



UNIVERSIDAD
ANA G. MÉNDEZ

UAGM

Recinto de Cupey

GRADUATE CATALOG
UNIVERSIDAD ANA G. MÉNDEZ
RECINTO DE CUPEY



ACADEMIC YEAR
2018-2020

The effective date of this document is extended until July 31, 2021

Contents

| | |
|--|----|
| Chancellor’s Message | 1 |
| Policy Statement | 2 |
| Our Profile | 4 |
| History of Universidad Ana G. Méndez, Cupey Campus | 4 |
| (Before Universidad Metropolitana)..... | 4 |
| Vision..... | 5 |
| Mission Statement | 5 |
| UAGM’S Core Values:..... | 7 |
| Licensures, Authorization's and Accreditations..... | 8 |
| Board of Directors and Administration of the Sistema Universitario Ana G. Méndez | 10 |
| Administration and Staff of Universidad Ana G. Méndez, Cupey Campus..... | 11 |
| Admission Requirements..... | 14 |
| Readmission | 14 |
| Minimum Grade Average Required for Readmission..... | 14 |
| Special Students | 14 |
| Transitory Students..... | 14 |
| Reserved Rights | 15 |
| Rules and Regulations for Admission and Registration | 17 |
| Admissions Policy..... | 17 |
| Academic Information..... | 17 |
| Late Registration | 18 |
| Reallocation of Students..... | 18 |
| Course Attendance | 18 |
| Corrections or Changes in Names and Addresses..... | 18 |
| Students Classifications..... | 18 |
| Reclassification of Students | 19 |
| Withdrawals..... | 20 |
| Leave of Absence (LOA) | 21 |
| Incompletes | 22 |
| Grade Claims | 23 |
| Grade Point Average | 23 |
| Grade Reports..... | 23 |
| Student’s Records..... | 23 |
| Transcripts | 23 |
| Repetition of Courses | 23 |

| | |
|--|----|
| Financial Aid Warning and Failure to Meet Satisfactory Academic Progress | 27 |
| Financial Aid Reinstatement | 28 |
| Student Right-to-Know and Campus Security Act | 32 |
| Family Rights and Privacy Act Information Statement..... | 32 |
| Family Educational Rights and Privacy Act, 1974, FERPA | 32 |
| Information Directory..... | 33 |
| Student’s Rights Under the Ferpa Law | 34 |
| Administration of the Ferpa Law | 34 |
| Office of the Vice-Chancellor of Student Affairs | 36 |
| Student Support Services Project | 37 |
| Health Services..... | 37 |
| Social and Cultural Activities..... | 37 |
| Sports Program..... | 38 |
| Virtual Bookstore | 38 |
| Veterans and their Beneficiaries Services | 38 |
| Volunteer Education Program of the Department of Defense..... | 39 |
| Student Organizations | 39 |
| Student Council | 39 |
| Disciplinary Regulations | 40 |
| Child Development Center | 41 |
| Student Financial Aid | 45 |
| Loan Programs | 45 |
| Eligibility Requirements..... | 45 |
| Tuition, Fees and Related Information | 47 |
| Tuition and Fees | 47 |
| Tuition Option Payment Plan (TOPP)..... | 47 |
| Clear Statement | 47 |
| Invoices | 47 |
| Adjustments and Refunds for Active and New Students..... | 48 |
| Refund Policy | 48 |
| Information Resources..... | 50 |
| Library..... | 50 |
| Circulation | 50 |
| Reserve | 50 |
| References | 50 |
| Center for the Access to Information Resources (CARI)..... | 50 |

| | |
|---|----|
| Center for Environmental Information in the Caribbean (CIAC) | 50 |
| Olga Nolla Puertorrican Collection | 50 |
| Collection Development | 51 |
| Cupey Campus | 53 |
| Off Campus Sites (University Centers)..... | 55 |
| Aguadilla University Center | 55 |
| Bayamón University Center | 56 |
| Jayuya University Center | 56 |
| UAGM Graduate Academic Offer | 57 |
| Classification of Instructional Programs (CIP)..... | 57 |
| School of Science Technology and Environment | 64 |
| Administrative Staff | 64 |
| Faculty | 64 |
| Master of Sciences in Environmental Management (MSEM)..... | 65 |
| Program Objectives | 65 |
| Graduation Requirements | 66 |
| Master of Arts in Environmental Studies in Environmental Education (MAES) | 67 |
| Program Objectives | 67 |
| Admission Requirements | 67 |
| Graduation Requirements..... | 68 |
| Master of Planning (MP)..... | 69 |
| Program Objectives | 69 |
| Admission Requirements | 69 |
| Graduation Requirements..... | 70 |
| School of Business..... | 91 |
| Graduate Program in Business Administration | 91 |
| Mission, Vision, Core Values and Guiding Principles | 91 |
| Mission Statement | 91 |
| Vision Statement | 91 |
| Core Values: | 91 |
| Key Guiding Principles | 92 |
| Program Objectives | 93 |
| Admission Requirements | 93 |
| Transfer Credits | 94 |
| Workshop Description..... | 94 |
| Graduation Requirements..... | 95 |

| | |
|---|-----|
| Administrative Staff | 95 |
| Faculty | 95 |
| Master In Accounting (MACC) | 96 |
| General Admission Requirements | 96 |
| Workshop Description..... | 96 |
| Graduation Requirements..... | 97 |
| General Education Courses-MACC | 107 |
| Courses Descriptions..... | 114 |
| School of Education..... | 133 |
| Administrative Staff | 133 |
| Faculty | 133 |
| General and Specific Regulations of the Graduate Level: | 135 |
| Masters and Doctoral Programs in Education | 135 |
| Program Goals..... | 135 |
| Program Objectives | 135 |
| Admission Requirements: Master Program..... | 136 |
| Specific Admission Requirements | 136 |
| Transfer Credits..... | 136 |
| Credit Load..... | 136 |
| Master’s Degree Candidacy | 136 |
| Graduation Requirements: Master Degree | 137 |
| Admission Requirements: Doctoral Program..... | 137 |
| Admission Process | 137 |
| Transfer Credits..... | 137 |
| Credit Load..... | 138 |
| Doctoral Degree Candidacy | 138 |
| Good Standing..... | 138 |
| Maximum Time Allotted for Completing Degree..... | 138 |
| Graduation Requirements: Doctoral Degree | 138 |
| Courses Descriptions..... | 153 |
| School of Health Sciences | 181 |
| Administrative Staff | 181 |
| Faculty | 181 |
| Master’s in the Science of Nursing (MSN) | 184 |
| Program Objectives: | 184 |
| Admission Requirements | 184 |

| | |
|---|-----|
| Graduation Requirements..... | 185 |
| Transfer Credits..... | 185 |
| Speech Language Pathology Program (MS) | 186 |
| Goals of the Program..... | 186 |
| Student Learning Outcomes | 186 |
| Admission Requirements | 187 |
| Courses Descriptions..... | 192 |
| School of Professional Studies-AHORA | 202 |
| Vision | 202 |
| Mission | 202 |
| Goals..... | 202 |
| Description of the Accelerated Program of Study..... | 203 |
| Admissions Requirements..... | 203 |
| Transfer Credits:..... | 203 |
| Graduation Requirements..... | 203 |
| Assessment | 204 |
| Course Modules..... | 204 |
| Integrated Services | 204 |
| Credit for Experience and Knowledge | 204 |
| Administrative Staff | 205 |
| Faculty..... | 206 |
| Courses Description | 219 |
| School of Social Science, Humanities and Communications | 249 |
| Graduate Program..... | 249 |
| Program Objectives | 249 |
| Master of Arts in Counseling Psychology..... | 251 |
| Admission Requirements | 251 |
| Transfer Credits..... | 251 |
| Credit Load..... | 251 |
| Graduation Requirements..... | 251 |
| Master of Arts in Criminal Justice | 252 |
| Admission Requirements | 252 |
| Transfer Credits..... | 252 |
| Credit Load..... | 252 |
| Graduation Requirements..... | 252 |
| Courses Descriptions..... | 255 |

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

Registration by Student's 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 Ana G. Méndez, Cupey Campus
Apartado 21150
San Juan, P.R. 00928-1150
(787) 766-1717

We hereby certify that this is the current edition of the Institution Catalog of UAGM for the academic years 2018-2020.

August 2018

A blue ink handwritten signature, appearing to read 'A. Toledo', enclosed within a large, stylized blue circular flourish.

Angel A. Toledo López, PhD
Acting Chancellor
Universidad Ana G. Méndez

CHANCELLOR'S MESSAGE



Welcome to Universidad Ana G. Méndez, Cupey Campus (UAGM), formerly known as Universidad Metropolitana. Before you begin browsing through our catalog, we would like you to know some details about the University's historic background.

UAGM 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. Afterwards, in 1985, we became Universidad Metropolitana, and since January 1, 2019, we are known as Universidad Ana G. Méndez, Cupey Campus.

Our principal goal is to continue being an innovative university that has a major impact on the island. Our efforts have 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 provide quality continuing education that is in harmony with the demands of the job market, and to offer programs that cater to the needs of younger students and adults.

We have successfully participated in inter-university sports in both the men and women's divisions. Our students have obtained major achievements in diverse inter-university athletic leagues.

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 additional locations in Aguadilla, Bayamón, Jayuya, and Comerío.

A handwritten signature in blue ink, appearing to read 'A. Toledo', with a large, decorative flourish extending from the end of the signature.

Angel A. Toledo López, PhD
Acting Chancellor
Universidad Ana G. Méndez, Cupey Campus

Policy Statement

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

Due to the changing nature of professions, the institution is continuously reviewing and restructuring many of its academic programs in an effort to enhance their quality, improve efficiency, 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.

Revised: January 2017

UAGM General Information

OUR PROFILE

Universidad Ana G. Méndez, Cupey Campus is a private post-secondary educational institution and a member of the Ana G. Méndez University System (AGMUS), a non-profit organization. A Board of Directors of fifteen members governs the AGMUS. Five members of the board are permanent and the Board appoints ten 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. The Board of Directors selects them.

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 ANA G. MÉNDEZ, CUPEY CAMPUS (BEFORE 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 Ana G. Méndez, Gurabo Campus (before Universidad del Turabo), Universidad Ana G. Méndez, Carolina Campus (before Universidad del Este), Universidad Ana G. Méndez, Cupey Campus (before Universidad Metropolitana), 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 UAGM began to offer the first Master Degrees in Business Administration and in Education. The first doctoral degree in Education started in 2004. Then in January 1, 2019, the university and all its locations change its name to Universidad Ana G. Méndez, Cupey Campus.

VISION

Universidad Ana G. Méndez, Cupey Campus will be recognized globally as a leading higher education institution for its inclusiveness, its excellence and innovation in teaching, outstanding research and community engagement. UAGM 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 Ana G. Méndez, Cupey Campus 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, UAGM:

- Subscribes to a “*flexible admissions policy*” in order to serve a diverse student body. By “*flexible admission*”, UAGM 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 student’s 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 Student’s’ Experience” as a transition period to university life and to provide an optimal, inclusive environment of learning and support at the beginning of Student’s’ 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 Student's 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 Student's.
- 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 Student's' 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 wellness.
- 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.

UAGM'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** recognizing the value of education as an instrument to provide better opportunities and to develop the potential of human beings.
- **Innovation** to constantly 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, AUTHORIZATION'S AND ACCREDITATIONS

LICENSURES

Puerto Rico Council of Education/ State Department
Office of Registration and Licensing of Educational Institutions
PO Box 9023271
San Juan PR 00902-3271
Phone: (787) 722-2122

Commission for Independent Education
Florida Department of Education
2650 Apalachee Parkway Suite A
Tallahassee, Florida 32301
Phone: (850) 245-3200

AUTHORIZATIONS

Maryland Higher Education Commission
State of Maryland's Higher Education Coordinating Board
6 North Liberty Street
Baltimore, MD 21201
Phone: (800) 974-0203

Texas Higher Education Coordinating Board
1200 E, Anderson Lane
Austin, TX 78752
Phone: (512) 427-6101

REGIONAL ACCREDITATION

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104
Phone: (215) 662-5606

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



Council for the Accreditation of Educator Preparation (CAEP)

**1140 19th Street, NW
Suite 400
Washington, DC 20036
Phone: (202) 223-0077**



International Association for Continuing Education and Training (IACET)

**8405 Greensboro Drive
Suite 800
McLean, VA 22102
Phone: (703) 506-3275**



Candidacy Status:

Council on Social Work Education's Commission on Accreditation (CSWE)

**1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
Phone : (703) 683- 8080**

In addition, Universidad Ana G. Méndez, Cupey Campus and all of its localities are approved for the training of students under the various GI Bill® Programs.

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

BOARD OF DIRECTORS

| | |
|-----------------------------------|--|
| <i>Félix Rodríguez Schmidt</i> | <i>President of the Board</i> |
| <i>José F. Méndez Méndez</i> | <i>Permanent Board Member/AGMUS President</i> |
| <i>José F. Méndez González</i> | <i>Permanent Board Member/AGMUS President Emeritus</i> |
| <i>Ramiro Millán Catasús</i> | <i>Board Member</i> |
| <i>Rafael A. Nadal Arcelay</i> | <i>Permanent Board Member</i> |
| <i>Héctor A. Jiménez Ramírez</i> | <i>Board Member</i> |
| <i>Herminio Martínez Escudero</i> | <i>Permanent Board Member</i> |
| <i>Rene A. Soto Torres</i> | <i>Board Member</i> |
| <i>Wilfredo Cosme Ortiz</i> | <i>Board Member</i> |
| <i>Rita DiMartino</i> | <i>Board Member</i> |
| <i>Delia Castillo de Colorado</i> | <i>Board Member</i> |
| <i>Migdalia Torres Rivera</i> | <i>Board Member</i> |

ADMINISTRATION OF THE SISTEMA UNIVERSITARIO ANA G. MENDEZ

| | |
|-----------------------------------|--|
| <i>José F. Méndez Méndez</i> | <i>President</i> |
| <i>Carmelo Torres Reyes</i> | <i>Vice President of Financial Affairs</i> |
| <i>Jorge L. Crespo Armáiz</i> | <i>Vice President of Planning and Academic Affairs</i> |
| <i>Mayra Cruz Rivera</i> | <i>Vice President of Marketing and Student Affairs</i> |
| <i>Victoria de Jesús</i> | <i>Vice President of Human Resources</i> |
| <i>Ricardo Rodríguez Domenech</i> | <i>Executive and Operations Vice President</i> |
| <i>Luis J. Zayas Seijo</i> | <i>Vice President of National Affairs</i> |
| <i>Rafael Nadal Bosch</i> | <i>Vice President of International Affairs</i> |
| <i>John Navarro Ferreira</i> | <i>Director, Internal Audit</i> |
| <i>Angel A. Toledo López</i> | <i>Acting Chancellor Universidad Ana G. Méndez, Cupey Campus</i> |
| <i>David Méndez Pagán</i> | <i>Chancellor Universidad Ana G. Méndez, Gurabo Campus</i> |
| <i>Mildred Huertas Solá</i> | <i>Chancellor Universidad Ana G. Méndez, Carolina Campus</i> |
| <i>Gino Natalicchio</i> | <i>Chancellor Universidad Ana G. Méndez, Online Campus</i> |

**ADMINISTRATION AND STAFF OF UNIVERSIDAD ANA G. MÉNDEZ,
CUPEY CAMPUS**

OFFICE OF THE CHANCELLOR

| | |
|---|--|
| <i>Ángel A. Toledo López, PhD</i> | <i>Chancellor</i> |
| <i>José E. Berríos Lugo, PhD</i> | <i>Vice Chancellor</i> |
| <i>Glenda L. Bermúdez Rivera, PhD</i> | <i>Vice Chancellor of Student Affairs</i> |
| <i>Carmencita Torres, Eng.</i> | <i>Manager of Operations and Physical Facilities</i> |
| <i>Gladys Cora Izquierdo, PhD</i> | <i>Vice Chancellor of External Resources</i> |
| <i>Vacant</i> | <i>Vice Chancellor of Administrative Affairs</i> |
| <i>Belissa Aquino Soto, MA</i> | <i>Assistant Vice Chancellor of Institutional Development and Alumni Affairs</i> |
| <i>Zaida Vega Lugo, EdD</i> | <i>Executive Director for International Affairs</i> |
| <i>Yvonne Guadalupe Negrón, MA</i> | <i>Director of Public Relations</i> |
| <i>Sixto Bermúdez Vargas, MBA</i> | <i>Director of Bayamón University Site</i> |
| <i>Irma del Pilar Cruz Montijo, PhD</i> | <i>Director of Jayuya University Site</i> |
| <i>Luis A. Ruíz Vargas, MBA</i> | <i>Director of Aguadilla University Site</i> |
| <i>Sixto Bermúdez Vargas, MBA</i> | <i>Acting Director of Comerío Site</i> |

OFFICE OF THE VICE CHANCELLOR

| | |
|---|---|
| <i>José E. Berríos Lugo, PhD</i> | <i>Vice Chancellor</i> |
| <i>Patricia Mercado Rivera, MBA</i> | <i>Associate Vice Chancellor</i> |
| <i>Gisselle O. Tapia Fernández, EdD</i> | <i>Associate Vice Chancellor of Licensing and Accreditation</i> |
| <i>Awilda Pérez Pérez, MBA</i> | <i>Associate Vice Chancellor of Student Retention and Development</i> |
| <i>Carmen M. Luna Vázquez, EdD</i> | <i>Assistant Vice Chancellor of Student and Institutional Assessment</i> |
| <i>Belinda Junquera Álvarez, PhD</i> | <i>Dean of the School of Business</i> |
| <i>Teresita Ibarra Pérez, PhD</i> | <i>Associate Dean of the School of Business</i> |
| <i>Karen González Charneco, PhD</i> | <i>Dean of the School of Science, Technology and Environment</i> |
| <i>María C. Ortiz Rivera, PhD</i> | <i>Associate Dean of the Graduate Program for the School of Science, Technology and Environment</i> |
| <i>Nadia Fernández Pelegrina, PhD</i> | <i>Associate Dean of the School of Science and Technology</i> |
| <i>Kiebelle González Santiago, MD</i> | <i>Acting Dean of the School of Health Sciences</i> |
| <i>Kiebelle González Santiago, MD</i> | <i>Associate Dean of the School of Health Sciences</i> |
| <i>José Cintrón Cabrera, EdD</i> | <i>Dean of the School of Education</i> |
| <i>Janet Ruíz Ramírez, EdD</i> | <i>Associate Dean of the School of Education</i> |
| <i>Roxanna Domenech Cruz, PhD</i> | <i>Acting Dean of the School of Social Sciences, Humanities and Communications</i> |

Roxanna Domenech Cruz, PhD *Associate Dean of the Department of Humanities*
Sugelenia Cotto Cotto, MBA *Associate Dean of the Department of*
Laura Aponte Hernández, MBA *Communications*
Dean of the School of Technical Studies

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ – SCHOOL OF PROFESSIONAL
STUDIES (AHORA) AND CONTINUING EDUCATION**

Mildred Rivera Cordero, MBA *Dean School of Professional Studies*
Melissa Guilliani Jiménez, MPA *Associate Dean, School of Professional Studies-*
UAGM
Keila Roche León, MeD *Associate Dean of Academic Affairs*
Karla González Robinson, PhD *Executive Director of the School of Continuing*
Education

Policies and Procedures

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 Ana G. Méndez, Cupey Campus.

MINIMUM GRADE AVERAGE REQUIRED FOR READMISSION

1. Readmission to the University will be based on the norms established by the Institution.
2. The Satisfactory Academic Progress Appeals Committee must approve readmission to the University. 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 Ana G. Méndez, Cupey Campus 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 Ana G. Méndez, Cupey Campus

TRANSITORY STUDENTS

Students who come to the Universidad Ana G. Méndez, Cupey Campus 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 Ana G. Méndez, Cupey Campus

Foreign and International Students

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

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

*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 Ana G. Méndez, Cupey Campus 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 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 Ana G. Méndez, Cupey Campus 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. 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. The academic calendar will determine the late registration period at the beginning of each academic year. 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

The Registrar may relocate students at the end of the registration period, when an elimination or rescheduling of courses has occurred. The academic calendar will designate the dates where the changes should take place.

COURSE ATTENDANCE

To be accepted in the classroom at the beginning of the semester or part-of-term, students must present to their professors the official registered class program. The Registrar's Office is not responsible for the registration of student grades who did not attend the enrolled courses and correspondent sections.

CORRECTIONS OR CHANGES IN NAMES AND ADDRESSES

Students who change their address and legal name must notify the Registrar's Office using MiUAGM portal. This office will provide them with the appropriate forms to fill out. For name changes, the student must submit a certified affidavit.

