
Trends, practices and effects of social-scientific and technological changes in relation to informatics. This course explores the impact of informatics in various 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 relation to student’s aptitudes. Emphasis on 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 an educational field. It also reviews some of the most pertinent theories to the curriculum design. The curricular practices of the Special Education Program are examined. The relationship among curriculum, assessment and the individualized educational programs are evaluated. The course provides for the analysis of strategies and instructional methods 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. The student is required to conduct a scientific literature review that will be included in further documentary research.

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 in 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 on the analysis of political and economic aspects of the administration of educational institutions. The course also aims to strengthens skills related to funds management and to decision making processes. Impact on federal and state policies of private and public education.

EDUC 624
Contemporary and Futuristic Supervision Practices
Three Credits
Processes, principles and practices of supervision. Examines futuristic approaches within 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 related to administration and community leadership. Students must participate in a three hour seminar, once a month, in order 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 an in depth analysis of the scientific literature with the purpose of developing a documentary based research. The student will acquire skills as a researcher: from the conceptualization of a research problem through the qualitative analysis of results and conclusions. The final research must represent a contribution to education.

PHED 505
Leisure Time and Physical Education
Three Credits
Study of the human behavior in his/her 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 provides 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). The students will examine 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 from the elementary level curriculum. Emphasis on the theoretical foundations employed by the Department of Education of Puerto Rico to develop Physical Education programs at the elementary level.

**PHED 510**  
Curriculum Development in Physical Education-Secondary Level  
Three Credits  
Emphasis on the basic factors to be considered when developing or revising an established or new physical education curriculum at the secondary level. Students will study the different theory applications and methodologies in order to create a dynamic curriculum that responds to the needs of 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 intervention methods and techniques in the recreational therapy which includes the evaluation, diagnosis, prescription and programming of recreational activities with therapeutic value.

PHED 515
Assessment, Evaluation and Measurement in Physical Education
Three Credits
Study of assessment, measurement and evaluation in education. Examines the impact and application of Psychology into the Physical Education Field.

PHED 516
Assessment, Evaluation and Measurement 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” at elementary schools from the public system of Puerto Rico. During the part of term period, the student will instruct 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, participle 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 which develop physical education programs for adults. Students will be exposed to 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 Sports and 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 Sports and 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
Sports and 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
Evaluation and Measurement in Sports and Leisure
Three Credits
The study of concepts of assessments, measurement and evaluation in education, and psychology applied to the field of physical fitness, sports and recreation.

REED 524
Research Seminar in Sports and Leisure Services
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, sports 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 Sports and Leisure Services
Three Credits
Analysis and discussion of current issues and trends in sports and leisure services.

REED 601
Practicum in Sports and Leisure Activities
Three Credits
Placement of students in agencies to participate in supervised experiences related to sports, leisure activities, program development, evaluation, research and administration.
COURSES DESCRIPTIONS: DOCTORAL DEGREE

ADPE 800
Fundaments 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 provided to the analysis, application, creation and evaluation of instructional design models for all educational levels, including postsecondary and higher education. Basic concepts of the technology integration 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, $\chi^2$ squared, 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**  
**Seminar for the Development of Models and Evaluation of Recreation Services**  
**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.

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
School of Health Sciences

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

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

MASTER’S IN THE SCIENCE OF NURSING CLINICAL SPECIALIST IN CASE MANAGEMENT AND SECOND ROLE IN ADMINISTRATION OR EDUCATION IN NURSING

Accredited by the Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE Suite 850
Atlanta, GA 30326
(404) 975-5000  www.acenursing.org

MASTER IN SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY
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Universidad Carlos Albizu
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BSN, University of Puerto Rico, Medical
Sciences Campus

BEATRIZ VILLANUEVA
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MSN, Universidad Metropolitana
BSN, Universidad Central de Bayamón
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:

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>21</td>
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<tr>
<td>Specialty Courses</td>
<td>15</td>
</tr>
<tr>
<td>Second Role: Education</td>
<td>10</td>
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<tr>
<td>Second Role: Administration</td>
<td>9</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>45 or 46 credits</strong></td>
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</tbody>
</table>

**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 III Children  4
Second Functional Role: Nursing Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>NUED 670</td>
<td>Fundamentals, Principles, &amp; Systematic Curricular Design</td>
<td>3</td>
</tr>
<tr>
<td>NUED 671</td>
<td>Assessment, Measure, &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NUED 672</td>
<td>Practice Teaching in Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

Second Functional Role: Nursing Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NADM 657</td>
<td>Theories and Strategies of Administration</td>
<td>3</td>
</tr>
<tr>
<td>NADM 658</td>
<td>Essential Concepts of Administration in Nursing Service</td>
<td>3</td>
</tr>
<tr>
<td>NADM 659</td>
<td>Practice of Nursing Administration</td>
<td>3</td>
</tr>
</tbody>
</table>
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 place 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 PROGRAM (MS)

The Speech Language Pathology Program prepare professionals with the knowledge and skills to provide prevention, evaluation, diagnosis and intervention services to children and adults with communication and swallowing disorders.