STUDENTS CLASSIFICATIONS

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 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.
2. Doctorate

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

Graduate Academic Load

| Level | Full Time | Three Quarters Time | Half Time | Less than Half Time |
|------------------|-------------------|---------------------|----------------|---------------------|
| Master | 3 or more credits | N/A | 2 to 1 credits | N/A |
| Doctorate | 3 or more credits | N/A | 2 to 1 credits | N/A |

B. By credit hours leading to a degree

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

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

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

RECLASSIFICATION OF STUDENTS

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

Special Conditions and Regulations

- 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.

- 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.
- 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 the 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 Student's 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

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.

The credit equivalents for laboratory work have been determined according to the rules of each School.

Scholastic standing is indicated by the following letter grades:

Academic standing in completed courses is indicated by the following letter grades:

Letter grade system and grade points per credit:

| | | |
|----------|----------|---------------------------|
| A | 90 – 100 | Excellent |
| B | 80 – 89 | Good |
| C | 70 – 79 | Satisfactory |
| D | 60 – 69 | Deficient |
| F | 0 – 59 | Failure (no grade credit) |

A- 4 grade points per credit hour

B- 3 grade points per credit hour

C- 2 grade points per credit hour

D- 1 grade points per credit hour

F - 0 grade points per credit hour

In special cases, the following annotation system will apply:

W = Withdrawal

WF = Student leaving the course at any time of the semester or academic term, without filing official withdrawal, and has no academic criteria to award a grade or qualification.

I = Student absent from final examination

WN = Student was enrolled but never attended

P = Passed

NP = Not passed

IP = In progress

INCOMPLETES

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

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

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

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

In the case of 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 will have twenty working days, starting with the commencement of classes on the next semester, in which to submit grade claim.

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 UAGM 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 *MiUAGM*, Student’s 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 the debt.

Any claim concerning a transcript request must 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 Student’s 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 Student's 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 Student's 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 Student's 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:

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

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 Student's within categories, e.g., full-time, part-time, undergraduate, and graduate Student's, 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 degrees 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 Student's 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, Student's 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, Student's 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 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. Student's 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

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

| Post Graduate Certificate Programs | | |
|---|---------------------|------|
| Credits Attempted | % of Credits Earned | GPA |
| 1 – 15 | 67% | 3.00 |
| 16 + | 67% | 3.00 |

Special Permission

Only applies to students in their third or fourth year of study. The student may take a course in another accredited post-secondary Institution in those cases in which the course is not offered in UAGM and is a requirement for graduation or a prerequisite to other courses required. The Dean of the School or the Associate Dean and/or the Department Director grant the special permission after an evaluation.

Graduation Requirements

The student usually graduates from the Universidad Ana G. Méndez, Cupey Campus 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 UAGM, the transfer student should comply with the residence credits. These are:
 - Master Degrees – has approved a minimum of 24 credits at UAGM, of which 9 will be his/her major.
6. Graduate students do not receive any honors during the commencement exercises.
7. 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.
8. 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, the institution is not responsible for the document. The graduation fee is non-refundable.

Degree Granting

The institution will grant academic degrees to Student's 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 Student's in undergraduate programs of Associate degrees and Bachelor's degrees who are admitted by transfer or new Student's 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 catalog 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 Ana G. Méndez, Cupey Campus, 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 UAGM, 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 UAGM 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 UAGM 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 Student’s.
- Section 104 covers disclosures about the comparative academic “success” of Student’s 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, because 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 Student's 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 include's: name, address, phone, date and place of birth, program of studies, and 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, email, 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 Universidad Ana G. Méndez, Cupey Campus 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 Universidad Ana G. Méndez, Cupey Campus 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.

Student Services

OFFICE OF THE VICE- CHANCELLOR OF STUDENT AFFAIRS

STUDENT SERVICES

The office of the Vice Chancellor of Student's 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. Responsible and committed professionals offer the student services.

The following offices and programs provide Student's 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 Project
- Admissions, Marketing & Recruitment
- Alumni office

Quality of Life and Student Wellness

The Quality of Life and Student Wellness Office provides support services to promote healthy lifestyles and personal development, the educational, social and occupational health of our students. The primary objectives of the program 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 establish leadership skills and to assume responsibility with themselves and their community. The services include individual and group personal counseling, career counseling and crisis intervention, enhancement of leadership skills, follow up referrals, workshops, and others. A Licensed Professional Counselor provides these services. Also, develop prevention activities in the drug and alcohol use, sexual assault, and violence.

The dramatic changes of the dynamic society are also reflected in our student's' population. The needs of the younger Student's, 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.

Specials projects are established according to Student's' 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 a pro-active stance in the delivery services.

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 are referred for job opportunities, facilitating the transition into the work setting.

Student Support Services Project

The Student Support Services Project at Universidad Ana G. Méndez, Cupey Campus provide an integrated gamma of academic and counseling services to over 200 UAGM Student's a year that meet the eligibility criteria established by federal law for participation in this project.

The United States Department of Education Grant Award permits the Project to offer personal, academic and career counseling; and academic support such as tutoring in all subject areas, special tutoring for disabled Student's and socio-cultural and career oriented off-campus activities, concerts, and conferences.

To qualify as a project participant, a student must be an American citizen or resident alien, have obtained final admission to the school, be the first generation of his family to graduate with a baccalaureate degree, be of low income and/or have a documented disability. Certain documentation may be required of those Student's interested in becoming program participants.

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.

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

The Off-campus sites have 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 student's 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. In addition, 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 Student's in all sports activities. It is a fundamental component of the Student's' life in our Institution, which aims at contributing to the physical and mental growth and wellbeing of its Student's.

The Sports Complex provides the Student's 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 (Intercollegiate Athletic League) and compete with other universities in Puerto Rico.

Virtual Bookstore

The Blackboard Virtual Store is a convenient way to acquire the textbooks. The student must access the Blackboard application through www.suagm.edu.

Veterans and their Beneficiaries Services

The Veteran's Services, located at the Registrar's Office is primarily directed toward the motivation of veterans and their dependents in order that they may effectively exercise their rights to an education.

Veterans and their beneficiaries must complete their program of studies within the time established by their curriculum (**100%**). Students who extend their studies **beyond the time (150%)** established by the program cannot continue to receive Veteran's benefits. The veterans and their beneficiaries should follow the program sequence, which is distributed by academic year. If the student is a recipient of the Pell Grant, he may resort to the 150% additional time, established by the standard for Satisfactory Academic Progress of the Institution. Veterans are evaluated utilizing both Veteran's Benefits and Pell Grant criteria, if they are eligible.

The student is responsible for notifying any change that occurs in their enrollment to the Certifying Officer and the Department of Veterans and inform any changes such as; change of institution, academic goal or program. The student should use the corresponding forms of each chapter. A student who used the Veteran's benefits at another institution must present the credits' transcript of origin, no later than two semesters.

The benefit for eligible Veterans students for GI Bill (Chapters 31, 33, 30, 1606 and 35) is requested online by accessing <https://www.va.gov/>. The beneficiary must comply with the requirements of the U. S. Department of Veterans Affairs before applying.

The Certifying Officer is located at the Registrar's Office (787) 766-1717 ext. 6550 who is responsible for handling all procedures related to Veterans beneficiaries.

Volunteer Education Program of the Department of Defense

The program is intended for members of the military service Tuition Assistance; (U.S. Army, U.S. Navy, U.S. Air Force and U.S. Marine Corps). It is important that the student visit the Counselor of the Volunteer Education Program of the Department of Defense, for more details you can access: <https://www.militaryonesource.mil>

Student Organizations

According to their interests, Student's join social service, and academic, professional and honorary groups. All Student's' organizations must be recognized and approved by the office of the Vice Chancellor for Student's Affairs. Any group consisting of ten or more regular Student's and in compliance with the Student's 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 Student's' organizations fosters leadership by developing mutual understanding and respect for social and human values. In addition, the Student's develop leadership skills and help enhance the student's quality of life in the institutional setting.

The Student Regulations and other institution's standards must govern all student's activities and organizations. 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 has, among others, the following functions: to represent the student body, make recommendations to the Vice Chancellor for Students Affairs, participate in various institutional committees, serve as liaison between students, professors and the administration, to promote the general well-being of the Institution.

Student Council members are elected by secret vote by the members of the Student Government Assembly. The delegates are student body representatives. The Vice Chancellor for Student's Affairs supervises the delegate meeting.

The Student Council establishes relationships among students, faculty and administration.

Disciplinary Regulations

Universidad Ana G. Méndez, Cupey Campus Administrative Council has approved the Students Regulations, which include the disciplinary regulations. The Student's at Universidad Ana G. Méndez, Cupey Campus are expected to honor, obey and respect these regulations. These principles, rules and regulations are clearly stated in the Institution's by - laws, the Academic Student Handbook, and in the other regular or periodic publications of the Administration.

Important Note:

Due to the importance of the Disciplinary Regulations, each student is required to commit to read and become familiar with the Student's Handbook, Student's Regulations, Academic Norms and Administrative Procedures. These documents are available at the institution web site: www.suagm.edu/UAGM under the heading student services, student life and Student Consumer Information.

ASSOCIATE VICE-CHANCELLOR OF SCHOLARSHIPS AND INTERNSHIPS

Offers academic and occupational opportunities and honor scholarships to the students of the Universidad Ana G. Méndez, Cupey Campus. 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. In addition, 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 Ana G. Méndez, Cupey Campus (UAGM). The purpose of the Center is to offer childcare 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 Ana G. Méndez, Cupey Campus. 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.

UAGM Extended Child Care from 2:00 PM to 10:30 PM an educational and recreational program that offers services with cost including mentoring to children of employees after its exit from the school. In addition, offers free educational services to children of student of the UAGM.

OFFICE OF INTERNATIONAL AFFAIRS

The Office of International and Corporate Affairs is an entity under the Chancellor's office and it promotes the internationalization of the Cupey Campus of the Ana G. Méndez University system as part of its Academic Policy.

Specialized Services

- Recruitment of F1 Visa Students
- Recruitment of J1 Visa Students
- Study Abroad Program
- Bilateral Student Exchange Program
- International Scholarships Program
- International Agreements
- International Grants Writing
- International development options for faculty and administrators.
- International networking with IHE.
- International Research Cluster (IRC)

Study Abroad Program

Application requirements:

- Must be a currently enrolled student.
- Must be a student currently on the second year of study or higher. Students on their last semester won't be eligible for the program.
- Must have a GPA of 3.00 or higher.
- Must have an up to date passport. Passports currently being updated will be accepted.
- Must have the student Academic Dean's approval.
- Must show evidence of economic solvency for program associated expenses: air fare from Puerto Rico to destination, room and board, local transportation, educational expenses, international medical insurance, and Visa expenses as required by the destination country.

Application process:

- Complete the Application Form available on the International Affairs web page (OAI) and submit together with required documents listed.
 - Mentor's (professor's) letter of recommendation.
 - Academic credits transcript that evidence current GPA of 3.00 or higher
 - Essay, 1 or 2 pages long, with detailed information describing academic and cultural purpose for admission to the program.
 - Study Abroad Academic Recognition Form (SAARF) must be completed with an academic advisor of the Academic School in which the student is pursuing his/her degree.
 - Acquire the signatures of the Dean, the Study Abroad Program Director and the Registrar in the SAARF.

- Complete official enrollment at the Cupey Campus of the Universidad Ana G. Méndez before departing to university of choice.
- Participate in Pre Departure Orientation sessions hold by the Office of International Affairs on the dates announce.

Student Exchange Program

Application requirements:

- Must be a currently enrolled student.
- Must be a student currently on the second year of study or higher. Students on their last semester won't be eligible for the program.
- Must have a GPA of 3.00 or higher.
- Must have an up to date passport. Passports currently being updated will be accepted.
- Must have the student Academic Dean's approval.
- Must show evidence of economic solvency for program associated expenses: air fare from Puerto Rico to destination, room and board, local transportation, educational expenses, international medical insurance, and Visa expenses as required by the destination country.

Application process:

- Complete the Application Form available on the International Affairs web page (OAI) and submit together with required documents listed.
 - Mentor's (professor's) letter of recommendation.
 - Academic credits transcript that evidence current GPA of 3.00 or higher
 - Essay, 1 or 2 pages long, with detailed information describing academic and cultural purpose for admission to the program.
 - Study Abroad Academic Recognition Form (SAARF) must be completed with an academic advisor of the Academic School in which the student is pursuing his/her degree.
 - Acquire the signatures of the Dean, the Study Abroad Program Director and the Registrar in the SAARF.
 - Complete official enrollment at the Cupey Campus of the Ana G. Méndez University before departing to university of choice.
- Participate in Pre Departure Orientation sessions hold by the Office of International Affairs on the dates announce.

Bilateral Student Exchange Program

The Bilateral International Student Exchange Program (J1 VISA) is available for students enrolled in Higher Education Institutions with which the Cupey Campus of the Universidad Ana G. Méndez has Student Exchange collaboration agreements.

Student Financial Aid

STUDENT FINANCIAL AID

The mission of the financial aid program is to provide the student financial aid assistance to finance their studies according to the criteria of financial need, federal, state and institutional regulations. Our Student Financial Aid Program operates under the basic principle that the primary responsibility of financing higher education of the family. Therefore, the majority of the funds are offered under the economic criterion of their needs. The objectives of providing a fair distribution of the financial resources are in agreement with the state, federal and institutional dispositions.

Loan Programs

Federal Direct Loan

Federal Direct-Ford Loans are offered at a variable interest rate, with a cap of 8.25%. For “Subsidized-Direct” the government pays the interest while you are in school; for “Unsubsidized Direct” you are responsible for paying the interest while you are in school. If you choose not to pay the interest, it will accumulate and be capitalized (added on the principle).

Federal Direct Parent Loan for Undergraduate Students and Graduate PLUS (FDPLUS/FGPLUS)

“PLUS” loans are borrowed by parents for dependent Students or by Students in a graduate program. The interest rate is fixed, with a cap of 9%. Repayment begins 60 days after the First Disbursement.

In order to be considered or to be eligible for any of the loans available; 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 and the type of loan that he or she qualifies. The application must be completed online at the following web site: www.fafsa.gov. The amount of financial aid and/or the loan; 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
- Be a U.S. citizen or eligible non-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.
- Others requirements may apply.

Important Note:

The Institution complies fully with the privacy Rights of Parents and Students Act of 1974 (Title IV of the U.S. Public law 90-247), as amended, which specifically governs access to records maintained by institutions to which funds are made available under any Federal program for which the U.S.

Commission of Education has administrative responsibility, and the release of such records provided that such institutions must furnish parents of Students access to official records directly related to the Students and an opportunity for a hearing to challenge such records on the ground that they are inaccurate, misleading or otherwise inappropriate; that institutions must obtain the written consent of parents before releasing personally identified data from student records to other than a specified list of exceptions; that parents and Students must be notified of these rights; that these rights transfer to Students at certain points; and that an office adjudicate complaints and violations of this law.

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 \$3,552

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.

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 and ATH. 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 graduate students can formalize their enrollment, if he/she make an initial payment, equal to or greater than fifty percent (50%) of their total debt balance.

Clear Statement

Students with pending balance of a debt cannot be a enroll and will not be able to access their grades. Cannot be able to receive official documents.

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, April 15, June 30 and July 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

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.

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.

Partial Withdrawal

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

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:

Sistema Universitario Ana G. Méndez reserves the right to review the tuitions and fees. It is the Students 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/UAGM

Information Resources

INFORMATION RESOURCES

LIBRARY

The mission of the Library is to provide agile information services, through an updated collection, accessible physically or by remote access, with the assistance of competent staff, located in optimal quality physical facilities and environment. The Library web page <http://bibliotecaUAGM.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, Tutorial and Guides. As the whole campus, the Library offers Wi-Fi connection and remote access to all its collection.

REGULAR SERVICES

Circulation

Library users can borrow the service point that provides general and specialized books that, for extended periods.

Reserve

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

References

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 Student's 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 Ex-Governor's administration and in specific themes as economic development.

UAGM Graduate Academic Offer Classification of Instructional Programs (CIP)

CUPEY CAMPUS

The main campus academic offer respond to the needs of the communities from various geographical areas thorough Puerto Rico. The main campus is located in Cupey, San Juan, PR.

The academic programs offered are; Certificates, Associate, Bachelor's, Master's and Doctorate degrees.

The student services are provided by the offices of the Guidance Counselor, Registrar, Financial Aid, Bursar's, Admissions, and Library. The faculty is from the surrounding community with Master's degree and Doctorate's, all are recruited for their excellent educational background and experience.

The main campus offers the following academic programs:

CUPEY MAIN CAMPUS

Physical Adress: 1399 Avenida Ana G. Méndez
San Juan, PR 00926

- Master Degree in Planning specialty in Environmental Planning
- Master Degree of Arts in Environmental Studies specialty in Environmental Education
- Master Degree of Sciences in Environmental Management, specialty in Environmental Assessment and Risk Management
- Master Degree of Sciences in Environmental Management, specialty in Conservation and Managing of Natural Resources
- Master Degree in Business Administration specialty in Accounting
- Master Degree in Business Administration specialty in Management
- Master Degree in Business Administration specialty in Marketing
- Master Degree in Business Administration specialty in International Business
- Master Degree in Business Administration specialty in Finances
- Master Degree in Business Administration specialty in Human Resources Administration
- Master Degree Business Administration specialty in Technology and Information Systems
- Master Degree in Accounting (MACC)
- Master Degree in Education specialty in Management of Leisure Services
- Master Degree in Education specialty in Educational Administration and Supervision
- Master Degree in Education specialty Special Education
- Master Degree in Education specialty in Curriculum and Teaching
- Master Degree in Education specialty in Teaching Physical Education
- Master Degree of Arts in Education in Teaching Adapted Physical Education
- Master Degree of Arts specialty in Counseling Psychology
- Master Degree of Arts in Criminal Justice specialty in Crime Prevention and Delinquency
- Master Degree in Business Administration specialty in Management and Strategic Leadership

- Master Degree of Education in Montessori Curriculum Development and Teaching
- Doctorate Degree in Education specialty in Teaching (Ed.D.)
- Doctorate Degree in Philosophy in Education specialty in Teaching (Ph.D.)
- Doctorate Degree in Education specialty in Physical Education (Ed.D.)
- Doctorate Degree in Philosophy specialty in Physical Education (Ph.D.)

OFF CAMPUS SITES (UNIVERSITY CENTERS)

The Off Campus sites programs respond to the needs of the communities in the various geographical areas throughout Puerto Rico. The University Centers are located in the towns of Aguadilla, Bayamón, and Jayuya.

The academic programs offered are: Certificate, Associate, Bachelor's and Master's degrees.

The same educational support services that are available on the main campus are also available at the additional localities. These services are: The Offices of the Guidance Counselor, Registrar, Financial Aid, Bursar's, Admissions, and Library. The faculty is from the surrounding community with Master's degree and some with Doctorate's, all are recommended for their excellent educational background and experience.

The Three Off-Campus sites offers the following academic programs:

AGUADILLA UNIVERSITY CENTER

Physical address: #111 ST KM.0.6 Bo. Palmar
Aguadilla, Puerto Rico

- Master Degree in Business Administration specialty in Accounting
- Master Degree in Business Administration specialty in Management
- Master Degree in Business Administration specialty in Marketing
- Master Degree in Business Administration specialty in Finances
- Master Degree in Business Administration specialty in Human Resources Administration
- Master Degree Business Administration specialty in Technology and Information Systems
- Master Degree in Nursing Sciences as Clinical Specialist, specialty in Children Critical Care and a Secondary Role in Administration or Education
- Master Degree in Nursing Sciences as Clinical Specialist, specialty in Adult Critical Care and a Secondary Role in Administration or Education
- Master Degree in Education specialty in Educational Administration and Supervision
- Master Degree in Education in specialty Special Education
- Master Degree in Education specialty in Curriculum and Teaching
- Master Degree in Business Administration specialty in Management and Strategic Leadership
- Master Degree in Health Services Administration specialty in Health Services Management

BAYAMÓN UNIVERSITY CENTER

Physical address: #167 St. Centro Gubernamental
Paseo del Parque, Esq. Santiago Veve
Bayamón, Puerto Rico

- Professional Certificate Post Bachelor in Oncology Nursing
- Master Degree in Business Administration specialty in Accounting
- Master Degree in Business Administration specialty in Marketing
- Master Degree in Business Administration specialty in Finances
- Master Degree in Business Administration specialty in Human Resources Administration
- Master Degree in Nursing Sciences as Clinical Specialist specialty in Case Management and a Secondary Role in Administration or Education
- Master Degree in Nursing Sciences as Clinical Specialist, specialty in Children Critical Care and a Secondary Role in Administration or Education
- Master Degree in Nursing Sciences as Clinical Specialist, specialty in Adult Critical Care and a Secondary Role in Administration or Education
- Master Degree in Business Administration specialty in Management and Strategic Leadership
- Master Degree in Health Services Administration specialty in Health Services Management
- Master Degree in Business Administration specialty in Leadership in Project Management

JAYUYA UNIVERSITY CENTER

Physical address Catalina Figueras #100 St.
Jayuya, Puerto Rico

- Master Degree in Business Administration specialty in Human Resources Administration
- Master Degree in Education specialty in Curriculum and Teaching
- Master Degree in Business Administration specialty in Management and Strategic Leadership

**UAGM Graduate Academic Offer
Classification of Instructional Programs (CIP)**

| SCHOOL OF SCIENCE TECHNOLOGY AND ENVIRONMENT | | | |
|--|---------|--------------|----------------------|
| PROGRAMS | CREDITS | CIP- CODE | LENGTH OF PROGRAM |
| Master Degree in Planning specialty in Environmental Planning | 42 | 04.0301 | 3 |
| Master Degree of Arts in Environmental Studies specialty in Environmental Education | 42 | 13.1338 | 3 |
| Master Degree of Sciences in Environmental Management, specialty in Environmental Assessment and Risk Management | 42 | 03.0208 | 3 |
| Master Degree of Sciences in Environmental Management, specialty in Conservation and Management of Natural Resources | 42 | 03.0204 | 3 |

SCHOOL OF BUSINESS

| PROGRAMS | CREDITS | CIP- CODE | LENGTH OF PROGRAM |
|--|---------|--------------|----------------------|
| Master Degree in Business Administration specialty in Accounting* | 42 | 52.0301 | 2 |
| Master Degree in Business Administration specialty in Management* | 42 | 52.0201 | 2 |
| Master Degree in Business Administration specialty in Marketing* | 42 | 52.1401 | 2 |
| Master Degree in Business Administration in International Business* | 42 | 52.1101 | 2 |
| Master Degree in Business Administration specialty in Finances* | 42 | 52.0801 | 2 |
| Master Degree in Business Administration specialty in Human Resources Administration* | 42 | 52.1001 | 2 |
| Master Degree in Business Administration specialty in Technology and Information Systems* | 45 | 52.1201 | 2 |
| Master in Accounting (MACC)* | 150 | 52.0301 | 5 |

*ACBSP Accredited

SCHOOL OF HEALTH SCIENCES

| PROGRAMS | CREDITS | CIP-CODE | LENGTH OF PROGRAM |
|---|----------|----------|-------------------|
| Professional Certificate Post Bachelor in Oncology Nursing | 15 | 51.3899 | 1 |
| Master Degree in Nursing Sciences as Clinical Specialist specialty in Case Management and Secondary Role in Administration or Education | 45 or 46 | 51.3814 | 2 |
| Master Degree in Nursing Sciences as Clinical Specialist, specialty in Children Critical Care and Secondary Role in Administration or Education | 48 or 49 | 51.3809 | 2 |
| Master Degree in Nursing Sciences as Clinical Specialist, specialty in Adult Critical Care and secondary role in administration or Education | 48 or 49 | 51.3804 | 2 |

SCHOOL OF EDUCATION

| PROGRAMS | CREDITS | CIP- CODE | LENGTH OF PROGRAM |
|--|---------|--------------|----------------------|
| Master Degree specialty in Education in Management Leisure Services | 36 | 13.0499 | 2 |
| Master Degree in Education specialty in Educational Administration and Supervision | 39 | 13.0401 | 2 |
| Master Degree in Education specialty in Special Education | 39 | 13.1001 | 2 |
| Master Degree in Education specialty in Curriculum and Teaching | 36 | 13.0301 | 2 |
| Master Degree in Education specialty in Teaching Physical Education | 36 | 13.1399 | 2 |
| Master Degree of Arts in Education in Teaching Adapted Physical Education | 36 | 13.1399 | 2 |
| Doctorate Degree in Education specialty in Teaching (EdD) | 54 | 13.1299 | 4 |
| Doctorate Degree in Philosophy in Education specialty in Teaching (PhD) | 66 | 13.1299 | 5 |
| Doctorate Degree in Education specialty in Physical Education (EdD) | 63 | 13.1299 | 5 |
| Doctorate Degree in Philosophy specialty in Physical Education (PhD) | 72 | 13.1299 | 5 |

SCHOOL OF SOCIAL SCIENCE, HUMANITIES, AND COMMUNICATIONS

| PROGRAMS | CREDITS | CIP-CODE | LENGTH OF PROGRAM |
|---|---------|----------|-------------------|
| Master Degree of Arts specialty in Counseling Psychology | 60 | 42.2803 | 2 |
| Master Degree of Arts in Criminal Justice in crime Prevention and Delinquency | 36 | 43.0103 | 2 |

SCHOOL OF PROFESSIONAL STUDIES (AHORA)

| PROGRAMS | CREDITS | CIP-CODE | LENGTH OF PROGRAM |
|---|---------|----------|-------------------|
| Master Degree in Business Administration specialty in Management and Strategic Leadership | 42 | 52.0213 | 2 |
| Master Degree of Health Services Administration specialty in Health Services Management | 42 | 51.0701 | 2 |
| Master Degree in Business Administration specialty in Leadership in Project Management | 42 | 52.0299 | 2 |
| Master Degree of Education in Montessori Curriculum Development and Teaching | 36 | 13.0301 | 2 |
| Master Degree in Business Administration specialty in Accounting | 42 | 52.0301 | 2 |
| Master Degree in Business Administration specialty in Marketing | 42 | 52.1401 | 2 |
| Master Degree in Business Administration specialty in Finances | 42 | 52.0801 | 2 |
| Master Degree in Business Administration specialty in Human Resources Administration | 42 | 52.1001 | 2 |
| Master Degree in Business Administration specialty in Technology and Information Systems | 45 | 52.1201 | 2 |
| Master Degree in Education specialty in Curriculum and Teaching | 36 | 13.0301 | 2 |
| Master Degree in Education specialty in Educational Administration and Supervision | 39 | 13.0401 | 2 |

School of Science Technology and Environment

SCHOOL OF SCIENCE TECHNOLOGY AND ENVIRONMENT

ADMINISTRATIVE STAFF

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Master of Sciences in Environmental Management (MSEM)

The Master of Sciences in Environmental Management (MSEM) with specializations in: Environmental Risk Assessment and Management; and Conservation and Management of Natural Resources offer an outstanding and updated curriculum that 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 that 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 the following objectives:

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

Admission Requirements

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

- a. Have earned a Bachelor's Degree in Natural Sciences, Chemistry, Biology, Geology or Engineering from an accredited university.
- b. Submit an application containing:
 - Official transcripts of all university studies
 - Three letters of recommendation from qualified persons about the candidate's academic and/or professional profile and aptitude for success in Graduate Studies.
- c. Submit the results of the "Prueba de Admisión 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 UAGM. 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 & ENMG 723) or a Professional Portfolio prior approval of the associate dean of the graduate program (ENAF 740 & ENAF 745). The thesis or the Professional Portfolio must be approved by the members of the committee and the associate dean of the graduate program of the School of Science, Technology and Environment.
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 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 the following objectives:

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 Science, Technology and Environment 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 UAGM. 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 & ENMG 723), or have approved the Environmental Internships courses (ENST 724 and 726), or a Professional Portfolio prior approval of the School's associate dean of the graduate program (ENAF 740 & ENAF 745). The thesis, Internship or the Professional Portfolio must be approved by the members of the committee and the associate dean of the graduate program of the School of Science, Technology and Environment.
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 the following objectives:

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 of Science, Engineering or Geography from an accredited university, or Bachelor Degree in any discipline of an accredited institution with an overall General Point Average, (GPA), no less than 2.75 and the following courses: Mathematics (8), Biology (8), Chemistry (8), Physics (8), and Environmental Sciences (3).
- b. GPA of no less than 2.75 on the bachelor level.
- c. Knowledge in introductory courses of Computer literacy (3), Economy (3), Sociology (6) and Statistics (3)
- e. Submit an application containing:
 - Official transcripts of all university studies.
 - Three letters of recommendation from qualified persons about the candidate's academic and/or professional profile and aptitude for success in Graduate Studies.
- f. Submit the results of the "Prueba de Admisión a Estudios Graduados" (EXADEP) or Graduate Record Examination (GRE).
- g. Be interviewed by the Program Admission Committee that includes the creation of a written conceptual essay on an environmental subject.

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

To applicants that do not possess the required bachelor courses, UAGM 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 Science, Technology and Environment 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 UAGM. 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 associate dean (ENAF 740 & ENAF 745). The Planning Project must be approved by the members of the Project committee and the associate dean of the School of Science, Technology and Environment.
3. Have completed the candidacy application form.
4. Have no debts with the University.

Master Degree in Planning specialty in Environmental Planning

| 42 Credits | Credits |
|-------------------------------|---------|
| Core Courses | 15 |
| Specialty Courses | 15 |
| Recommended Electives Courses | 6 |
| Planning Project Courses | 6 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| ENPL 500 | 3 | Planning Theory |
| ENPL 504 | 3 | Social and Economic Planning |
| ENMG 506 | 3 | Statistical Methods Applied to Environmental Research |
| ENPL 508 | 3 | Land Use Planning |
| ENPL 640 | 3 | Development, Implementation and Assessment of Plans |

| Specialty Courses | | |
|-------------------|---------|---|
| Codification | Credits | Course Title |
| ENMG 501 | 3 | Principles of Environmental Science |
| ENPL 505 | 3 | Geographic Information Systems |
| ENMG 615 | 3 | Environmental Legislation and Regulatory Agencies |
| ENPL 616 | 3 | Urban Planning |
| ENMG 617 | 3 | Environmental Documents and Assessments |

| Recommended Electives Courses | | |
|-------------------------------|---------|--|
| Codification | Credits | Course Title |
| ENST 500 | 3 | Principles of Terrestrial System |
| ENST 515 | 3 | Sustainable Development |
| ENMG 503 | 3 | Natural Resources and Environmental Economy |
| ENMG 531 | 3 | Conservation Biology |
| ENMG 532 | 3 | Conservation and Management of Forest Ecosystems and Flora |
| ENMG 600 | 3 | Investigation Methodology |
| ENMG 608 | 3 | Solid and Hazardous Waste Management |
| ENMG 609 | 3 | Energy Sources and Environment |
| ENPL 620 | 3 | Coastal Zones Planning |
| ENPL 630 | 3 | Planning for Natural Hazards Mitigation |
| ENMG 701 | 3 | Environmental Topics |
| ENMG 702 | 3 | Environmental Topics II |
| ENMG 712 | 3 | Tropical Ecosystems |
| ENMG 714 | 3 | Fundamentals of Hydrogeology |

| Planning Project Courses | | |
|--------------------------|---------|--|
| Codification | Credits | Course Title |
| ENPL 721 | 3 | Proposal for Planning Project |
| ENPL 723 | 3 | Planning Project |
| ENAF 740 | 3 | Professional Portfolio in Environmental Affairs |
| ENAF 745* | 3 | Environmental Science Professional Portfolio Defense |

*It requires pre-approval of the associate dean of the graduate program of the School of science, Technology and Environment

Master Degree of Arts in Environmental Studies specialty in Environmental Education

| 42 Credits | Credits |
|--------------------------------|---------|
| Core Courses | 15 |
| Specialty Courses | 15 |
| Recommended Electives Courses | 6 |
| Research or Internship Courses | 6 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| ENMG 501 | 3 | Principles of Environmental Science |
| ENMG 615 | 3 | Environmental Legislation and Regulatory Agencies |
| ENST 515 | 3 | Sustainable Development |
| ENMG 712 | 3 | Tropical Ecosystems |
| ENMG 531 | 3 | Conservation Biology |

| Specialty Courses | | |
|-------------------|---------|--|
| Codification | Credits | Course Title |
| ENST 518 | 3 | Didactics of Environmental Education I |
| ENST 618 | 3 | Didactics of Environmental Education II |
| EDUC 504 | 3 | Theories of Learning and Cognitive Development |
| ENMG 512 | 3 | Environmental Communications |
| ENMG 601 | 3 | Education and Environmental Ethics |

| Recommended Electives Courses | | |
|-------------------------------|---------|--|
| Codification | Credits | Course Title |
| COIS 600 | 3 | The Computer as an Instructional Resource |
| ENST 500 | 3 | Principles of Terrestrial System |
| ENST 504 | 3 | Earth Science Teaching Methods |
| ENPL 505 | 3 | Geographic Information Systems |
| ENMG 503 | 3 | Natural Resources and Environmental Economy |
| ENMG 506 | 3 | Statistical Methods Applied to Environmental Research |
| ENMG 520 | 3 | Environmental Chemistry |
| ENMG 530 | 3 | Oceanography |
| ENMG 532 | 3 | Conservation and Management of Forest Ecosystems and Flora |
| ENMG 538 | 3 | Limnology, River and Lakes Ecosystems |
| ENMG 600 | 3 | Investigation Methodology |
| ENMG 608 | 3 | Solid and Hazardous Waste Management |
| ENMG 617 | 3 | Environmental Documents and Assessments |
| ENMG 701 | 3 | Environmental Topics |
| ENMG 702 | 3 | Environmental Topics II |
| ENMG 703 | 3 | Climate and Atmospheric Pollution |
| ENMG 714 | 3 | Fundamentals of Hydrogeology |

| Research or Internship Courses | | |
|--------------------------------|---------|--|
| Codification | Credits | Course Title |
| ENMG 721 | 3 | Research I |
| ENMG 723 | 3 | Research II: Thesis |
| ENST 724 | 3 | Environmental Education Internship I |
| ENST 726 | 3 | Environmental Education Internship II |
| ENAF 740 | 3 | Professional Portfolio in Environmental Affairs |
| ENAF 745* | 3 | Environmental Science Professional Portfolio Defense |

*It requires pre-approval of the associate dean of the graduate program of the School of science, Technology and Environment

Master Degree of Science in Environmental Management specialty in Environmental Assessment and Risk Management

| 42 Credits | Credits |
|-------------------------------|----------------|
| Core Courses | 15 |
| Specialty Courses | 15 |
| Recommended Electives Courses | 6 |
| Research Component Courses | 6 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| ENMG 501 | 3 | Principles of Environmental Science |
| ENMG 506 | 3 | Statistical Methods Applied to Environmental Research |
| ENMG 608 | 3 | Solid and Hazardous Waste Management |
| ENMG 615 | 3 | Environmental Legislation and Regulatory Agencies |
| ENMG 510 | 3 | Principles of Environmental Technology |

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| ENMG 511 | 3 | Environmental Risk Management |
| ENMG 515 | 3 | Environmental Microbiology |
| ENMG 520 | 3 | Environmental Chemistry |
| ENMG 614 | 3 | Comparative Environmental Risk Assessment |
| ENMG 619 | 3 | Occupational Risk Assessment and Management |

| Directed Electives Courses | | |
|-----------------------------------|----------------|---|
| Codification | Credits | Course Title |
| ENST 500 | 3 | Principles of Terrestrial System |
| ENPL 505 | 3 | Geographic Information Systems |
| ENMG 503 | 3 | Natural Resources and Environmental Economy |
| ENMG 512 | 3 | Environmental Communications |
| ENMG 600 | 3 | Investigation Methodology |
| ENMG 609 | 3 | Energy Sources and Environment |
| ENMG 613 | 3 | Quality Control Management in the Environment |
| ENMG 617 | 3 | Environmental Documents and Assessments |
| ENMG 701 | 3 | Environmental Topics |
| ENMG 702 | 3 | Environmental Topics II |
| ENMG 703 | 3 | Climate and Atmospheric Pollution |
| ENMG 705 | 3 | Environmental Toxicology |
| ENMG 707 | 3 | Environmental Auditing |
| ENMG 714 | 3 | Fundamentals of Hydrogeology |
| EOSH 639 | 3 | Introduction to Epidemiology |
| EOSH 641 | 3 | Principles of Industrial Hygiene |
| EOSH 642 | 3 | Environmental and Occupational Measurements |
| EOSH 643 | 3 | Principles of Green Chemistry |

| Research Component Courses | | |
|-----------------------------------|----------------|--|
| Codification | Credits | Course Title |
| ENMG 721 | 3 | Research I |
| ENMG 723 | 3 | Research II: Thesis |
| ENAF 740 | 3 | Professional Portfolio in Environmental Affairs |
| ENAF 745* | 3 | Environmental Science Professional Portfolio Defense |

*It requires pre-approval of the associate dean of the graduate program of the School of science, Technology and Environment

**Master Degree of Science in Environmental Management specialty in
Conservation and Managing of Natural Resources**

| 42 Credits | Credits |
|-------------------------------|----------------|
| Core Courses | 15 |
| Specialty Courses | 15 |
| Recommended Electives Courses | 6 |
| Research Component Courses | 6 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| ENMG 501 | 3 | Principles of Environmental Science |
| ENMG 506 | 3 | Statistical Methods Applied to Environmental Research |
| ENMG 615 | 3 | Environmental Legislation and Regulatory Agencies |
| ENMG 617 | 3 | Environmental Documents and Assessments |
| ENMG 712 | | Topical Ecosystems |

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| ENMG 531 | 3 | Conservation Biology |
| ENMG 532 | 3 | Conservation and Management of Forest Ecosystems and Flora |
| ENMG 533 | 3 | Conservation and Management of Wild Fauna |
| ENMG 535 | 3 | Conservation and Management of Marine Resources |
| ENMG 700 | 3 | Integrated Management of Natural Resources |

| Directed Electives Courses | | |
|-----------------------------------|----------------|---|
| Codification | Credits | Course Title |
| ENST 500 | 3 | Principles of Terrestrial System |
| ENPL 505 | 3 | Geographic Information Systems |
| ENST 515 | 3 | Sustainable Development |
| ENMG 503 | 3 | Natural Resources and Environmental Economy |
| ENMG 512 | 3 | Environmental Communications |
| ENMG 515 | 3 | Environmental Microbiology |
| ENMG 520 | 3 | Environmental Chemistry |
| ENMG 530 | 3 | Oceanography |
| ENMG 536 | 3 | Properties and Conservation of Soils |
| ENMG 600 | 3 | Investigation Methodology |
| ENMG 608 | 3 | Solid and Hazardous Waste Management |
| ENMG 613 | 3 | Quality Control Management in the Environment |
| ENMG 701 | 3 | Environmental Topics |
| ENMG 702 | 3 | Environmental Topics II |
| ENMG 703 | 3 | Climate and Atmospheric Pollution |
| ENMG 707 | 3 | Environmental Auditing |
| ENMG 714 | 3 | Fundamentals of Hydrogeology |
| ENMG 715 | 3 | Sustainable Agriculture |
| ENMG 718 | 3 | Urban Agriculture |

| Research Component Courses | | |
|-----------------------------------|----------------|--|
| Codification | Credits | Course Title |
| ENMG 721 | 3 | Research I |
| ENMG 723 | 3 | Research II: Thesis |
| ENAF 740 | 3 | Professional Portfolio in Environmental Affairs |
| ENAF 745* | 3 | Environmental Science Professional Portfolio Defense |

*It requires pre-approval of the associate dean of the graduate program of the School of science, Technology and Environment

Courses Descriptions

COIS 600

The Computer as an Instructional Resource

Three Credits

Prerequisites or Co requisites: None

This course will prepare the teacher to integrate technology in the classroom. Will study typical computer models, its basic internal structure and the peripheral equipment necessary. Will present elements that teachers should consider to integrate computers as an instructional tool in their classes. The fundamentals of how the students learn through the computer and the development of an adequate instructional design in the production of computerized materials will be studied. Part of the laboratory experience will be revising computerized instructional programs on different curriculum levels, use of the information web on the Internet as an instructional tool, and the alternative of Teaching from Afar using the computer.

EDUC 504

Theories of Learning and Cognitive

Three Credits

Prerequisites or Co requisites: None

Study and analysis of the cognitive development and learning theories with emphasis in the investigation and discussion of the teaching and learning styles that have been scientifically proven as successful models. Study and discussion of these models to identify the theory foundation that support them, as well as their application to the pedagogic practice of the participants.

ENAF 740

Professional Portfolio in Environmental Affairs

Three Credits

Prerequisites or Co requisites: Approve 36 credits and be eligible for the modality. Requires official approval from the EAA.

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.

ENAF 745

Environmental Science Professional Portfolio Defense

Three Credits

Prerequisites or Co requisites: Approve 36 credits. Requires official approval from the EAA.

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 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.

ENMG 501

Principles of Environmental Science

Three Credits

Prerequisites or Co requisites: Ecology courses or Environmental Science Subgraduated Level

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.