GOALS OF THE PROGRAM

1. Train students with the theoretical knowledge and clinical skills for the intervention with children and adults with communication and swallowing disorders.

2. Prepare students with the skills to apply technology in the clinical intervention with children and adults with communication and swallowing disorders.

3. Prepare students in research skills and the integration of research principles in clinical practice.

4. Train students with the knowledge of ethical conduct standards.

5. Prepare students with the knowledge of professional contemporary issues.

6. Train students in oral and written communication skills.

7. Prepare alumni to assume leadership in the provision of services to children and adults with communication and swallowing disorders within the contexts of family, community and the society.

STUDENT LEARNING OUTCOMES

Upon completion of the Program, students will be able to:

1. Demonstrate knowledge of the basic human communication processes including the biological, neurological, acoustic, psychological, linguistic, cultural and developmental foundations.

2. Demonstrate knowledge of the nature of communication and swallowing disorders including its causes, characteristics, principles and methods of prevention and intervention with children and adults with communication and swallowing disorders.

3. Design and implement intervention strategies according the needs and level of functioning of the client/patient.

4. Implement evaluation and intervention strategies with diverse populations with communication and swallowing disorders.

5. Measure and evaluate the client’s progress in the therapeutic intervention.

6. Refer clients/patients to other services as needed.
7. Use technology and instrumentation in an innovative way in the provision of services to patients/clients with communication and swallowing disorders.

8. Demonstrate knowledge of the processes used in research and the integration of research principles in clinical practice.

9. Demonstrate a professional conduct during intervention with clients/patients and with colleagues of allied professions.

10. Demonstrate oral and written communication proficiency required for professional practice.

ADMISSION REQUIREMENTS

1. Submit the application for admission to the program.
2. Submit two (2) official transcripts of the baccalaureate degree from an accredited university.
3. Submit two (2) recommendation letters, preferably from professors.
4. Minimum GPA of 3.0 in a 4.0 scale.
5. Minimum of 400 in the Admission Test for Graduate Studies (EXADEP).
6. Submit evidence of completion of the prerequisite courses SPLA 202 (Anatomy and Physiology for the study of Speech, Language and Hearing), SPLA 203 (Language Development), SPLA 205 (Introduction to Audiology) and SPLA 207 (Speech Development), with a minimum grade of B.
7. Participate in an interview with the Director and Faculty of the program.
8. Write an essay explaining his/her interest in completing a degree in Speech Language Pathology.
MASTER IN SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY

The Speech Language Pathology program has duration of 2 ½ years. The SLP Program has a total of 49 credits, distributed in the following manner:

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Foundation Courses</td>
<td>19</td>
</tr>
<tr>
<td>Specialty Courses</td>
<td>21</td>
</tr>
<tr>
<td>Elective course</td>
<td>3</td>
</tr>
<tr>
<td>Clinical practicum (Internship)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>49 credits</strong></td>
</tr>
</tbody>
</table>

*Foundation courses*
- SLPC 601 Ethics and Professional Issues in Communication Sciences 3
- SLPC 604 Research Methods in Speech Language Pathology 3
- SLPC 608 Aural Rehabilitation 3
- SLPC 611 Assistive Technology applied to Individuals with Communication Disorders 3
- SLPC 612 Evaluation and Diagnosis of Communication Disorders 3
- SLPC 613 Seminar in Supervision 2
- SLPC 614 Seminar in Multicultural Issues in Speech Language Pathology 2

*Specialty courses*
- SLPC 602 Communication Disorders in Infants and Preschool Children 3
- SLPC 603 Articulator and Phonological Disorders 3
- SLPC 605 Language Disorders in School Age Children and Adolescents 3
- SLPC 606 Evaluation and Treatment of Voice Disorders 3
- SLPC 607 Evaluation and Treatment of Fluency Disorders 3
- SLPC 609 Adult Language Disorders 3
- SLPC 610 Dysphagia and Oral Motor Disorders 3