ENMG 503

Natural Resources and Environmental Economy

Three Credits

Prerequisites or Co requisites: None

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. An undergraduate Economy course.

ENMG 506

Statistical Methods Applied to Environmental Research

Three Credits

Prerequisites or Co requisites: None

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

ENMG 510

Principles of Environmental Technology

Three Credits

Prerequisites or Co requisites: Undergraduate Level: Credits combination in Biology, Chemistry, Physics and Mathematics.

Graduated Level: ENMG 501

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.

ENMG 511

Environmental Risk Management

Three Credits

Prerequisites or Co requisites: ENMG 501 and 506

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.

ENMG 512

Environmental Communications

Three Credits

Prerequisites or Co requisites: None

The course pretends to apply communication's principles to the environmental arena. A variety of strategies, practices and environmental documents are studied assure that environmental managers can cope within his/her ethical, legal and organizational responsibilities. The course contents identify 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 legislator, 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

Environmental Microbiology

Three Credits

Prerequisites or Co requisites: Introduction to the Environmental Science (ENMG 501)

Study of the applications of microorganisms on the environmental processes. 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. This course will be enhancing with lab practices.

ENMG 520

Environmental Chemistry

Three Credits

Prerequisites or Co requisites: ENMG 501, Organic Chemistry and Analytical Chemistry at Undergraduate level

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.

ENMG 530

Oceanography

Three Credits

Prerequisites or Co requisites: None

Presentation and discussion at the graduate level of the different topics which compose the discipline of oceanography, including marine chemistry, geology, biology and physics. In these topics, the application of core concepts with oceanographic examples of Puerto Rico and the Caribbean is emphasized. The strategies of conservation of marine resources will be discussed.

ENMG 531**Conservation Biology****Three Credits****Prerequisites or Co requisites: ENMA 501 and ENMG 712**

Presentation and discussion different topics which 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.

ENMG 532**Conservation and Management of Forest Ecosystems and Flora****Three Credits****Prerequisites or Co requisites: ENMA 531**

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.

ENMG 533**Conservation and Management of Wild Fauna****Three Credits****Prerequisites or Co requisites: ENMA 531**

Presentation and discussion of the different topics which compose the discipline of conservation and management of wildlife, specifically fauna. It includes the 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. The course includes field trips.

ENMG 535**Conservation and Management of Marine Resources****Three Credits****Prerequisites or Co requisites: ENMA 531**

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 is emphasized. The course includes field trips.

ENMG 536**Properties and Conservation of Soils****Three Credits****Prerequisites or Co requisites: ENMG 501**

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 resources will be applied.

ENMG 538**Limnology, River and Lakes Ecosystems****Three Credits****Prerequisites or Co requisites: ENMG 501/712**

Presentation and discussion of the topics related with the discipline of conservation of freshwater resources. The biological, physical, and chemical aspects related to the conservation of freshwater resources will be discussed. The concepts of environmental planning and management of aquatic resource will be applied.

ENMG 600**Investigation Methodology****Three Credits****Prerequisites or Co requisites: ENMG 501**

This 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 also 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.

ENMG 601**Education and Environmental Ethics****Three Credits****Prerequisites or Co requisites: None**

The course will offer a comprehensive and balance conceptual framework in the environmental field and ethical educational point view. Contemporary issues and concepts will be studied. The role of science and philosophy are discussed giving particular attention to education. As 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 student's interaction, different perspectives will enhance the course.

ENMG 608**Solid and Hazardous Waste Management****Three Credits****Prerequisites or Co requisites: ENMG 501**

This course emphasizes the study of fundamental concepts in management for solid waste (domestic, commercial, industrial solid wastes, and hazardous wastes). During this course it will be discussed the management requirements related to regulations promulgated pursuant the Resources Conservation and Recovery Act (Law No. 94-580, of October 21, 1976, RCRA), that describe the legislation, regulations, and standards applied to the generation, transportation, treatment, storage and disposal of solid wastes. RCRA describe the necessary strategies for compliance and execution of the essential tasks to be achieved to protect the public health and conservation of the environment and natural resources.

ENMG 609**Energy Sources and Environment****Three Credits****Prerequisites or Co requisites: ENMG 501**

The course will evaluate the local and international energy situation; specifically, its economic, environmental, social and geo-political implications. It will examine the energy sources, strategies, its environmental impact, and the available technology for environmental control. The energy policy, its design and implementation, as an essential element for environmental planning and management will be covered during the course.

ENMG 613**Quality Control Management in the Environment****Three Credits****Prerequisites or Co requisites: ENMA 501 and Undergraduate Management**

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.

ENMG 614**Comparative Environmental Risk Assessment****Three Credits****Prerequisites or Co requisites: Undergraduate level: Combined credits in: General Chemistry, Organic Chemistry, Microbiology, Environmental Health, Statistics, Mathematics.****Graduate level: ENMG 501 and ENMG 511**

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.

ENMG 615**Environmental Legislation and Regulatory Agencies****Three Credits****Prerequisites or Co requisites: ENMG 501**

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.

ENMG 617**Environmental Documents and Assessments****Three Credits****Prerequisites or Co requisites: ENMG 501, ENMG 615**

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.

ENMG 619**Occupational Risk Assessment and Management****Three Credits****Prerequisites or Co requisites: ENMG 608 & ENMG 510**

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 (OSHAact, 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.

ENMG 700**Integrated Management of Natural Resources****Three Credits****Prerequisites or Co requisites: ENMG 531, 532, 533**

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.

ENMG 701**Environmental Topics****Three Credits****Prerequisites or Co requisites: None**

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

ENMG 702**Environmental Topics II****Three Credits**

Prerequisites or Co requisites: Will be selected by the Academic Coordinator and Student Coordinator. Applicable to all specialties in master's degrees.

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 *the university* have partnership agreements.

ENMG 703**Climate and Atmospheric Pollution****Three Credits**

Prerequisites or Co requisites: Undergraduate Level; General Chemistry

Graduate Level: ENMG 501 and 510

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.

ENMG 705**Environmental Toxicology****Three Credits**

Prerequisites or Co requisites: ENMG 501 and ENMG 520

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 and teratogenesis will be discussed 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 though the discussion of the. The importance of understanding and applying these concepts as environmental managers and risk evaluator are reinforced through the course.

ENMG 707**Environmental Auditing****Three Credits**

Prerequisites or Co requisites: ENMG 501, 506

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.

ENMG 712**Tropical Ecosystems****Three Credits****Prerequisites or Co requisites: ENMG 501**

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 trips. The student will understand the fragility of the tropical ecosystems to make a critical judgment on the management of the tropical resources.

ENMG 714**Fundamentals of Hydrogeology****Three Credits****Prerequisites or Co requisites: ENMG 501 and hydrogeology at undergraduate level**

The course looks into the technical and scientific principles relevant to the availability and occurrence of groundwater quality. It discusses the chemical, physical and biological characteristics of groundwater water resources. The course also discusses the water flow in aquifers, hydrologic cycle, geology, the hydrological systems and the environmental issues related with the water resources.

ENMG 715**Sustainable Agriculture****Three Credits****Prerequisites or Co requisites: ENMG 501**

This course provides theory and practice for sustainable agriculture. The course presents, discuss and analyzes the impact of traditional practices in agriculture and the applicability of sustainable techniques for the conservation and management of agro-ecosystems. Emphasis is given to the analysis of case studies and physical-spatial analysis to evaluate different agro-ecosystems in Puerto Rico and the Caribbean. In addition, field trips are integrated to apply the content of the course.

ENMG 718**Urban Agriculture****Three Credits****Prerequisites or Co requisites: ENMG 501**

This course is aimed at providing the knowledge and practice of urban agriculture in order to promote the strengthening of local food systems through the creation of urban orchards, farms, or agriculture systems in urban areas. The content of the course presents the rational techniques for the conservation and management of soils and species of agricultural use in urban orchards, in order to rescue or rehabilitate the urban spaces in disuse to satisfy the alimentary needs of the urban populations of greater vulnerability. In addition, the course presents the requirements for public policy integration of urban agriculture systems in municipal and territorial development plans. The course integrates visits to urban and community orchards as part of the discussion of case studies.

ENMG 721**Research I****Three Credits****Prerequisites or Co requisites: Approved 36 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.

ENMG 723

Research II: Thesis

Three Credits

Prerequisites or Co requisites: Approved 36 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.

ENPL 500

Planning Theory

Three Credits

Prerequisites or Co requisites: Sociology, Subgraduated Economic

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 within a theoretical standpoint, and will evaluate those based on the contexts of a free market economy and political democracy.

ENPL 504

Social and Economic Planning

Three Credits

Prerequisites or Co requisites: Planning Theory (ENPL 500)

The study of socioeconomic aspects of environmental planning in Puerto Rico. 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.

ENPL 505

Geographic Information Systems

Three Credits

Prerequisites or Co requisites: Literacy of Computers

This course focuses in the study of environmental issues using Geographic Information Systems software. The course uses ESRI's ArcGIS 10.0 among other software. Students will be familiarized with local and federal government databases as well as several methodologies to analyze the environment. The course requires additional lab work.

ENPL 508**Land Use Planning****Three Credits****Prerequisites or Co requisites: ENPL 500 and ENPL 505**

This course discuss the theory, history and the practice for the land use in Puerto Rico. It discusses and analyzes the land use public policy and the classification of lands in public and private, urban, agriculture, and 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, politics and economics issues associated with land zoning.

ENPL 616**Urban Planning****Three Credits****Prerequisites or Co requisites: ENPL 500 and ENPL 505**

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 Zones Planning****Three Credits****Prerequisites or Co requisites: ENPL 500, ENPL 508 and ENMG 501**

This course has been designed under an integrated planning approach and offers the student the basis for coastal resources planning. Through the course the student will examine various approaches, methodologies to plan and manage coastal watersheds, water resources, and land use. The course examines the applicable legal and institutional framework of the Commonwealth of Puerto Rico for Integrated Coastal Areas Management, as well as an in depth look as prevailing land uses. Such island-wide uses are urban, residential, tourism, agriculture, recreation, industrial, commercial, as well as infrastructure design and construction such as 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.

ENPL 630**Planning for Natural Hazards Mitigation****Three Credits****Prerequisites or Co requisites: ENPL 508 and ENPL 505**

This Course introduces 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.

ENPL 640**Development, Implementation and Assessment of Plans****Three Credits****Prerequisites or Co requisites: None**

The course presents the methodological components of the planning process. It will be discussed the processes for the development of an environmental plan, program or project. We will study the elements to consider in designing of budget, scenario development, alternatives design and the implementation and evaluation of the plan. The course discusses the essential aspects of a monitoring plan to evaluate the effectiveness of the Plan. The course will include a site visit.

ENPL 721**Proposal for Planning Project****Three Credits****Prerequisites or Co requisites: Will need to complete 36 required credits (approved with A or B, according to the Administrative Order 97-98-2-3). Approved a compressive exam.**

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 integrates 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.

ENPL 723**Planning Project****Three Credits****Prerequisites or Co requisites: ENPL 721, Proposal for Planning Project**

In this course, the student will complete the final Planning Project that according to the rules and procedures of SEA. The student will apply the proposed methodology and will obtain the results. The student will conduct periodical meetings with their advisor and committee for the discussion of their results, conclusions and recommendations. It includes the oral defense of the Project. This course is the final requirement to be granted a Master's Degree in Planning. This course could be repeated.

ENST 500**Principles of Terrestrial System****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: ENMG 501**

This course promotes the development of 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 de term of development in a proactive way, where it meets human needs while preserving the environment so that these needs can be met not only in the present, but also for future generations.

ENST 518**Didactics of Environmental Education I****Three Credits****Prerequisites or Co requisites: None**

This course is the first part to the introduction to Environmental Education. The history, evolution and the fundamental theories of the field are discussed. Course content includes an analysis of the international treaties and the professional standards of Environmental Education. There will be reflections on the different paradigms that impact Environmental Education and the existing practices in Puerto Rico, United States, Europe and Latin America will be evaluated.

ENST 618**Didactics of Environmental Education II****Three Credits****Prerequisites or Co requisites: ENST 518**

These second part of Environmental Education Instruction I, emphasize the planning, design and Implementation of Environmental Education among formal and informal scenarios. The course content exposes the student to different models and frameworks for Environmental Education. It also presents governmental and non –governmental programs with infusion and integration of curricular initiatives in Environmental Education. The course offers the opportunities to characterize these disciplines and prepare the learner to develop lessons or curricular units in Environmental Education.

ENST 724

Environmental Education Internship I

Three Credits

Prerequisites or Co requisites: Complete Core Courses, specialty and elective for the program of Environmental Studies with specialty in Environmental Education.

During the first course of the Internship in Environmental Education, the student will do research and develop the materials or project designed for the Internship Center. A design Plan will be developed and the first four chapters of the dissertation or article. Students have to spend 45 hours of service in the Internship Center and 25 hours in classroom meetings. Research and design skills are promoted.

ENPL 726

Environmental Education Internship II

Three Credits

Prerequisites or Co requisites: ENST 724

This second part of the Environmental Internship Course has the scope to develop pedagogical materials and dissertation. Students have to present the results of their research to community. The course requires 45 hour of service in the Center of Internship and 20 hours with the director of the research.

EOSH 639

Introduction to Epidemiology

Three Credits

Prerequisites or Co requisites: None

This course emphasizes the study of the distribution of diseases and determinants of health in human populations to prevent and control human health issues. It includes the principles and methods of epidemiological studies and their limitations. The course content is aimed at identifying and interpreting epidemiological data; differentiate between association and causation, and applying ethical and professional issues in epidemiology.

EOSH 641

Principles of Industrial Hygiene

Three Credits

Prerequisites or Co requisites: None

The course introduces the industrial hygiene field. It emphasizes the recognition, evaluation, and control of industrial hazards due to biological, chemical and physical agents. Topics include occupational health standards, regulatory agency requirements, the effects of pollutants on human health, sampling and control of hazards, and current issues. It emphasizes prevention and control to avoid exposure to hazardous substances in the work settings, such as in the pharmaceutical industry and during activities involving the use of paint, adhesives, dyes and solvents, among others. In addition, the course focuses on noise control, radiation, temperature, and the potential for physical injury.

EOSH 642

Environmental and Occupational Measurements

Three Credits

Prerequisites or Co requisites: None

This course emphasizes the knowledge and methods of environmental and occupational measurements necessary to evaluate the presence of potential health risks in the workplace, such as hazardous chemicals, and physical and biological agents. It includes lectures and demonstrations followed by laboratory exercises to help students learn sampling techniques, as well as data analysis and

interpretation. The course includes a final project in which students evaluate an exposure and make oral and written presentations of their findings.

EOSH 643

Principles of Green Chemistry

Three Credits

Prerequisites or Co requisites: Combined undergraduate level credits in general, organic, analytical, and inorganic (codes according the background curriculum) or Environmental Chemistry (ENMG 520) at graduate level.

This course will introduce the principles of green chemistry in its historic context since 1990 up to the most recent developments. It will also demonstrate the need for, and feasibility of, green methods to chemistry and related disciplines in the best interests of environmental health and sustainability. It will introduce the twelve principles of green chemistry in the development of sustainable chemical methods and processes, and will emphasize the use of alternative raw materials, solvents, and catalysts, as well as methods based on the use of microwaves, ultrasound, and mechanical methods to carry out a chemical reaction. The course focuses largely on the application of innovative technology to develop "greener" routes to improve industrial processes and produce important products through environmentally friendly procedures.

School of Business

SCHOOL OF BUSINESS

GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

The School of Business (SoB) offers an innovative, competitive, and stimulating learning experience for individuals committed to acquiring the technical, critical thinking and decision making skills for a successful career in business. All SoB Masters in Business Administration (MBA) programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Graduate students can specialize in Accounting, Finance, Human Resources, International Business, Management, Marketing, or Technology and Information Systems. The curriculum supports students' intellectual and ethical development with state-of-the-art technology that builds the knowledge base and life-long learning skills that empowers them to make efficient and principled choices in both for their personal and professional lives as they contribute to a more just society.

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.

MISSION, VISION, CORE VALUES AND GUIDING PRINCIPLES

Mission Statement

“The Mission of UAGM’s School of Business Administration is to provide a diverse student body, in an inclusive environment, with opportunities to acquire professional and personal competencies through innovative, quality undergraduate and graduate business programs which foster entrepreneurship and self-employment development. The mission is achieved through a synergistic combination of teaching, research, and community service in order for the students to become agents of change, ethical business leaders, life-long learners and responsible contributors to a globalized and sustainable world”.

Vision Statement

UAGM’s School of Business Administration will be recognized as one of the leading business schools in Puerto Rico and abroad, known for its excellence and innovation in teaching, research and community service, and for its contribution to economic development and transformative social change.

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 educational, research, community service and professional and personal endeavors.
- **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.

Key Guiding Principles

To fulfill its mission, UAGM's School of Business:

- Provides a “flexible admissions policy”, and delivers a quality professional education to eligible applicants regardless of age, race, color, national origin, religion, gender, marital status, academic or economic disadvantage, or disability.
- Implements strategies and support programs geared to enhance student academic achievement to guarantee their persistence, retention and degree completion within a flexible admissions’ policy.
- Provides an inclusive environment conducive to capitalizing on the diversity within our community and where innovation and freedom of intellectual inquiry flourish.
- Provides its students with innovative, undergraduate, and graduate programs in the fields of business which foster entrepreneurship and self-employment development offered through different learning modalities.
- Ensures the integration of information technology into the learning and delivery of course content.
- Develops new offerings and continuously upgrades the curriculum to meet the rapidly changing needs of the students and the workplace proving commitment to quality and continuous improvement.
- 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.
- Fosters local and international internship opportunities; collaborative alliances; student and faculty exchange programs with other institutions; and public engagement and community service in order to enrich the student’s learning experience.
- Promotes 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, as well as business-based competencies necessary for their successful participation in today’s World.
- Views research and community service as tools to enhance the teaching-learning experience, and thus provide a sound education.

- Attracts, recruits, certifies, develops, and retains highly sensitive and qualified faculty members, committed to teaching, academic excellence, and the diverse needs of our students.
- Promotes effective engagement among students, faculty, staff and the School, the University, and the local/global community.

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 Ana G. Méndez, Cupey Campus
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 UAGM.

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 UAGM.

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.

ADMINISTRATIVE STAFF

JUNQUERA ÁLVAREZ, BELINDA

Dean

PhD, Inter American University of PR

MBA, University of Puerto Rico

BS, University of Puerto Rico

IBARRA PÉREZ, TERESITA

Associate Dean

PhD, Inter American University of PR

MBA, Universidad del Turabo

BA, University of Puerto Rico

PEREZ RODRIGUEZ, ISABEL J.

Director of Academic Program

MBA, University of Phoenix

BA, Inter American University

FACULTY

HERNÁNDEZ LÓPEZ, PEDRO

Professor

MBA, Harvard University

BBA, University of Puerto Rico



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 undergraduates 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. The MACC program is ACBSP accredited.