*Elective course*
- SLPC 617 Medical Speech Language Pathology 3

*Clinical Practicum (Internship)*
- SLPC 615 Internship in Speech Language Pathology I 3
- SLPC 616 Internship in Speech Language Pathology II 3

*SLPC 618 Comprehensive exam 0
COURSE DESCRIPTIONS

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
ADMINISTRATIVE STAFF

MILDRED Y. RIVERA CORDERO
Assistant Vice President and Dean
MBA, Universidad Metropolitana

MELISSA GUILLIANI
Associate Dean
MPA, University of Puerto Rico

ALFREDO J. LEBRÓN KURI
Associate Dean of Academic Affairs
PhD, Universidad Interamericana de PR

SKARLET FIGUEROA
Integrated Services Director
BBA, Universidad Interamericana

VILMARIE MOJICA
Academic Coordinator
MBA, Universidad Metropolitana

OWILDA CARABALLO
Integrated Services Coordinator-MBA, Universidad Metropolitana

YANIRA ALMONTE
Integrated Services Coordinator-Bayamón
MBA, Universidad Metropolitana

LIZBETH BENÍTEZ
Integrated Services Coordinator-Aguadilla
BBA, University of Puerto Rico

IRIS M. RÍOS SOTO
Program Coordinator
EdD, Dowling College

JOSÉ A. MEDINA
Program Coordinator
MBA, Universidad Metropolitana

FACULTY

ASTRID CONCEPCIÓN
PROFESSOR
EdD, Educational Administration and Supervision
University of Puerto Rico

SYLVIA COSME
INSTRUCTOR
MBA, General Program
University of Puerto Rico

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 professionals 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 21 years old
2. A bachelor’s degree with a minimum of 2.75 GPA in the last 60 credits
3. Two years of work experience
4. Submit an admission application
5. Submit an official academic transcript from the university where the bachelor degree was awarded
6. Submit three letters of recommendation from your employer or supervisor. A form letter is provided
7. Admission interview

Transfer Credits:

MASTER IN BUSINESS ADMINISTRATION
Area: Management and Strategic Leadership
Area: Leadership in Project Management

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 IN BUSINESS ADMINISTRATION  
Area: Management and Strategic Leadership  
(42 Credits)

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Specialization Courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
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**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MANA 501</td>
<td>Organizational Behavior</td>
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<tr>
<td>MANA 720</td>
<td>Operations Management</td>
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</tr>
<tr>
<td>MANA 600</td>
<td>Business Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 503</td>
<td>Managerial and Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>STAT 555</td>
<td>Statistics for Managerial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MARK 511</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>ECON 519</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 503</td>
<td>Managerial Finance</td>
<td>3</td>
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</table>

*ACCO 500  Accounting Survey  
(Only for students with Bachelor’s Degrees is in other areas)

**Specialization Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>STMG 600</td>
<td>Leadership and Entrepreneurial Vision</td>
<td>3</td>
</tr>
<tr>
<td>STMG 601</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>STMG 602</td>
<td>Technological Applications and Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>STMG 603</td>
<td>Entrepreneurial Communication</td>
<td>3</td>
</tr>
<tr>
<td>STMG 604</td>
<td>Organizations and Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>PRMG 530</td>
<td>Program Management 1: Introduction to Program Management</td>
<td>3</td>
</tr>
<tr>
<td>PRMG 640</td>
<td>Program Management II: Project Planning</td>
<td>3</td>
</tr>
<tr>
<td>STMG 608</td>
<td>Strategies for Change, Professional and Entrepreneurial Development</td>
<td>3</td>
</tr>
<tr>
<td>BUSG 655</td>
<td>Integration Seminar</td>
<td>3</td>
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</table>
# MASTER OF HEALTH SERVICES ADMINISTRATION

Area: Health Services Management

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HESM 500</td>
<td>Leadership and Organizational Behavior in Health Services</td>
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</tr>
<tr>
<td>HESM 510</td>
<td>Strategic Planning in Health Services Organizations</td>
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<tr>
<td>HESM 520</td>
<td>Fundamentals of Accounting and Finance in Health Services</td>
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<tr>
<td>HESM 530</td>
<td>Economy in the healthcare market</td>
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<td>HESM 540</td>
<td>Health services information systems</td>
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<tr>
<td>HESM 550</td>
<td>Research Methods in Health Services Management</td>
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</tr>
<tr>
<td>HESM 560</td>
<td>Applied biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>HESM 570</td>
<td>Fundamentals of epidemiology</td>
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<tbody>
<tr>
<td>HEMG 600</td>
<td>Fundamentals in the evaluation of health services</td>
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<td>HEMG 610</td>
<td>Legal and ethical issues in the evaluation of health services</td>
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<td>HEMG 620</td>
<td>Quality management in health services</td>
<td>3</td>
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<td>HEMG 630</td>
<td>Evaluation Models Analysis</td>
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<tr>
<td>HEMG 640</td>
<td>Effectives Strategies for the Evaluation of Health Services</td>
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### Final Project

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HEMG 650</td>
<td>Development of an evaluation model for health services</td>
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</table>
### MASTER IN BUSINESS ADMINISTRATION

**Area: Leadership in Project Management**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Business Core Courses</th>
<th>Specialization Courses</th>
<th>Internship</th>
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<tbody>
<tr>
<td>42</td>
<td>21</td>
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#### Business Core Courses

<table>
<thead>
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</tr>
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<td>FINA 503</td>
<td>Corporate Finance I</td>
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<tr>
<td>STAT 555</td>
<td>Statistics for Managerial Decision Making</td>
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<tr>
<td>BUSI 605</td>
<td>Business Research Methods</td>
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*ACCO 500  Accounting Survey  
(Only for students with Bachelor’s Degrees is in other areas)*

*Specialization Courses*  
*Select 18*

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<tbody>
<tr>
<td>PRMG 600</td>
<td>Operation Management</td>
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<tr>
<td>PRMG 601</td>
<td>Project Scope and Time Management</td>
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<td>PRMG 602</td>
<td>Project Cost Management</td>
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<tr>
<td>PRMG 603</td>
<td>Project Quality Management</td>
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<td>PRMG 604</td>
<td>Project Human Resources and Risk</td>
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<td>PRMG 606</td>
<td>Project Procurement Management</td>
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<td>PRMG 607</td>
<td>Project Communication Management</td>
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<tr>
<td>PRMG 608</td>
<td>Using IT Applications in Project Management</td>
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**Internship**

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>PRMG 605</td>
<td>Project Integration Management</td>
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# GRADUATE CERTIFICATE IN ADULT EDUCATION

Credits 18

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>ADED 600 Adult Education: Foundations, Challenges, and Controversies</td>
<td>3</td>
</tr>
<tr>
<td>ADED 610 The Adult Learner</td>
<td>3</td>
</tr>
<tr>
<td>ADED 620 Curriculum, Methods, and New Technologies in Adult Teaching and Learning</td>
<td>3</td>
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<tr>
<td>ADED 630 Leadership in Adult Education Programs</td>
<td>3</td>
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<tr>
<td>ADED 640 Planning and Evaluation of Adult Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>ADED 650 Reading Seminar in Adult Education</td>
<td>3</td>
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</tbody>
</table>
COURSES DESCRIPTION

CERTIFICATE 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. (The course includes theoretical and analytical studies of types of leadership strategies, leadership styles and organizational context in which the leader works.) Human resources strategies for empowerment and its impact in the organizational culture are also explored. Application of theoretical knowledge in relation to individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuous changing 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  
(The course) Develops (strategic management skills in entrepreneurial leaders) for the operational integration of different information resources. It allows for the identification, analysis and evaluation of alternatives for the improvement of the organizations’ effectiveness. (The course) 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  
Business Communication  
Three Credits  
This course develops the needed communication skills for the efficient, effective and successful performance of the modern leader. It emphasizes the relationship between effective leadership and communication, its role, both internally and externally. Also included are the types of communication in the organization, reinforcing with the critical use of various techniques and the integration of technologies that support the management process of the effective leader.

This course analyzes the responsibilities and tasks inherent in properly informing management decisions, how to handle communication in times of crisis and the expectations and tendencies of the leader as a communicator. It also emphasizes the support provided by the leader in the processes of changes and challenges of communication and the leader in the entrepreneurial dynamics.

STMG 604  
Organizations in a Global Economy  
Three Credits  
This course studies 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  
Strategic analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Tolerance and respect for diversity and group dynamics. Evaluation and design of strategies for the development of a world-class organizational culture. Emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.
PRMG 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.