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 UAGM.
 - 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 UAGM 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 Degree in Accounting (MACC)

| 150 Credits | Credits |
|----------------------------|---------|
| General Education Courses | 57 |
| Core Courses | 39 |
| Professional Courses | 24 |
| Directed Electives Courses | 30 |

| General Education Courses | | |
|---------------------------|---------|---|
| Codification | Credits | Course Title |
| SPAN 101 or SPAN 102 | 6 | Introduction to the Spanish Language Course: Basic Level |
| SPAN 103 or SPAN 104 | | Introduction to the Spanish Language Course: Intermediate Level |
| SPAN 105 or SPAN 106 | | Introduction to the Spanish Language: Advanced Level |
| ENGL 101 or ENGL 102 | 6 | Introduction to the English Language Course: Basic Level |
| ENGL 103 or ENGL 104 | | Introduction to the English Language Course: Intermediate Level |
| ENGL 105 or ENGL 106 | | Introduction to the English Language Course: Advanced Level |
| COIS 101 | 3 | Introduction to Computers |
| BUIS 101 | 3 | Business Immersion Seminar |
| HIST 101 | 3 | Introduction to the Study of History |
| HIST 253 | | History of Puerto Rico (Compendium) |
| HIST 273 | | History of United States (Compendium) |
| SCIE 111 | 3 | Integrated Sciences I |
| SCIE 112 | 3 | Integrated Sciences II |
| HUMA 101 | 6 | World Culture I |
| HUMA 102 | | World Culture II |
| HUMA 211 | | Humanistic Studies |
| PHIL 205 | | Philosophical Introduction to Bioethics |
| PHIL 206 | | Philosophy of Sciences |
| SOSC 101 | 6 | Introduction to the Social Science I |
| SOSC 102 | | Introduction to the Social Science II |
| PSYC 123 | | General Psychology (Compendium) |
| QUME 250 | 3 | Quantitative Methods I |
| QUME 251 | 3 | Quantitative Methods II |
| ENGL 207 | 3 | Reading and Writing Course: Basic Level |
| ENGL 212 | 3 | Second Year Business English Basic Level |
| ENGL 350 | 3 | Conversational English |
| ENGL 361 | 3 | Technical Writing |
| ENGL 451 | 3 | English Immersion Course for Communication Majors |

| Core Courses | | |
|--------------|---------|--|
| Codification | Credits | Course Title |
| ACCO 111 | 4 | Introduction to Accounting I |
| ACCO 112 | 4 | Introduction to Accounting II |
| STAT 201 | 3 | Introduction to Business Statistics I |
| STAT 301 | 3 | Basic Commercial Statistics II |
| ECON 123 | 3 | Introduction to Economics (Compendium) |

| | | |
|----------|---|---|
| ECON 325 | 3 | Introduction to International Business |
| ENMA 101 | 3 | Introduction to Entrepreneurial Development |
| MANA 230 | 3 | Organizational Behavior |
| MARK 133 | 3 | Principles of Marketing |
| FINA 202 | 3 | Business Finance |
| BUSI 204 | 4 | Business Law |
| MANA 340 | 3 | Production and Operation Management |

| Professional Courses | | |
|-----------------------------|----------------|----------------------------|
| Codification | Credits | Course Title |
| ACCO 201 | 4 | Intermediate Accounting I |
| ACCO 202 | 4 | Intermediate Accounting II |
| ACCO 203 | 4 | Cost Accounting |
| ACCO 205 | 3 | Taxes in Puerto Rico |
| ACCO 250 | 3 | Computerized Accounting |
| ACCO 304 | 3 | Auditing |
| ACCO 308 | 3 | Contemporary Accounting |

| Graduate Professional Courses | | |
|---|----------------|----------------------------|
| Accounting Elective Course (Three (3) Credits) | | |
| Codification | Credits | Course Title |
| ACCO 506 | 3 | Advanced Cost Accounting |
| ACCO 605 | 3 | International Accounting |
| ACCO 610 | 3 | Advanced Accounting |
| ACCO 620 | 3 | Advance Accounting II |
| ACCO 707 | 3 | Federal Income Tax |
| ACCO 710 | 3 | Advanced Auditing |
| ACCO 721 | 3 | Accounting Seminar |
| BUSI 600 | 3 | Federal Business Law |
| MANA 600 | 3 | Business Policy and Ethics |



Master Degree in Business Administration specialty in Accounting

| | |
|------------------------|----------------|
| 42 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|-------------------|---------|--------------------------------|
| Codification | Credits | Course Title |
| ACCO 506 | 3 | Advanced Cost Accounting |
| ACCO 520 | 3 | Accounting Information Systems |
| ACCO 605 | 3 | International Accounting |
| ACCO 610 | 3 | Advanced Accounting |
| ACCO 620 | 3 | Advanced Accounting II |
| ACCO 705 | 3 | Taxes in Puerto Rico |
| ACCO 706 | 3 | Auditing |
| ACCO 707 | 3 | Federal Income Tax |
| ACCO 710 | 3 | Advanced Auditing |
| ACCO 721 | 3 | Accounting Seminar |
| BUSI 600 | 3 | Federal Business Law |



Master Degree in Business Administration specialty in Finances

| 42 Credits | Credits |
|------------------------|---------|
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses (The student will select 18 credits from the pool of courses) | | |
|---|---------|---|
| Codification | Credits | Course Title |
| FINA 615* | 3 | Corporate Finance II |
| FINA 620 | 3 | International Finance |
| FINA 630 | 3 | Investment |
| FINA 640 | 3 | Public Finance and Fiscal Policy |
| FINA 650 | 3 | Finances Markets, Money and Banking |
| FINA 670 | 3 | Risk and Insurance |
| FINA 680 | 3 | Mortgage Financing |
| FINA 690 | 3 | Financial Analysis Using Electronic Spreadsheet |
| ECON 520 | 3 | Managerial Macroeconomics |
| FINA 750* | 3 | Seminar Finance |

Important Note:

***FINA 615 and FINA 750 are requirements for graduation, the student has to take this two courses.**



Master Degree in Business Administration specialty in Human Resources

| | |
|------------------------|----------------|
| 42 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| HURE 640 | 3 | Collective Bargaining |
| HURE 700 | 3 | Organization Design & Structure |
| HURE 710 | 3 | Human Resources Management |
| HURE 720 | 3 | Training Methodology and Design |
| HURE 725 | 3 | Labor Law |
| HURE 730 | 3 | Compensation & Benefits Administrative |
| HURE 740 | 3 | International Human Resources |
| HURE 750 | 3 | Human Resources Seminar |
| MANA 715 | 3 | Supervision and Leadership |



Master Degree in Business Administration specialty in International Business

| 42 Credits | Credits |
|------------------------|---------|
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|-------------------|---------|---|
| Codification | Credits | Course Title |
| ACCO 605 | 3 | International Accounting |
| INBU 600 | 3 | International Business |
| INBU 610 | 3 | Economic Geography of Latin America |
| INBU 620 | 3 | Economy and Puerto Rico's Foreign Trade |
| INBU 630 | 3 | Export and Import Management |
| INBU 640 | 3 | Multinational Business Management |
| INBU 650 | 3 | International Transportation Logistics |
| INBU 660 | 3 | Business in Chinese Popular Republic |
| INBU 750 | 3 | International Business Seminar |
| MARK 701 | 3 | International Marketing |



Master Degree in Business Administration specialty in Management

| | |
|------------------------|----------------|
| 42 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|-------------------|---------|----------------------------|
| Codification | Credits | Course Title |
| BUIS 605 | 3 | Business Research Methods |
| HURE 710 | 3 | Human Resources Management |
| MANA 603 | 3 | Materials Management |
| MANA 621 | 3 | Business Law |
| MANA 700 | 3 | Entrepreneurship |
| INBU 600 | 3 | International Business |
| MANA 750 | 3 | Management Seminar |
| MANA 715 | 3 | Supervision and Leadership |



Master Degree in Business Administration specialty in Marketing

| | |
|------------------------|----------------|
| 42 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|-------------------|---------|---------------------------------------|
| Codification | Credits | Course Title |
| MARK 601 | 3 | Design and Development of New Product |
| MARK 605 | 3 | Consumer Behavior |
| MARK 610 | 3 | Marketing Research |
| MARK 615 | 3 | Advertising and Sales Promotion |
| MARK 620 | 3 | Services Marketing |
| MARK 640 | 3 | Sales Force Management |
| MARK 701 | 3 | International Marketing |
| MARK 740 | 3 | Marketing Seminar |



Master Degree in Business Administration specialty in Technology and Information Systems

| | |
|------------------------|----------------|
| 45 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 18 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| SITI 550 | 3 | Information Technology Applications |
| SITI 610 | 3 | Data Base Design and Administration |
| SITI 620 | 3 | Communications Networks Design and Administration |
| SITI 630 | 3 | Information Systems Analysis and Planning |
| SITI 710 | 3 | Systems Design Implementation and Information Management |
| SITI 720 | 3 | Systems Administration and Information Management |
| SITI 730 | 3 | Controls, Auditing and Security |
| SITI 740 | 3 | Electronic Business Creation |
| SITI 750 | 3 | Technologies and Systems Integration to the organization Function |



GENERAL EDUCATION COURSES-MACC

Courses Descriptions

BUIS 101

Business Immersion Seminar

Three Credits

Prerequisites or Co requisites: None

Interdisciplinary course that is offered to first year students in the Business School with the purpose of facilitating their adaptation to university life through the knowledge of themselves, discovering their strengths and opportunities and their academic and personal responsibilities. Includes the development of entrepreneurial thought, technological tools, and strategies for the handling of personal finances.

COIS 101

Introduction to Computers

Three Credits

Prerequisites or Co requisites: None

This course develops in the student levels of productivity in the use of computers, necessary to perform effectively in their personal and work environment. Throughout the course, the student will acquire the competencies of a beginner level user, while being exposed to the most recent technological developments. The student will learn desktop applications used to create documents, spreadsheets, audiovisual presentations, electronic mail, and internet searches. Requires laboratory.

ENGL 101

Introduction to the English Language Course: Basic Level

Three Credits

Prerequisites or Co requisites: None

This course is a comprehensive based offering for first year students. It includes basic grammar structures, oral practice, reading, and writing activities.

ENGL 102

Introduction to the English Language Course: Basic Level

Three Credits

Prerequisites: ENGL 101

Emphasizes the development of basic written communication and reading skills. Grammar instruction is provided for students who need to improve their proficiency in English.

ENGL 103

Introduction to the English Language Course: Intermediate Level

Three Credits

Prerequisites or Co requisites: None

This course is a thorough study of intermediate English grammar leading to the development of basic speaking, listening, reading, and writing skills. The duration is one semester, three hours per week.

ENGL 104**Introduction to the English Language Course: Intermediate Level****Three Credits****Prerequisites: ENGL 103**

This course is a thorough study of intermediate English grammar leading to the development of basic speaking, listening, reading, and writing skills. The duration is one semester, three hours per week.

ENGL 105**Introduction to the English Language Course: Advanced Level****Three Credits****Prerequisites or Co requisites: None**

This course includes a review of English grammar emphasizing written communication through the study of the content and form of the essay.

ENGL 106**Introduction to the English Language Course: Advanced Level****Three Credits****Prerequisites: ENGL 105**

This course includes a review of English grammar emphasizing written communication through the study of the content and form of the essay.

ENGL 207**Reading and Writing Course: Basic Level****Three Credits****Prerequisites: ENGL 101-102 or 103-104 or 105-106**

This course is designed for those students who have completed the first-year basic courses. This course will continue to emphasize reading and review the fundamental reading and writing skills to communicate effectively in English. This is a required course of all students in the Bachelor of Arts Degree in Education.

ENGL 212**Second Year Business English Basic Level****Three Credits****Prerequisites: ENGL 101-102 or 103-104 or 105-106**

This course emphasizes vocabulary development and grammar structures for effective business communication. Required course for Business Administration students.

ENGL 350**Conversational English****Three Credits****Prerequisites: ENGL 201, 202, 207, 212, 215 or 216**

This course provides practice for the development of oral communication skills to be used in personal and professional settings.

ENGL 361**Technical Writing****Three Credits****Prerequisites: ENGL 350**

This course is a guide for the development of writing skills for students who need to function and succeed in their everyday lives. It provides the simplest and the most essential skills in technical written communication.

ENGL 451**English Immersion Course for Communication Majors****Three Credits****Prerequisites: ENGL 101-102 or 103-104 or 105-106**

This course will emphasize written communication skills needed for the communication majors, media management, and the public relations work environment. It will provide students intensive practice on oral communication journalistic writing activities needed for their professional development in order to become effective media workers and public relations agents in the future.

HIST 101**Introduction to the Study of History****Three Credits****Prerequisites or Co requisites: None**

The course is an introduction to the study of historical and cultural affairs. Promotes understanding of the importance, meaning and pleasure of the study of history, as well as the knowledge on the process of writing. Empower the university student to learn of the many lessons we can learn from history. It answers the question: What's the story?

HIST 253**History of Puerto Rico (Compendium)****Three Credits****Prerequisites or Co requisites: None**

Study and analysis of Puerto Rico's historical development from its beginnings to the present. Emphasis is given to the social, political, economic and cultural development of the island.

HIST 273**History of the United States (Compendium)****Three Credits****Prerequisites or Co requisites: None**

Study of the most important political, social and cultural events of the United States of America from the colonial period to the present.

HUMA 101**World Culture I****Three Credits****Prerequisites or Co requisites: None**

Critical study of the humanity cultural evolution from the origin of the cities and the urban life until the modern society. Attention to the most important cultural events. Promotes understanding of the moral, social and cultural aspects of Puerto Rican society in the global context.

HUMA 102**World Culture II****Three Credits****Prerequisites or Co requisites: None**

Critical study of the humanity cultural evolution from the origin of the cities and the urban life until the modern society. Attention to the most important cultural events. Promotes understanding of the moral, social and cultural aspects of Puerto Rican society in the global context.

HUMA 211**Humanistic Studies****Three Credits****Prerequisites or Co requisites: None**

The Humanistic Studies course exposes students to a comprehensive humanistic experience in its most diverse manifestations by studying contemporary philosophical and cultural issues. It promotes critical thinking about human beings and their historical circumstances. It also aims for the student to develop a critical, objective and constructive consciousness about himself, his vocation, his personal roles and participation in the society in which he lives. The Humanistic Studies course provides students with experiences and knowledge to enrich their values, and their moral, civic and professional attitudes.

PHIL 205**Philosophical Introduction to Bioethics****Three Credits****Prerequisites or Co requisites: None**

This course is intended for the university community in general and especially for science and technology, environmental education and health sciences majors. It promotes a critical view to evaluate and reflect in order to understand and make decisions as responses to problems in the field of ecology, medical ethics, public health and scientific responsibility of both the individual and society. It Includes units in the study of ethics and philosophical aspects of life in general in its broadest sense.

PHIL 206**Philosophy of Sciences****Three Credits****Prerequisites or Co requisites: None**

Introduces basic concepts of philosophy and sciences. Presents points of contingency in both disciplines. Examines different branches of the natural sciences such as geometry, mathematics, biology and physics. Emphasizes the implications and consequences of scientific inquiry for modern man.

PSYC 123**General Psychology (Compendium)****Three Credits****Prerequisites: SOSC 101-102 or SOSC 103**

Survey course in general psychology. Study of basic principles, concepts and theories of individual and social behavior.

QUME 250**Quantitative Methods I****Three Credits****Prerequisites: MATH 112**

Pre-calculus for Business Administration and Economics students. Includes: linear equations, linear inequalities, relations and functions. Logarithmic and exponential functions, financial mathematics and matrix algebra. Application problems are include for each content area within the Business Administration and Economics context. One semester, three hour weekly.

QUME 251**Quantitative Methods II****Three Credits****Prerequisites: QUME 250**

Differential calculus and introduction to integral calculus with application for Business Administration and Economics. Topic covered are: the concept of limit, continuity, derivates of a function, basic rules of differentiation, applications of derivates, compound interest, marginal analysis, graphics and function optimization. Introduction to integral calculus. One semester, three hours weekly.

SCIE 111**Integrated Sciences I****Three Credits****Prerequisites: MATH 102**

This course integrates different science concepts applying the scientific method. It establishes the relationship between science and technology. Students will study the origin and development of the Universe, particularly that of planet Earth, and the origin and evolution of organisms. Students will study matter and energy concepts applied to systems. Various energy sources and uses are described, as well as their environmental impact incorporating Puerto Rico's situations.

SCIE 112**Integrated Sciences II****Three Credits****Prerequisites: SCIE 111**

This course integrates different science concepts through the scientific method. They will study the origin and evolution of organisms, the interaction among them, with the environment and the importance of conservation of the environment and biodiversity. They will study the human body as a system emphasizing human and public health, nutrition and sexuality.

SOSC 101**Introduction to the Social Sciences I****Three Credits****Prerequisites or Co requisites: None**

Course offers introductory view of general principles and fundamentals of the social sciences, specifically anthropology, sociology and psychology. By way of a guided use of the scientific method, social dynamics are scrutinized with particular attention to the role and effect of cultural, class, gender, race and ethnic differences as well as that of globalization in the contemporary world.

SOSC 102

Introduction to the Social Sciences II

Three Credits

Prerequisites: SOSC 101

This is a survey course of the social sciences courses, focusing on political science, economics and demography. This course analyses the manners in which political systems obtain, maintain and lose power; the shifts and changes in world population; the effects of a globalized economy in Puerto Rico and abroad. Particular attention is given to important variables such as cultural diversity, social class, gender, race and ethnicity.

SPAN 101

Introduction to the Spanish Language Course: Basic Level

Three Credits

Prerequisites or Co requisites: None

The history and evolution of the Spanish language. Development of reading and written skills. Vocabulary enrichment. Analysis of basic Spanish grammatical structures, supplementary readings.

SPAN 102

Introduction to the Spanish Language Course: Basic Level

Three Credits

Prerequisites: SPAN 101

The history and evolution of the Spanish language. Development of reading and written skills. Vocabulary enrichment. Analysis of basic Spanish grammatical structures, supplementary readings.

SPAN 103

Introduction to the Spanish Language Course: Intermediate Level

Three Credits

Prerequisites or Co requisites: None

This course is geared towards students with intermediate skills in the vernacular language, including an introduction to linguistics, grammar and the historical evolution of the Spanish language and emphasizes the characteristic features of the Spanish American language, particularly that of Puerto Rico. It envisages the development of oral and written communication skills, as well as the analysis of literary and non-literary texts aimed at developing critical reading skills. It also includes a review of morphosyntactic aspects of the sentence, their classification and use, and the spelling rules that determine the correct use of Spanish. It promotes the acquisition and mastery of vocabulary. Moreover, the course provides many and varied strategies and methodologies that incorporate different learning styles or multiple intelligences, resulting in a better academic achievement and higher student retention. Finally, the course provides experiences and activities that will allow the student to develop skills in the use of the computer and its applications.

SPAN 104

Introduction to the Spanish Language Course: Intermediate Level

Three Credits

Prerequisites: SPAN 103

This course is geared towards students with intermediate skills in the vernacular language, including an introduction to linguistics, grammar and the historical evolution of the Spanish language and emphasizes the characteristic features of the Spanish American language, particularly that of Puerto Rico. It envisages the development of oral and written communication skills, as well as the analysis of literary and non-literary texts aimed at developing critical reading skills. It also includes a review of

morphosyntactic aspects of the sentence, their classification and use, and the spelling rules that determine the correct use of Spanish. It promotes the acquisition and mastery of vocabulary. Moreover, the course provides many and varied strategies and methodologies that incorporate different learning styles or multiple intelligences, resulting in a better academic achievement and higher student retention. Finally, the course provides experiences and activities that will allow the student to develop skills in the use of the computer and its applications.

SPAN 105

Introduction to the Spanish Language Course: Advanced Level

Three Credits

Prerequisites or Co requisites: None

Written communications. Readings of masterpieces of Hispanic Literature. Emphasis on techniques of literary criticism and research.

SPAN 106

Introduction to the Spanish Language Course: Advanced Level

Three Credits

Prerequisites: SPAN 105

Written communications. Readings of masterpieces of Hispanic Literature. Emphasis on techniques of literary criticism and research.

Courses Descriptions

ACCO 111

Introduction to Accounting I

Four Credits

Prerequisites or Co requisites: None

Introduction to Accounting I: Fundamentals of accounting. Analyzing and recording business transactions, the accounting cycle and preparation of the Financial Statements. Includes accounting for cash, accounts receivable and inventories. One semester, four hours weekly.

ACCO 112

Introduction to Accounting II

Four Credits

Prerequisites: ACCO 111

Tangible and intangible assets, the payroll system, application of accounting principles to partnerships, corporations and bonds. One semester, four hours weekly.

ACCO 201

Intermediate Accounting I

Four Credits

Prerequisites: ACCO 111-112

The accounting process and a review of the accounting cycle, the development of accounting theory and practice, preparation of financial statements including Statement of Cash Flows. Problems related to the control, valuation, presentation, and recording of cash; accounts receivable; Cost flow and special valuation methods of inventories. One semester, four hours weekly.

ACCO 202

Intermediate Accounting II

Four Credits:

Prerequisites: ACCO 201

Control, valuation, income determination, records and financial statement presentation of plant and intangible assets, short and long-term investments, current and long-term liabilities. Includes accounting for corporations' invested capital and retained earnings. One semester, four hours weekly.

ACCO 203

Cost Accounting

Four Credits

Prerequisites: ACCO 201-202

Fundamentals and basic concepts of cost accounting systems for cost accumulation, job order, process cost, joint costs and standard cost accounting. Includes the nature and quantitative aspects of departmental overhead and the relationship of accounting systems to decision making. One semester, four hours weekly.

ACCO 205**Taxes in Puerto Rico****Three Credits****Prerequisites: ACCO 112**

History and purpose of income taxation, concepts and methods for determining taxable income of individuals and corporate enterprises, and the preparation of income tax returns according to the Internal Revenue Code of Puerto Rico, as amended. One semester, three hours weekly.

ACCO 250**Computerized Accounting****Three Credits****Prerequisites: ACCO 112, COIS 101**

The use of accounting software to record transactions and business data, in order to produce and print ledgers, financial statements and other reports. Reinforcement of the generally accepted accounting principles and the use of spreadsheet applications. One semester, three credits, four hours weekly. Requires laboratory.