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

PRMG 601
Project Scope and Time Management
Three Credits
This course includes the definition and analysis of the project management processes required to ensure that the project includes all the work required to successfully complete the project according project goal, objectives, needs and expectations. Definition and analysis of the processes required to ensure that the project is completed on time taking into consideration activity list, durations, activity sequencing, start and finish dates and graphical representations such as 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 Management  
Three Credits  
Definition and processes required to make more effective use of human resources assigned to the project and the project team development analysis. Study of the characteristics of successful teams. Strategies for the selection and recruitment of members of the team. Development and team work control. Description and analysis of the theories of Maslow, Herzberg, Alderfer and McGregor among others, and their impact on the individual and the formation of the team. Definition and analysis of the processes involved in the identification, analysis, and answers to the project risks. Development of a plan of risks and opportunities and a plan of responses to risks. Identification, qualification and quantification of risks and opportunities. Analysis of the impact of risks and opportunities in accordance with critical factors of success or "Triple Constraint".

PRMG 605  
Project Integration Management (Internship)  
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 602, PRMG 604

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 communication 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 COUNSELING PSYCHOLOGY

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

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 (EXADEP) 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)

<table>
<thead>
<tr>
<th>Components</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>30</td>
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<tr>
<td>Specialization Courses</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
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</table>

## Core courses (30 credits)

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 600</td>
<td>Biological Psychology</td>
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</tr>
<tr>
<td>PSYC 601</td>
<td>Evolutionary Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 602</td>
<td>Applied Statistics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 603</td>
<td>Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 604</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 605</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Measurement and Construction of Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 608</td>
<td>Foundation of Research: Methods and Psychological Research Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 709</td>
<td>Research Seminar</td>
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## Specialization Courses (27 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSYC 621</td>
<td>Legal and Professional Ethical Issues in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 612</td>
<td>Counseling I: Professional Issues in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 613</td>
<td>Counseling II: Models and Psychological Counseling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 614</td>
<td>Theory and Techniques of Measurement and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 615</td>
<td>Consulting and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 616</td>
<td>Programs Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 711</td>
<td>Practicum in Counseling Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 712</td>
<td>Practicum in Counseling Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 713</td>
<td>Practicum in Counseling Psychological III</td>
<td>3</td>
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## Elective courses (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 617</td>
<td>Hypnosis</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 618</td>
<td>Psychological Counseling and Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 619</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
</tbody>
</table>

## 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-5).

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 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. Requisite PSYC 604

**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. Requisites PSYC 604 and 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. Requisite PSYC 615
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 -5).

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.

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 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 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, PSYC 607, PSYC 612 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 with 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 700
Comprehensive Test
No credit
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.

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)

<table>
<thead>
<tr>
<th>Components</th>
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<tbody>
<tr>
<td>Core Courses: Both specializations</td>
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<tr>
<td>Specialization Courses: Administration of the Correctional System</td>
<td>12</td>
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<tr>
<td>Electives: Administration of the Correctional System</td>
<td>6</td>
</tr>
<tr>
<td>Specialization Courses: Crime Prevention and Delinquency</td>
<td>12</td>
</tr>
<tr>
<td>Electives: Crime Prevention and Delinquency</td>
<td>6</td>
</tr>
<tr>
<td>Electives: Both specializations</td>
<td>3</td>
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*Core courses (Both specializations) (15 credits)*

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>CRIM 501</td>
<td>Human Rights in the Contemporary World</td>
<td>3</td>
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<tr>
<td>CRIM 502</td>
<td>Research Seminar and Computer use in Social Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 504</td>
<td>Methods of Social Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 505</td>
<td>Design and Evaluation of Criminal Justice Programs</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 507</td>
<td>Criminal Justice System of Puerto Rico</td>
<td>3</td>
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*Specialization courses - Administration of the Correctional System (12 credits)*

<table>
<thead>
<tr>
<th>Course</th>
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<td>MANA 501</td>
<td>Organizational Behavior</td>
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*Specialization electives courses - Administration of the Correctional System (6 credits)*

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<tr>
<td>CRIM 621</td>
<td>Mediation Methods and Skills</td>
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*Specialization courses - Crime Prevention and Delinquency (12 credits)*

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<td>Basic International Documents for Crime Prevention</td>
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<td>Crime and Delinquency Prevention Strategies</td>
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<td>CRIM 607</td>
<td>Disturbances and Mental Disorders</td>
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<td>CRIM 634</td>
<td>Seminar on Relevant Topics</td>
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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.

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 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 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

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 501 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.

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 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 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 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 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-5) as a frame of reference for study and discussion.  
Requisites CRIM 501 and CRIM 502

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 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 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, CRIM 502 and 505

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.

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 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.

CRIM 700  
Comprehensive Test  
No credit  
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.