ACCO 304**Auditing****Three Credits****Prerequisites: ACCO 202**

Generally accepted auditing standards (GAAS). Includes auditors' reports, internal control, the ethical and legal responsibilities of auditors, evidence and working papers, auditing programs, sampling techniques and the internal control of accounting systems. One semester, three hours weekly.

ACCO 308**Contemporary Accounting****Three Credits****Prerequisites: ACCO 202**

Analysis and interpretation of generally accepted accounting principles (GAAP). The conceptual framework that provides the basis for the preparation and presentation of financial statements. Development and current status of financial accounting theories. Discussion and analysis of the Financial Accounting Standards Board Codifications (ASC) and the Accounting Standards Updates (ASU). One semester, three hours weekly.

ACCO 503**Financial and Managerial Accounting****Three Credits****Prerequisites: ACCO 500 (Only for students coming from areas outside the field of Business Administration)**

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. Use of electronic spreadsheet.

ACCO 506**Advanced Cost Accounting****Three Credits****Prerequisites: ACCO 503**

Analysis and applications of cost accounting techniques in 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, job costing, process costing, joint cost, variable costing, standard costing, and variance analysis.

ACCO 520**Accounting Information Systems****Three Credits****Prerequisites: ACCO 503**

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

ACCO 605**International Accounting****Three Credits:****Prerequisites: ACCO 503, FINA 503**

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

ACCO 610**Advanced Accounting****Three Credits****Prerequisites: ACCO 503**

Generally accepted accounting principles for corporations and partnerships. Emphasis in consolidations and issues related to other business combinations. Consolidated financial statements. Creation, operation and liquidation of partnership. Financial statements for partnership organizations. Prerequisite: Acco 503

ACCO 620**Advanced Accounting II****Three Credits****Prerequisites: ACCO 610**

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

ACCO 705**Taxes in Puerto Rico****Three Credits****Prerequisites: ACCO 503**

The study of the 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); real and personal property taxes, municipal license tax, and the sales and usage tax (IVU in Spanish). Aspects of recent changes of the income tax law. Use of computerized programs.

ACCO 706**Auditing****Three Credits****Prerequisites: ACCO 503**

The study of financial statements audit, from a theoretical perspective. It includes the generally accepted auditing standards (GAAS), and attestation standards: the standard audit report and other 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 system on financial information as required by the GAAS and the Public Company Accounting Oversight Board (PCAOB), tests of controls, substantive tests, other audit procedures, evidence, and subsequent events.

ACCO 707**Federal Income Tax****Three Credits****Prerequisites: ACCO 503**

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.

ACCO 710**Advanced Auditing****Three Credits****Prerequisites: ACCO 706**

The application of the generally accepted auditing standards (GAAS), and of the statutory and common law in the design and performance of simulations 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 and 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. Use of computerized applications and/or electronic spreadsheets.

ACCO 721**Accounting Seminar****Three Credits****Prerequisites: 12 credits specialty in Accounting**

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 a recent accounting issue is required.

BUSI 204**Business Law****Four Credits****Prerequisites or Co requisites: None**

Introduction to our legal system. The Constitution of USA and the Constitution of Puerto Rico. History of law, origin and development of business law. Sources of legal obligations between parties. Civil, business, and criminal cases. Includes the study of civil and business contracts, its formation and validity. Warranty contracts, such as: mortgages, bonds, guarantees, pound shops contracts, and conditional sales. Business organizations, such as sole proprietorships, partnerships, and corporations. Introduction to negotiable instruments', bankruptcy, patents, and copy rights laws. Applicable laws on contracts performed via Internet, the long arm statutes, the digital signature and obligations between parties. Proceedings of federal cases to sue of citizens of other states. Four credits.

BUSI 600**Federal Business Law****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

Introduction to concepts and procedures of business research. Study on 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 be empirical means and on the contribution of research to the business administration field.

ECON 123**Introduction to Economics (Compendium)****Three Credits****Prerequisites: SOSC 103 or SOSC 101-102**

Provides the student with the theoretical knowledge and applied basis of Economics. The student will learn the essential principles and theories for the micro and macroeconomic analysis. Time is devoted to develop the skills needed to identify and solve the problems encountered by the public and private sectors.

ECON 325**Introduction to International Business****Three Credits****Prerequisites: ECON 121-122 or ECON 123**

Systems and their effect on the commercial behavior of countries. Emphasizes the relationships between business enterprises, government, and the financial sectors and their involvement in international business activities. Corporate policies and strategies in the global operations.

ECON 519**Managerial Economics****Three Credits****Prerequisites or Co requisites: None**

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

ECON 520**Managerial Macroeconomics****Three Credits****Prerequisites: ECON 519**

Study of macroeconomic 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.

ENMA 101**Introduction to Entrepreneurial Development****Three Credits****Prerequisites or Co requisites: None**

This course offers students a basic understanding and overview of the business world and the entrepreneurial field. This includes topics related to writing a business plan, business ethics, management, marketing, finance, accounting and the legal aspects of commercial operations.

FINA 202**Business Finance****Three Credits****Prerequisites: ACCO 111, 112**

Introduction to basic financial theories and techniques. Studies of the various responsibilities of a finance manager from determining the best sources of funds for a company to the optimal decision of assets on which capital is invested. Use and interpretation of financial analysis, budget development, capital cost, short term financing in the need to balance the components of profit and risk.

FINA 503**Corporate Finance I****Three Credits**

Prerequisites: ACCO 500 (Only for students coming from areas outside the field of Business Administration) and STAT 555

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**

Prerequisites: FINA 503

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.

FINA 620**International Finance****Three Credits**

Prerequisites: FINA 503

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 economic exposure; direct foreign investment; and financing international trade.

FINA 630**Investment****Three Credits**

Prerequisites: ACCO 500 (Only for students coming from areas outside the field of Business Administration), FINA 503 and ECON 519

Evaluate different investment strategy and investment portfolio structure in order to maximize the outcome considering different economics situation and individual objectives. Asset and debt analysis and evaluation of a company. Performance risk of diverse investment, financial analysis, stock market, governmental politics and investment in the international market.

FINA 640**Public Finance and Fiscal Policy****Three Credits**

Prerequisites: FINA 503

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

FINA 650**Finances Markets, Money and Banking****Three Credits****Prerequisites: FINA 503**

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.

FINA 670**Risk and Insurance****Three Credits****Prerequisites: STAT 555**

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 no speculative (insurable) risk. Includes product liability, property damage and bodily injury in the business environment.

FINA 680**Mortgage Financing****Three Credits****Prerequisites: FINA 503**

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.

FINA 690**Financial Analysis Using Electronic Spreadsheet****Three Credits****Prerequisites: FIAN 615, FINA 630**

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

FINA 750**Seminar Finance****Three Credits****Prerequisites: 9 Specialty credits and completed core courses. Take the external assessment tests (2014 onwards)**

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.

HURE 640**Collective Bargaining****Three Credits****Prerequisites: HURE 710**

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.

HURE 700**Organization Design & Structure****Three Credits****Prerequisites: MANA 501**

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 cultures its work, and motivates 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.

HURE 710**Human Resources Management****Three Credits****Prerequisites or Co requisites: None**

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 cultures its work, and motivates 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.

HURE 720**Training Methodology and Design****Three Credits****Prerequisites: HURE 710 and MANA 501**

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.

HURE 725**Labor Law****Three Credits****Prerequisites: HURE 710**

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, the constitutional rights, minimum wage laws, anti-discriminatory laws, unemployment protection laws, health and occupational safety laws, labor laws updates.

HURE 730**Compensation & Benefits Administrative****Three Credits****Prerequisites: MANA 501**

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 firm's 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.

HURE 740**International Human Resources****Three Credits****Prerequisites: HURE 710**

The International Human Resource (IHR) has formed a vital practice in the life and growth of enterprises. Globalization has forced companies to use new tactics in business matters. This course introduces the student to the field of IHR, mega-tendencies and globalization. We will study the historical evolution of the multinational corporation, as well as the current organizational strategies and structures used by many of these corporations. Then, we will identify different parts of national work markets with a view to use them to upgrade IHR viability. Finally, it focuses on the functional aspects of international human resource management.

HURE 750**Human Resources Seminar****Three Credits****Prerequisites: 12 credits in Human Resource specialization**

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, discussion of articles, cases, sections of new books on human resources and other sources of current information the field of human resources and other sources 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.

INBU 600**International Business****Three Credits****Prerequisites or Co requisites: None**

Comprehensive study of the economic, political and financial environment for business operations. Government policies affecting international trade are study. It gives attention to the international dimensions of marketing, finance, accounting, taxes and decisions on human resources of corporations.

INBU 610**Economic Geography of Latin America****Three Credits****Prerequisites: INBU 600**

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.

INBU 620**Economy and Puerto Rico's Foreign Trade****Three Credits****Prerequisites: INBU 600**

The study of the different sectors in the Puerto Rican economy and its impact in external trade. Emphasis on the financial, industrial and government sectors and their relation to the country's exports and imports.

INBU 630**Export and Import Management****Three Credits****Prerequisites: INBU 600**

Study of practices, and procedures of export and import operations including shipping costs, risks, financing, exchange rates, contracts, laws and customs regulations, and transportation among others.

INBU 640**Multinational Business Management****Three Credits****Prerequisites: INBU 600**

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 (US) businesses.

INBU 650**International Transportation Logistics****Three Credits****Prerequisites: INBU 600**

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

INBU 660**Business in Chinese Popular Republic****Three Credits****Prerequisites: INBU 600**

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 a reforms, investments and trade, industry and commerce, government politics and legislation, banking and finance, and communications, technology and internet.

INBU 750**International Business Seminar****Three Credits****Prerequisites: 12 specialty credits. Take the external assessment tests (2014 onwards)**

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.

MANA 230**Organizational Behavior****Three Credits****Prerequisites: MANA 210 and MANA 131**

Application of the systems to the study of human behavior as individuals and in groups as determinants of organizational effectiveness, the formal and informal group, leader role in conflict management,

perception, learning, socialization, motivation, efficient management of stress, awareness and development of values.

MANA 340

Production and Operation Management

Three Credits

Prerequisites: QUME 250 and MANA 210

Principles of production management applied to problems such as product design, objectives, policies, work, method and standards, plant location, layout, scheduling, maintenance, inventory, quality control, operations analysis, performance and cost control.

MANA 501

Organizational Behavior

Three Credits

Prerequisites or Co requisites: None

Study of individual, and 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

Prerequisites: Have approved 18 core MBA 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.

MANA 603

Materials Management

Three Credits

Prerequisites: MANA 720

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.

MANA 621

Business Law

Three Credits

Prerequisites or Co requisites: None

Study of federal and state legislation applicable to the commercial activities. The following topics are discussed in this course: contracts, commercial paper, bankruptcy, mortgages, partnerships (limited and general), corporations, joint ventures, franchises, rights and obligations of the parties involved in commercial transactions. It emphasizes in the legal effect of the commercial activities.

MANA 700**Entrepreneurship****Three Credits****Prerequisites or Co requisites: None**

Designed to foster entrepreneurship and self-employment development in MBA students. 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****Prerequisites or Co requisites: MANA 501**

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 as a facilitator and his competencies in leadership, counseling, training, and conflict management. The course includes the analysis of leadership styles and strategies focusing on different organizational settings.

MANA 720**Operations Management****Three Credits****Prerequisites: STAT 555**

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

MANA 750**Management Seminar****Three Credits****Prerequisites: 12 credits approved in the concentration in management**

Study of the historical foundations and evolutionary development of management concepts; comparative analysis of management practices; discussion of emerging problems of management interest. Reading and research of management problems and ethical behavior. At the end of the course, the students must present an analytical research project of the management practices of a business and they will apply their knowledge in making the necessary recommendations in order for the business to become more effective and efficient.

MARK 133**Principles of Marketing****Three Credits****Prerequisites: ENMA 101**

Presents the basic concepts and applications most relevant to the marketing decision-making process. Focuses on the universal concerns of managers who are responsible for marketing decisions. Includes the consumer's buying decisions process and types of consumer behavior as related to the basic marketing philosophies regarding products, price, promotion and distribution.

MARK 511**Marketing Management****Three Credits****Prerequisites or Co requisites: None**

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 diverse market components.

MARK 601**Design and Development of New Products****Three Credits****Prerequisites: MARK 511**

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

MARK 605**Consumer Behavior****Three Credits****Prerequisites: MARK 511**

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.

MARK 610**Marketing Research****Three Credits****Prerequisites: MARK 511 & STAT 555**

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.

MARK 615**Advertising and Sales Promotion****Three Credits****Prerequisites: MARK 511**

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

MARK 620**Service Marketing****Three Credits****Prerequisites: MARK 511**

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.

MARK 640

Sales Force Management

Three Credits

Prerequisites: MARK 511

Study of the decisions involved in designing a sales force: objectives, strategy, 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.

MARK 701

International Marketing

Three Credits

Prerequisites: MARK 511

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.

MARK 740

Marketing Seminar

Three Credits

Prerequisites: Have passed 12 specialty credits taking external appraisal tests (2014 onwards).

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.

SITI 500

Introduction to Information Technology and Systems

Three Credits

Prerequisites: Previous evaluation of the expedient

Study of information systems and technologies used in corporations, with emphasis on functional aspects and interrelations between technologies. New technologies related to infrastructure, programming languages, and emerging trends in technologies are studied. The analysis and design of systems and applications, as well as control structure and ethical conduct is discussed. Students make use of technological tools and languages like database management systems, Project planning software, and process diagramming software, among others. This course is a prerequisite for students admitted to the master's program that do not have the basic programming knowledge or formation.

SITI 501

Object Oriented Programming

Three Credits

Prerequisite: Previous evaluation of the expedient

Study of object-oriented programming concepts and techniques using modern development tools. Algorithm and program design techniques and steps are studied, as well as pseudocode, hierarchy diagrams and interface design. Program and operating cycle like input-process-output, arithmetic and

control structure, arrays, subprograms and file management are explored and practiced. Students apply learned concepts by designing and developing programs using an object-oriented development tool. This course is a prerequisite for students admitted to the graduate program, that do not have the basic programming knowledge.

SITI 550

Information Technologies Applications

Three Credits

Prerequisites or Co requisites: None

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 common processes of 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 Bases Design and Administration

Three Credits

Prerequisites: SITI 550

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 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.

SITI 620

Communication Networks Design and Administration

Three Credits

Prerequisites: SITI 550

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

SITI 630

Information Systems Analysis and Planning

Three Credits

Prerequisites: SITI 610

Planning, analysis, requirement preparation and modeling of information systems. Study of the system life cycle and the process of identifying, selecting and analyzing the viability of the developing systems. Covers the recompilation and organization of data about processes being implemented in the organization. Definition of functional, technique and other type of requirements. The support tools used in the process are also studied. Emphasis is given to both technical aspects and administrative

considerations of the process. Students practice the concepts and techniques for a system developing a proposal using the requirement of a system.

SITI 710

Information Systems Design and Implementation Management

Three Credits

Prerequisites: SITI 630

The course describes and illustrates the design, testing and implementation phases of an information system. Interface design (screens, forms and reports), data and process design, both manual and automated are explored. Other topics studied are program design, testing, implementation and user support, as well as support tools. Emphasis is made in technical and managerial issues. Students applied the discussed concepts and techniques by designing and implementing a system focused on prototypes.

SITI 720

Systems Administration and Information Management

Three Credits

Prerequisites: SITI 710

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 project management, as well as the tools utilized in this process. Students utilize a project management tool to prepare a plan for administering the project, including the activities, times and resources to be used.

SITI 730

Control, Auditing and Security

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites: SITI 710

Elective graduate course about the design and creation of businesses over the Internet. Strategies and technologies for electronic business creation are studied, as well as the legal, ethical, privacy, security and taxable issues for this type of business. Students design a business plan for an electronic business design and implementation.

SITI 750

Technologies and Systems Integration to Organization Functions

Three Credits

Prerequisites: SITI 710

This course integrates the acquired knowledge about the technologies and information systems through the preparation of project on systems development to an organization. The project will consist on the study of the operations of a functional area within a company, the definition of a system that satisfies

the needs of this area, and the preparation of a prototype for a system that meets these requirements. At the end of the course, the student will document in a report the process followed to develop this project and the final results achieved.

STAT 201

Introduction to Business Statistics I

Three Credits

Prerequisites: COIS 101 and MATH 112

Study of central tendency and dispersion measurements, sampling methods, probability theory, binomial probability distribution, normal density probability function and linear regression. One semester, three hours weekly.

STAT 301

Basic Commercial Statistics II

Three Credits

Prerequisites: STAT 201

Sampling distribution and test of hypotheses, including Z, T, Chi Square and F. Multiple linear regression and correlation. One semester, three hours weekly. Prerequisite: Stat 201.

STAT 555

Statistics for Managerial Decision Making

Three Credits

Prerequisites or Co requisites: None

Covers basic statistical skills necessary in functional areas of business administration, including descriptive statistics, probability, probability distributions, sampling, estimation, statistical inference, and Bayesian principles. Also, computer programs are used to obtain the solutions. Support tools used in these processes are also studied. Emphasis is given to both technical aspects and administrative considerations. Students practice the concepts and techniques to achieve solutions for each statistical system.

School of Education

SCHOOL OF EDUCATION

ADMINISTRATIVE STAFF

CINTRON CABRERA, JOSE R. PH.D

Dean, Associate Professor

BHS, Medical Sciences Campus, University of Puerto Rico

MHSA, Medical Sciences Campus, University of Puerto Rico

EdD, Interamerican University of Puerto Rico

RUIZ RAMIREZ, JANET

Associate Dean, Assistant Professor

BA, University of Puerto Rico

MA, Central University

EdD, Universidad Ana G. Méndez, Cupey Campus

FACULTY

CANALES ENCARNACIÓN, ÁNGEL L.

Associate Professor

BA, University of Puerto Rico

M A, University of Puerto Rico

EdD, Interamerican University

GONZÁLEZ DE LA CRUZ, ALICIA

Associate Professor

BA, University of Puerto Rico

MA, University of Puerto Rico

PhD, University of Puerto Rico

GONZALEZ RODRIGUEZ, JUDITH

Professor

Ba, University of Puerto Rico

Ma, University of Puerto Rico

Edd, University of Puerto Rico

PAGÁN MALDONADO, NELLIE

Associate Professor

BA, University of Puerto Rico

MA, University of Puerto Rico

PhD, University of Puerto Rico

PONCE RIVERA, OMAR

Professor

BA, University of Puerto Rico

MA, New York University

PhD, New York University

VEGA LUGO, ZAIDA

Professor

BA, University of Puerto Rico

MA, Interamerican University

EdD, Vanderbilt University

GENERAL AND SPECIFIC REGULATIONS OF THE GRADUATE LEVEL:

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.

Program 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.

Program 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 Ana G. Méndez, Cupey Campus. 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

Three (3) 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 UAGM.
3. The applicant will request that the three recommendation letters be sent directly to UAGM.
4. The applicant will make arrangements to take the EXADEP and will request that official scores be sent directly to UAGM. 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 Ana G. Méndez, Cupey Campus.

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

Three (3) 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 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.

Comprehensive Test

All doctoral students must approve this test in order to fulfill the degree requirements. The test is based on a psychometric model in which the question is an important and significant educational process. The test is developed in accordance with norms stated by American Psychological Association, National Counseling on Measurement in Education and American Educational Research Association. The Guide is available at the School of Education Web page at http://UAGM.suagm.edu/escuela_educacion_oferta_academica.

Doctoral Dissertation

The School of Education adopts Cone and Foster's (2006) concept for the doctoral dissertation, that is...an original research work that is done as the final requisite of a Doctorate Degree, EdD or PhD. It's an academic exercise that evidence an important contribution to new knowledge. The process starts with course EDRE 900 and ends with EDRE 905. The Policy is available at School of Education Web page at http://UAGM.suagm.edu/escuela_educacion_oferta_academica.

Master Degree in Education specialty in Curriculum and Teaching

| 36 Credits | Credits |
|--------------------|---------|
| Core Courses | 9 |
| Specialty Courses | 21 |
| Directed Electives | 6 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| EDUC 501 | 3 | Principles and Systematic Development of the Curriculum |
| EDUC 504 | 3 | Theories of Learning and Cognitive Development |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 512 | 3 | Educational Innovations and Strategies |

| Specialty Courses | | |
|-------------------|---------|--|
| Codification | Credits | Course Title |
| EDUC 503 | 3 | Evaluation of Curriculum and Instruction |
| EDUC 513 | 3 | Assessment, Measurement, and Evaluation |
| EDUC 526 | 3 | Curriculum Design and Planning |
| EDUC 576 | 3 | Teaching Models and Systems |
| EDUC 502 | 3 | Management of the Classroom and School as a Learning Community |
| COIS 600 | 3 | The Computer as an Instructional Resource |
| EDUC 709 | 3 | Thesis: Documentary Research |

| Directed Elective Courses | | |
|---------------------------|---------|--|
| Codification | Credits | Course Title |
| EDUC 507 | 3 | Philosophy, Critical Thinking and Education |
| EDUC 532 | 3 | Administration and Supervision in Special Education Programs |
| EDUC 542 | 3 | Comparative Education |
| EDUC 543 | 3 | Culture and Education |
| EDUC 545 | 3 | Informatics and Society |
| EDUC 610 | 3 | Education of the Exceptional Child |
| EDUC 525 | 3 | Statistics for Social and Educational Evaluation |

Master Degree in Education specialty in Educational Administration and Supervision

| 39 Credits | Credits |
|--------------------|---------|
| Core Courses | 12 |
| Specialty Courses | 24 |
| Directed Electives | 3 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| EDUC 501 | 3 | Principles and Systematic Development of the Curriculum |
| EDUC 504 | 3 | Theories of Learning and Cognitive Development |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 512 | 3 | Educational Innovations and Strategies |

| Specialty Courses | | |
|-------------------|---------|---|
| Codification | Credits | Course Title |
| EDUC 620 | 3 | Concepts, Processes and Principles of Educational Administration |
| EDUC 621 | 3 | Educational Theories, Practices and Trends |
| EDUC 622 | 3 | Leadership: Its Future Perspective on Educational Administration |
| EDUC 623 | 3 | Educational Policy: Management of Funds and Processes |
| EDUC 624 | 3 | Contemporary and Futuristic Supervision Practices |
| COIS 625 | 3 | Computerized Systems in Educational Administration |
| EDUC 702 | 3 | Practicum in Administration and Supervision at the Elementary Education Level (K-6) |
| EDUC 704 | | Practicum in Administration and Supervision at the Secondary Education Level (7-12) |
| EDUC 709 | 3 | Thesis: Documentary Research |

| Directed Elective Courses | | |
|---------------------------|---------|--|
| Codification | Credits | Course Title |
| EDUC 532 | 3 | Administration and Supervision in Special Education Programs |
| EDUC 541 | 3 | History of Education |
| EDUC 542 | 3 | Comparative Education |
| EDUC 543 | 3 | Culture and Education |
| EDUC 545 | 3 | Informatics and Society |
| EDUC 610 | 3 | Education of the Exceptional Child |
| COIS 600 | 3 | The Computer as an Instructional Resource |

Master Degree in Education specialty in Management of Leisure Services

| | |
|-------------------|----------------|
| 36 Credits | Credits |
| Core Courses | 12 |
| Specialty Courses | 24 |

| Core Courses | | |
|---------------------|----------------|--|
| Codification | Credits | Course Title |
| REED 505 | 3 | Interdisciplinary Studies of Sports and Leisure |
| REED 515 | 3 | Assessment, Measuring and Evaluation in Recreation |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 525 | 3 | Statistics for Social and Educational Evaluation |

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| REED 510 | 3 | Managing Leisure Services |
| REED 512 | 3 | Sports and Leisure Programming |
| REED 514 | 3 | Managing Leisure and Sports Facilities |
| REED 525 | 3 | Professional Seminar in Sports and Leisure Services |
| REED 524 | 3 | Research Seminar |
| REED 601 | 3 | Practicum in Leisure Activities |
| COIS 625 | 3 | Computerized Systems in Educational Administration |
| EDUC 709 | 3 | Thesis: Documentary Research |

Master Degree in Education specialty in Special Education

| 39 Credits | Credits |
|--------------------|---------|
| Core Courses | 9 |
| Specialty Courses | 27 |
| Directed Electives | 3 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| EDUC 512 | 3 | Educational Innovations and Strategies |
| EDUC 610 | 3 | Education of the Exceptional Child |
| COIS 600 | 3 | The Computer as an Instructional Resource |

| Specialty Courses | | |
|-------------------|---------|--|
| Codification | Credits | Course Title |
| EDUC 531 | 3 | Legal Issues and Trends in Special Education |
| EDUC 611 | 3 | The Education of the Mildly Handicapped Child |
| EDUC 612 | 3 | Behavior Modification for Mildly and Severely Handicapped Children |
| EDUC 613 | 3 | Preschool Education of the Exceptional Child |
| EDUC 616 | 3 | Assessment, Measurement and Evaluation in Special Education |
| EDUC 617 | 3 | Curriculum and Teaching Methods in Special Education |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 618 | 3 | Research Seminar |
| EDUC 709 | 3 | Thesis: Documentary Research |

| Directed Elective Courses | | |
|---------------------------|---------|---|
| Codification | Credits | Course Title |
| EDUC 532 | 3 | Administration and Supervision in Special Education Programs |
| EDUC 534 | 3 | Teaching Reading and Writing to Children with Learning Disabilities |
| EDUC 538 | 3 | The Teaching of Emotionally Disturbed Children |
| EDUC 576 | 3 | Teaching Models and Systems |

Master Degree of Arts in Education in Teaching Adapted Physical Education

| | |
|-------------------|----------------|
| 36 Credits | Credits |
| Core Courses | 12 |
| Specialty Courses | 24 |

| Core Courses | | |
|---------------------|----------------|--|
| Codification | Credits | Course Title |
| PHED 505 | 3 | Leisure Time and Physical Education |
| PHED 516 | 3 | Assessment, Measurement and Evaluation in Adapted Physical Education |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 525 | 3 | Statistics for Social and Educational Evaluation |

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| PHED 512 | 3 | Principles and Foundations of Adapted Physical Activity |
| COIS 600 | 3 | The Computer as an Instructional Resource |
| PHED 513 | 3 | Methods and Techniques of Programming and Teaching adapted Physical Education |
| PHED 514 | 3 | Methods and Techniques in Therapeutic Recreation |
| EDUC 532 | 3 | Administration and Supervision in Special Education Programs |
| PHED 524 | 3 | Research Seminar |
| PHED 603 | 3 | Practicum in Adapted Physical Education |
| EDUC 709 | 3 | Thesis: Documentary Research |

Master Degree in Education specialty in Teaching Physical Education

| 36 Credits | Credits |
|--------------------|---------|
| Core Courses | 12 |
| Specialty Courses | 15 |
| Directed Electives | 9 |

| Core Courses | | |
|--------------|---------|--|
| Codification | Credits | Course Title |
| PHED 505 | 3 | Leisure Time and Physical Education |
| PHED 515 | 3 | Assessment, Evaluation and Measurement in Physical Education |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 525 | 3 | Statistics for Social and Educational Evaluation |

| Specialty Courses | | |
|-------------------|---------|---|
| Codification | Credits | Course Title |
| REED 511 | 3 | Scientific Foundations of Physical Activity |
| COIS 600 | 3 | The Computer as an Instructional Resource |
| PHED 525 | 3 | Professional Seminar in Physical Education: Issues and Trends in Physical Education |
| PHED 524 | 3 | Research Seminar |
| EDUC 709 | 3 | Thesis: Documentary Research |

| Directed Elective Courses- Student will choose the Education Level | | |
|--|---------|---|
| Elementary Level | | |
| Codification | Credits | Course Title |
| PHED 506 | 3 | Teaching Methods in Elementary Physical Education |
| PHED 509 | 3 | Curriculum Development in Physical Education-Elementary Level |
| PHED 600 | 3 | Practicum in Physical Education –Elementary Level |
| Secondary Level | | |
| PHED 507 | 3 | Teaching Methods for Secondary Physical Education |
| PHED 510 | 3 | Curriculum Development in Physical Education-Secondary Level |
| PHED 601 | 3 | Practicum in Physical Education at Secondary Level |
| Adult Level | | |
| PHED 508 | 3 | Teaching Methods for Adult Physical Education |
| PHED 511 | 3 | Curriculum Development in Physical Education-Adult Level |
| PHED 602 | 3 | Practicum in Physical Education Adult Level |

Master Degree in Education specialty in Sports Entrepreneurship

| 36 Credits | Credits |
|--------------------|---------|
| Medullar Courses | 12 |
| Specialty Courses | 24 |
| Directed Electives | none |

| Medullar Courses | | |
|------------------|---------|--|
| Codification | Credits | Course Tittle |
| ENMA 500 | 3 | Foundations of Entrepreneurship |
| EDUC525 | 3 | Statistics for Social and Educational Evaluation |
| REED 514 | 3 | Managing Leisure and Sports Facilities |
| COIS 625 | 3 | Computerized Systems in Educational Administration |

| Specialty Courses | | |
|-------------------|---------|--|
| Codification | Credits | Course Tittle |
| SEED 510 | 3 | Sports, Society and Sustainable Development |
| SEED 511 | 3 | Sports Entrepreneurship as Self-Management |
| SEED 512 | 3 | Entrepreneurship in Sports Organizations |
| SEED 520 | 3 | Sports Tourism and Commercial Recreation |
| SEED 611 | 3 | Sports Management |
| SEED 612 | 3 | Research-Evaluation of the Sports Management |
| SEED 613 | 3 | Media, Advertising and Sports Education |

| Final Requirement Courses | | |
|---------------------------|---------|---|
| Codification | Credits | Course Tittle |
| SEED 615 | 3 | Capstone Project on Sports Entrepreneurship |

Doctorate Degree in Education specialty in Teaching (Ed.D.)

| 54 Credits | Credits |
|-------------------|----------------|
| Core Courses | 12 |
| Specialty Courses | 39 |
| Elective | 3 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| EDLE 808 | 3 | Human Behavior Fundamentals Applied to Learning |
| EDLE 811 | 3 | Society and Learning |
| EDLE 816 | 3 | Axiological and Philosophical Perspectives |
| EDLE 911 | 3 | Evaluation of Learning |

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| EDTE 824 | 3 | Learning Fundamentals: Models and Practices |
| EDTE 832 | 3 | Curricular Design |
| EDTE 833 | 3 | Curriculum Evaluation and Programs |
| EDCO 831 | 3 | Development of Educational Programs and Projects |
| EDCO 836 | 3 | Instructional Design and Technology |
| EDRE 859 | 3 | Historical and Philosophical Fundamentals of Educational Research |
| EDRE 865 | 3 | Quantitative Research: Experimental and Non Experimental |
| EDRE 874 | 3 | Descriptive Statistics and Use of Data Analysis Tools |
| EDRE 863 | 3 | Qualitative Research |
| EDRE 872 | 3 | Inferential Statistics |
| EDRE 964 | 3 | Practicum in Educational Research |
| EDUC 985 | 0 | Comprehensive Test |
| EDRE 900 | 3 | Dissertation Proposal Seminar |
| EDUC 905 | 3 | Dissertation |

Doctorate Degree in Education specialty in Physical Education (Ed.D.)

| 63 Credits | Credits |
|--------------------|----------------|
| Core Courses | 15 |
| Specialty Courses | 36 |
| Directed Electives | 12 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| EDFO 815 | 3 | Philosophy & Education |
| EDFO 820 | 3 | Ethics and the Education Professional |
| FOPE 800 | 3 | Philosophy, Leisure, Quality of Life and Physical Education |
| FOPE 801 | 3 | Historical and Empirical Analysis of Physical Education at the School and University Levels |
| FOPE 802 | 3 | Multidisciplinary Analysis of Physical Activity in Society |

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| TEPE 803 | 3 | Multidisciplinary Study of Learning in Physical Education |
| TEPE 804 | 3 | Models of Teaching in Physical Education |
| TEPE 805 | 3 | Curriculum Design and Evaluation in Physical Education |
| TEPE 806 | 3 | Models of Learning Assessment and Institutional Research |
| PRPE 807 | 3 | Practicum I – Teaching /Management Affairs Related to the Teaching of Physical Education |
| PRPE 808 | 3 | Practicum II – Applied Research in Physical Education |
| EDRE 862 | 3 | Quantitative Research |
| EDRE 863 | 3 | Qualitative Research |
| EDRE 864 | 3 | Combined Methods Research |
| EDRE 870 | 3 | Using Computer Programs & Data Analysis |
| EDUC 986 | 0 | Comprehensive Test |
| EDRE 900 | 3 | Dissertation Proposal Seminar |
| EDUC 906 | 3 | Dissertation |

| Directed Elective Courses- Student will choose the Education Level | | |
|---|----------------|--|
| Adapted Physical Education | | |
| Codification | Credits | Course Title |
| ADPE 800 | 3 | Foundations of Adapted Physical Education |
| ADPE 801 | 3 | Curricular Consideration of Inclusive Physical Education |
| ADPE 802 | 3 | Methodological Approach and Strategies for Special Populations in Adapted Physical Education |
| ADPE 803 | 3 | Evaluation Seminar in Adapted Physical Education |

| Recreation and Leisure Time Education | | |
|---|---|---|
| REED 800 | 3 | Seminar on Recreation as a Profession |
| REED 801 | 3 | Seminar for the Development of Models and Evaluation of Recreation Services |
| REED 802 | 3 | Recreation for Special Populations |
| REED 803 | 3 | Research Seminar in Recreation and Leisure Studies |
| Sports Science Education | | |
| SPSC 800 | 3 | Historical and Socio-Cultural Analysis of Sports and Physical Activity |
| SPSC 801 | 3 | Psychology Applied to Sport and Physical Activity |
| SPSC 802 | 3 | Analysis of the Psychosocial Development through Sports |
| SPSC 803 | 3 | Sports Management and Administration |
| Measurement and Evaluation in Physical Education | | |
| MEPE 800 | 3 | Quantitative Evaluation |
| MEPE 801 | 3 | Qualitative Evaluation |
| MEPE 802 | 3 | Construction of Evaluation Instruments |
| MEPE 803 | 3 | Validation of Assessment and Measurement Instruments |

Doctorate Degree in Philosophy in Education specialty in Teaching (Ph.D.)

| 66 Credits | Credits |
|-------------------|----------------|
| Core Courses | 12 |
| Specialty Courses | 51 |
| Elective | 3 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| EDLE 808 | 3 | Human Behavior Fundamentals Applied to Learning |
| EDLE 811 | 3 | Society and Learning |
| EDLE 816 | 3 | Axiological and Philosophical Perspectives |
| EDLE 911 | 3 | Evaluation of Learning |

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| EDTE 824 | 3 | Learning Fundamentals: Models and Practices |
| EDTE 832 | 3 | Curricular Design |
| EDTE 833 | 3 | Curriculum Evaluation and Programs |
| EDCO 831 | 3 | Development of Educational Programs and Projects |
| EDCO 836 | 3 | Instructional Design and Technology |
| EDCO 963 | 3 | Postsecondary Education: Teaching and Andragogy |
| EDRE 859 | 3 | Historical and Philosophical Fundamentals of Educational Research |
| EDRE 865 | 3 | Quantitative Research: Experimental and Non Experimental |
| EDRE 864 | 3 | Combined Methods Research |
| EDRE 874 | 3 | Descriptive Statistics and Use of Data Analysis Tools |
| EDRE 863 | 3 | Qualitative Research |
| EDRE 872 | 3 | Inferential Statistics |
| EDRE 873 | 3 | Institutional Research and Assessment |
| EDRE 874 | 3 | Descriptive Statistics and Use of Data Analysis Tools |
| EDRE 966 | 3 | Practicum in Qualitative Research |
| EDUC 985 | 0 | Comprehensive Test |
| EDRE 900 | 3 | Dissertation Proposal Seminar |
| EDUC 905 | 3 | Dissertation |

Doctorate Degree in Philosophy specialty in Physical Education (Ph.D.)

| 72 Credits | Credits |
|--------------------|----------------|
| Core Courses | 15 |
| Specialty Courses | 45 |
| Directed Electives | 12 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| EDFO 815 | 3 | Philosophy & Education |
| EDFO 820 | 3 | Ethics and the Education Professional |
| FOPE 800 | 3 | Philosophy, Leisure, Quality of Life and Physical Education |
| FOPE 801 | 3 | Historical and Empirical Analysis of Physical Education at the School and University Levels |
| FOPE 802 | 3 | Multidisciplinary Analysis of Physical Activity in Society |

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| TEPE 803 | 3 | Multidisciplinary Study of Learning in Physical Education |
| TEPE 804 | 3 | Models of Teaching in Physical Education |
| TEPE 805 | 3 | Curriculum Design and Evaluation in Physical Education |
| TEPE 806 | 3 | Models of Learning Assessment and Institutional Research |
| PRPE 809 | 3 | Practicum I – Basic Research in Physical Education with Mix Methods and Qualitative approaches |
| PRPE 810 | 3 | Practicum II – Quantitative Basic Research in Physical Education |
| EDRE 862 | 3 | Quantitative Research |
| EDRE 863 | 3 | Qualitative Research |
| EDRE 864 | 3 | Combined Methods Research |
| EDRE 870 | 3 | Using Computer Programs & Data Analysis |
| EDRE 871 | 3 | Descriptive Statistics |
| EDRE 872 | 3 | Inferential Statistics |
| EDRE 890 | 3 | Experimental Research |

| Directed Elective Courses- Student will choose the Education Level | | |
|---|----------------|--|
| Adapted Physical Education | | |
| Codification | Credits | Course Title |
| ADPE 800 | 3 | Foundations of Adapted Physical Education |
| ADPE 801 | 3 | Curricular Consideration of Inclusive Physical Education |
| ADPE 802 | 3 | Methodological Approach and Strategies for Special Populations in Adapted Physical Education |
| ADPE 803 | 3 | Evaluation Seminar in Adapted Physical Education |
| Recreation and Leisure Time Education | | |
| REED 800 | 3 | Seminar on Recreation as a Profession |

| | | |
|---|---|---|
| REED 801 | 3 | Seminar for the Development of Models and Evaluation of Recreation Services |
| REED 802 | 3 | Recreation for Special Populations |
| REED 803 | 3 | Research Seminar in Recreation and Leisure Studies |
| Sports Science Education | | |
| SPSC 800 | 3 | Historical and Socio-Cultural Analysis of Sports and Physical Activity |
| SPSC 801 | 3 | Psychology Applied to Sport and Physical Activity |
| SPSC 802 | 3 | Analysis of the Psychosocial Development through Sports |
| SPSC 803 | 3 | Sports Management and Administration |
| Measurement and Evaluation in Physical Education | | |
| MEPE 800 | 3 | Quantitative Evaluation |
| MEPE 801 | 3 | Qualitative Evaluation |
| MEPE 802 | 3 | Construction of Evaluation Instruments |
| MEPE 803 | 3 | Validation of Assessment and Measurement Instruments |

Courses Descriptions

ADPE 800

Foundations of Adapted Physical Education

Prerequisites or Co requisites: None

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 Consideration of Inclusive Physical Education

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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.

COIS 600**The Computer as an Instructional Resource****Three Credits****Prerequisites or Co requisites: None**

This course will prepare the teacher to integrate technology in the classroom. Will study typical computer models, its basic internal structure and the peripheral equipment necessary. Will present elements that teachers should consider to integrate computers as an instructional tool in their classes. The fundamentals of how the students learn through the computer and the development of an adequate instructional design in the production of computerized materials will be studied. Part of the laboratory experience will be revising computerized instructional programs on different curriculum levels, use of the information web on the Internet as an instructional tool, and the alternative of Teaching from Afar using the computer.

COIS 625**Computerized Systems in Educational Administration****Three Credits****Prerequisites: EDUC 623**

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

EDCO 831**Development of Educational Programs and Projects****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites: EDLE 816**

Advanced course to study and discuss the nature, historical trajectory and future perspective of instructional theory: theoreticians, approaches, principles and controversies. Main characteristics of this theory are highlighted: design-oriented, its methods and sub-methods, and the probabilistic nature of these methods. Special emphasis is applied to the analysis, application, creation and evaluation of instructional design models, for all educative levels, including the post-secondary and university level. Basic concepts and skills for the integration of technology to instructional design are presented. Formative and summative evaluation methods are also analyzed.

EDCO 963**Postsecondary Education: Teaching and Andragogy****Three Credits****Prerequisites or Co requisites: None**

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.

EDFO 815**Philosophy & Education****Three Credits****Prerequisites or Co requisites: None**

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 education. Axiological approaches in the works of Nietzsche, Sartre and Marcel are analyzed. 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. The relationship between ethics, morality and education as the basis for the professional, responsible practice of social morality is emphasized.

EDFO 820**Ethics and the Education Professional****Three Credits****Prerequisites or Co requisites: None**

Axiology. Values: transmission and clarification. Family, church, school and community, intervention. Role of the teacher and the school regarding the transmission of values.

EDLE 808**Human Behavior Fundamentals Applied to Learning****Three Credits****Prerequisites or Co requisites: None**

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**Society and Learning****Three Credits****Prerequisites or Co requisites: None**

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****Three Credits****Prerequisites or Co requisites: None**

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, -regulation of learning. 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

EDLE 911**Evaluation of Learning****Three Credits****Prerequisites: EDLE 808, EDFO 807 (equivalent course)**

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****Prerequisites: EDLE 816**

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 862**Quantitative Research****Three Credits****Prerequisites or Co requisites: None**

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

EDRE 863**Qualitative Research****Three Credits****Prerequisites: EDRE 862 Physical Education students; EDRE 865 for Teaching students**

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****Prerequisites: Complete the fundamentals and specialty components of the program. Have taken methods of quantitative and qualitative research**

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 865**Quantitative Research: Experimental and Non Experimental****Three Credits****Prerequisites: Courses of the Research component; Statistics**

Theory and practice of surveys and correlational studies in the educational field. Emphasis on the study of: current designs of surveys and correlation studies, the construction and validation of instruments (scales, tests and questionnaires) for surveys, the selection of samples and the interpretation of data.

EDRE 867**Surveys and Correlational Studies****Three Credits****Prerequisites: EDRE 871, EDRE 872, EDRE 862**

Theory and practice of surveys and correlational studies in the educational field. Emphasis on the study of: current designs of surveys and correlation studies, the construction and validation of instruments (scales, tests and questionnaires) for surveys, the selection of samples and the interpretation of data.

EDRE 870**Using Computer Programs & Data Analysis****Three Credits****Prerequisites or Co requisites: None**

The study of the fundamentals underlying the analysis, interpretation and presentation of quantitative and qualitative data. The most common techniques for data interpretation are examined and the computer is used as a tool for tabulation, analysis, interpretation and presentation of data.

EDRE 871**Descriptive Statistics****Three Credits****Prerequisites: Become a PhD student in Physical Education**

The course is designed to enable students to develop knowledge and skills about descriptive statistics, which they will apply in the design, analysis and interpretation of studies as educational researchers. The topics to be treated in depth will be design, development and interpretation of tables, preparation of graphs, measures of central tendency, measures of dispersion, and measures of position, probability concepts and correlations.

EDRE 872**Inferential Statistics****Three Credits****Prerequisites: EDRE 871**

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 or more variants and linear regression will be conducted, along with the power of the test, covariant analysis, χ^2 (ji squared), and other non-parametric tests.

EDRE 873**Institutional Research and Assessment****Three Credits:****Prerequisites: EDRE 863**

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****Prerequisites or Co requisites: None**

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 890**Experimental Research****Three Credits****Prerequisites: EDRE 863**

Theory and practice on the design, analysis and interpretation of experimental and quasi-experimental research. Critical analysis of the methodological aspects of planning and conducting experimental and quasi experimental research in educational settings, including human, legal, and ethical aspects. Phases and processes, competencies required of the researcher.

EDRE 900**Dissertation Proposal Seminar****Three Credits****Prerequisites: Completed all program courses and passed the comprehensive examination**

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****Prerequisites: Have passed all core and specialty courses**

The course provides supervised experience in qualitative or quantitative research 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****Prerequisites: Have passed all courses in the areas of emphasis**

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

EDRE 966**Practicum in Qualitative Research****Three Credits****Prerequisites: Approval of all courses in the areas of Emphasis**

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****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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 501**Principles and Systematic Development of the Curriculum****Three Credits****Prerequisites or Co requisites: None**

Study of the fundamentals, principles and practices of the curriculum development. Reading and discussion of the curriculum formulation and production processes. Analysis of the present problems of the contents as well as the curriculum structure in the modern education and its application to the actual Puerto Rican educational system.

EDUC 502**Management of the Classroom and School as a Learning Community****Three Credits****Prerequisites: None**

Critical study and analysis of classroom and school management as a learning community. Included themes discussion such as educational system restoration, the classroom as a laboratory, decentralization, total quality philosophy, the school autonomy, open school systems and instructional leadership.

EDUC 503**Evaluation of Curriculum and Instruction****Three Credits****Prerequisites: EDUC 513, EDUC 526, EDUC 576**

The study and analysis of the principles that guide the different curricular evaluation strategies in both aspects: the formative and the summative. This course includes the analysis of the recommended methodologies for the curricular evaluation, selection and application of strategies and curricular evaluation models.

EDUC 504**Theories of Learning and Cognitive Development****Three Credits****Prerequisites or Co requisites: None**

Study and analysis of the cognitive development and learning theories with emphasis in the investigation and discussion of the teaching and learning styles that have been scientifically proven as successful models. Study and discussion of these models to identify the theory foundation that support them, as well as their application to the pedagogic practice of the participants.

EDUC 505**Methods for Educational Research****Three Credits****Prerequisites or Co requisites: None**

Introduction to the concepts and procedures of an educational research. Will study the nature and purposes of research: designs, investigation instruments and methods for interpreting data. Emphasis on the planning, writing and evaluation of different types of research and their contribution to the educational field.

EDUC 507**Philosophy, Critical Thinking and Education****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

Contemporary and future tendencies, curriculum models and paradigms, and educational philosophy and changes. It includes educational reform concepts and recent results of educational investigations.

EDUC 513**Assessment, Measurement, and Evaluation****Three Credits****Prerequisites or Co requisites: None**

Study of the assessment, measurement and evaluation techniques applied to the teaching process. Emphasis in the adequate planning for assessment and for making and analyzing tests and other instruments of pedagogic evaluation.

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 525

Statistics for Social and Educational Evaluation

Three Credits

Prerequisites or Co requisites: None

Includes knowledge and skills of descriptive and inferential statistics as psychometric and resources at a graduate level. Application of statistical methods on the design, testing, use and interpretation of learning measurements and other measurement instruments with emphasis in education, physical education and recreation.

EDUC 526

Curriculum Design and Planning

Three Credits

Prerequisites: EDUC 504, EDUC 501

Study and analysis of the curriculum design. Emphasis on diverse approaches teaching-learning situations. Study of curriculum planning as a basic instrument to effectively understand the aspects and issues related with the curriculum. Familiarize the student with new theories and principles related with curriculum design.

EDUC 531

Legal Issues and Trends in Special Education

Three Credits

Prerequisites or Co requisites: None

Knowledge, analysis and discussion of current federal and state legislation in special education.

EDUC 532

Administration and Supervision in Special Education Programs

Three Credits

Prerequisites or Co requisites: None

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

EDUC 534

Teaching Reading and Writing to Children with Learning Disabilities

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

EDUC 541

History of Education

Three Credits

Prerequisites or Co requisites: None

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 study of different contemporary educational systems. Examine significant differences and similarities between educational politics and practices. Analyze the education system from Puerto Rico in comparison with 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

Prerequisites or Co requisites: None

Trends, practices and effects of social-scientific and technological changes related 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

Prerequisites or Co requisites: None

Analysis of the teaching systems and models, the traditional and innovative teaching strategies, and their adaptation according to the student's aptitudes. Emphasis will be given to: the cognitive

development, the learning styles, the teaching models and the application of Deming's philosophy, and Total Quality Management for teaching in the classroom.

EDUC 610

Education of the Exceptional Child

Three Credits

Prerequisites or Co requisites: None

Requirements and legislative principles of the federal and state laws that protect the exceptional child. Study of the physical, social, emotional and educational characteristics of the different exceptions. Methods and instructional materials for the exceptional child.

EDUC 611

The Education of the Mildly Handicapped Child

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

EDUC 613

Preschool Education of the Exceptional Child

Three Credits

Prerequisites or Co requisites: None

It is the comprehensive study of the physical, social, emotional, cognitive, and language developmental aspects of exceptional children, when participating in a preschool environment. Emphasizes on the early intervention (B-2 years) and Preschool Special Education (3-4 years) for infants, toddlers and preschoolers with special needs, diverse capabilities, and exceptionalities. This course also covers the evaluation and creation processes and practices of assessment, curriculum (ISFP), teaching strategies, learning materials, and technology, these children.

EDUC 616

Assessment, Measurement and Evaluation in Special Education

Three Credits

Prerequisites: Approved nine (9) core credits and nine (9) credits in the specialty

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 and all the dispositions related with evaluation. Also, criterion, normalize and no normalize evaluation forms and assessments strategies in Special Education.

EDUC 617**Curriculum and Teaching Methods in Special Education****Three Credits****Prerequisites or Co requisites: None**

Development and practice of the competencies and standards related to the creation and implementation of curriculum and teaching strategies in special education. The students acquire a historical perspective of the curriculum as a field of study and examine various theories of curriculum design. They evaluate curriculum practices of the special education program. Also, study the relationship between curriculum, assessment and the individualized educational programs (IEP). The course provides for the profound analysis of appropriate teaching strategies and methods for exceptional students.

EDUC 618**Research Seminar****Three Credits****Prerequisites: EDUC 505**

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 current research in the specialties of each student is examined: their assumptions, research methodologies, data interpretation techniques and presentation styles. The seminar requires a literature review on a research topic of student's interest.

EDUC 620**Concepts, Processes and Principles of Educational Administration****Three Credits****Prerequisites or Co requisites: None**

Concepts, processes, and principles of administration. Its applications for educational institutions, organizations and agencies. One term, three hours per week.

EDUC 621**Educational Theory, Practice and Trends****Three Credits****Prerequisites or Co requisites: None**

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

EDUC 622**Leadership: Its Future Perspective on Educational Administration****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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 strengthen 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****Prerequisites: EDUC 620**

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

EDUC 702**Practicum in Administration and Supervision at the Elementary Education Level (K-6)****Three Credits****Prerequisites: Specialized courses in Educational Administration**

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. A university supervisor will guide the practice. Eight hours weekly of practice will be required during a regular class semester.

EDUC 704**Practicum in Administration and Supervision at the Secondary Education Level (7-12)****Three Credits****Prerequisites: Specialized courses in Educational Administration**

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. A university supervisor will guide the practice. Eight hours weekly of practice will be required during a regular class semester.

EDUC 709**Thesis: Documentary Research****Three Credits****Prerequisites: Final requirement for all Master's degrees in Education**

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

EDUC 905**Dissertation****Three Credits****Prerequisites: EDRE 900**

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 906**Dissertation****Three Credits****Prerequisites: EDRE 900**

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****Credits: None****Prerequisites: EDRE 964**

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.

EDUC 986**Comprehensive Test****Credits: None****Prerequisites: All courses**

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.

ENMA 500**Foundations of Entrepreneurship****Three Credits****Prerequisites or Co requisites: None**

This course has been designed for professionals who are preparing to establish their own business as an alternative to self-employment within the currently socio-economic and market context. The foundations of entrepreneurship are studied from the conception and development of the business idea, challenges associated with the start-up, development and maturity of a company, business ethics and preparation of the business plan. In addition, laws, regulations, permits and incentives are examined to establish and maintain a business in the selected market.

FOPE 800**Philosophy, Leisure, Quality of Life and Physical Education****Three Credits****Prerequisites: EDFO 815, 820**

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****Prerequisites: EDFO 815, 820**

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****Prerequisites: Have taken the courses EDFO and FOPE 800**

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****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

The course applies qualitative methods to develop evaluation. The assessment can be used 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

Prerequisite: Have completed 30 credits leading to Doctoral degree

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

Prerequisites or Co requisites: Have completed MEPE 802

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.

PHED 505

Leisure Time and Physical Education

Three Credits

Prerequisites: Introductory course for the Master in Physical Education

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

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

Study the teaching methods for adult physical education. The emphasis of the course is on the teaching methods for the development of adult’s 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

Prerequisites or Co requisites: None

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

Prerequisites: PHED 507

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 modern society.

PHED 511

Curriculum Development in Physical Education-Adult Level

Three Credits

Prerequisites: PHED 508

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 Activity

Three Credits

Prerequisites or Co requisites: None

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 Teaching adapted Physical Education****Three Credits****Prerequisites: PHED 512**

Application of curriculum development, theories in programming physical activities with individuals with special needs. Preparation of lesson and unit plans, individualized educational programs individualized family services, rehabilitation, and therapeutic programs. Analysis of teaching strategies and styles applied to adapted physical education.

PHED 514**Methods and Techniques in Therapeutic Recreation****Three Credits****Prerequisites or Co requisites: None**

Study of current practices related to methods and techniques of intervention in recreation therapy, including evaluation, diagnostic, prescription, and programming of recreation activities with therapeutic value.

PHED 515**Assessment, Evaluation and Measurement in Physical Education****Three Credits****Prerequisites: EDUC 525**

Study of methods and measurement assessment, measurement and evaluation in education and psychology disciplines applied to the physical education field.

PHED 516**Assessment, Measurement and Evaluation in Adapted Physical Education****Three Credits****Prerequisites or Co requisites: None**

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****Three Credits****Prerequisites: EDUC 505 and 525**

Study and discussion of the contents, strength, weakness, validity and reliability of recent research published in the physical education field. Students will scrutinize the content (information) of the 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**Professional Seminar in Physical Education: Issues and Trends in Physical Education****Three Credits****Prerequisites: Have completed more than 24 credits of the program**

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

Prerequisites: Have completed all specialty courses with no less than C

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 at Secondary Level

Three Credits

Prerequisites: Last course of Master’s degree in Education with concentrations in Physical Education

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

PHED 602

Practicum in Physical Education Adult Level

Three Credits

Prerequisites: Have completed all specialty courses

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

Prerequisites: PHED 505, PHED 512, PHED 513 and PHED 516

Student-teachers/resource-persons teach adapted physical education in community schools, hospitals, organizations, and agencies that work with individuals with special needs two hours per day, five days a week, during a semester until completion of a 90 hours’ practicum//internship supervised by UMET practicum faculty. Includes seminars, meetings, field experiences, and activities inherent to teaching.

PRPE 807

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

Three Credits

Prerequisites: All course of Fundament, Specialty and Investigation

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

Prerequisites: PRPE 807

Participation in applied research developed in real educational settings (primary, secondary, 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 he can contribute in aspects such as the following; (a) design and implement educational needs studies with physical education students, (b) design and implement studies of student interests for intramural programs, (c) construction and validation of instruments for appraisal projects of physical education, (d)) development of projects and assessment models of learning and research in the classroom in physical education, (e) studies of training needs and professional training of in-service physical educators, (d) research projects-assessment of the effectiveness of physical education programs, or (e) applied pedagogical research projects identified by the educational institution or physical education program where students perform their practice.

PRPE 809

Practicum I – Basic Research in Physical Education with Mix Methods and Qualitative approaches

Three Credits

Prerequisites: Have completed 40 credits leading to a Doctoral degree

The course of practice I in research relates the student to the methodologies for planning, conducting, analyzing and documenting basic research using qualitative and combined methodologies. Emphasis is placed on the construction or use of conceptual frameworks and existing 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

Prerequisites: Have completed 40 credits leading to a Doctoral degree

The course of practice II in research, assessment or evaluation relates the student to the methodologies for planning, conducting, analyzing and documenting basic research using quantitative methodologies. Emphasis is placed on the construction or use of conceptual frameworks and existing theoretical models of research related to the development of new knowledge in physical education in Puerto Rico.

REED 505

Interdisciplinary Studies of Sports and Leisure

Three Credits

Prerequisites or Co requisites: None

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

REED 510

Managing Leisure Services

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

REED 512

Sports and Leisure Programming

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

REED 515

Assessment, Measuring and Evaluation in Recreation

Three Credits

Prerequisites: EDUC 525

Study of assessment, measurement and evaluation in education. Examines the impact and application of Psychology into the Physical Education Field.

REED 524

Research Seminar

Three Credits

Prerequisites: EDUC 505 and 525

Study and discussion of the content, strengths, weaknesses, validity and reliability of recent research published in the sports and recreation 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.

REED 525

Professional Seminar in Sports and Leisure Services

Three Credits

Prerequisites: Have completed more than 24 credits

Analysis and discussion of current issues and trends in physical education and leisure services.

REED 601

Practicum in Leisure Activities

Three Credits

Prerequisites: Have completed all specialty courses

Placement of students in agencies to participate in supervised experiences related to leisure activities and program development, evaluation, research and administration.

REED 800

Seminar on Recreation as a Profession

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites: REED 800

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

Prerequisites: REED 800 and 801

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

Prerequisites: REED 800, 801, and 802. Have completed 12 credits of research in the Doctoral program

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.

SEED 510

Sports, Society and Sustainable Development

Three Credits

Prerequisites or Co requisites: None

Development of applied capabilities and a base of critical knowledge to better perform in the sports industry, including sports education and recreational as spaces for sustainable and social change. Emphasis in deep theory and inquiry methods to understand, change and use of sports for a sustainable society and equality. Includes a socio economic perspective of how sports is increasing its importance in the academic scenario, especially for its increasing recognition with the same characteristics as other traditional sectors.

SEED 511

Sports Entrepreneurship as Self-Management

Three Credits

Prerequisites or Co requisites: None

The purpose of the Sports Entrepreneurship course is that students identify an opportunity, a population or concept required to develop a sports entrepreneurship project. Through a variety of course experiences students will learn, identify and differentiate various sports entrepreneurship projects at the national and international levels. Concepts, theories, history and the origin of sports entrepreneurship until present day are covered. In addition, the economic impact to our society will be discussed.

SEED 512

Entrepreneurship in Sports Organizations

Three Credits

Prerequisites or Co requisites: None

The Sports entrepreneurship course aspires for students to identify an opportunity, population and concepts to develop a sports entrepreneurship project in a public or private school, intercollegiate, professional, government or private organizations. Through the course, students will learn, identify and differentiate among the various sports entrepreneurship projects at the national and international levels. A variety of concepts, challenges, logistics, population, and types of sports entrepreneurship service and projects are discussed. Current sports organizational needs will be identified and concrete solutions through the means of proposals and sports management projects will be presented.

SEED 520

Sports Tourism and Commercial Recreation

Three Credits

Prerequisites or Co requisites: None

Panoramic vision of tourism as a social phenomenon framed within the field of study of free time, recreation and sports. Know their origins, their current, future characteristics and social impact. Know their controversies and trends globally as well as their implications in the present climate changes. Study of the system, for the development of sports complexes and related programs. Present and future

considerations for the development of tourist careers aligned with current trends in sports entrepreneurship.

SEED 611

Sports Management

Three Credits

Prerequisites: SEED 511, SEED 512

The Sports administration course aspires for students to learn the fundamental concepts of the Sports administration profession in private and public organization settings. Different topics including leadership styles, issues in sports administration, management, budgeting, legal aspects and the importance of administration in sports entrepreneurship are discussed. The different roles and duties of the sports administrator within the entrepreneurship field are identified.

SEED 612

Research-Evaluation of the Sports Management

Three Credits

Prerequisites: EDUC 525

Analysis of concepts, principles, assumptions, designs, strategies, instruments and practices of evaluation-research as apply to field of sport management.

SEED 613

Media, Advertising and Sports Education

Three Credits

Prerequisites or Co requisites: None

Panoramic view of sport as a social phenomenon framed within the field of study of leisure time and recreation. Know their origins, their current, future characteristics and social impact. Understand its controversies and trends globally as well as its implications in international markets. Study of the system, for the promotion and marketing of sports programs, as well as related projects. Present and future considerations for the development of sports careers aligned to the current trends of sports entrepreneurship.

SEED 615

Capstone Project on Sports Entrepreneurship

Three Credits

Prerequisites: All courses

Supervise experience under the advised of a professor-mentor, where students develop a sport's entrepreneurship project: sport entrepreneurship concept, project feasibility, implementation plan, financial and cost viability, and media strategies to promote the project. It may require visits to different financial institutions to understand the requirement for applying to a small business loan.

SPSC 800

Historical and Socio-Cultural Analysis of Sports and Physical Activity

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

Prerequisites: Completed the courses EDFO 815 and EDFO 820, FOPE 800, 801 and 802

Analysis of the theories and principles that explain learning in the human being from multidisciplinary perspectives, such as: biological, sociology, anthropological and psychological (cognitive, behavioral, humanistic, socio-cognitive, information processing, socio-cultural, motivation) and its application to physical education. Evaluation of the implications of the theories of learning in light of the curricular and methodological reality of physical education.

TEPE 804**Models of Teaching in Physical Education****Three Credits****Prerequisites: Completed the courses EDFO 815 and 820, FOPE, 800, 801, 802**

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****Prerequisites: EDFO 815 and 820, FOPE 800, 801, 802, TEPE 803 and 804**

Analysis of contemporary premises, theories and practices in physical education curriculum design, planning, development, 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****Prerequisites: Completed the courses EDFO 815 and 820, FOPE 800, 801, 802, TEPE 803**

Evaluation of dominant practices and models of learning assessment in three current scenarios: classroom assessment, academic programs assessment, and assessment of educational institutions. Analysis of learning assessment as a strategy to determine institutional effectiveness and academic quality.

School of Health Sciences

SCHOOL OF HEALTH SCIENCES

ADMINISTRATIVE STAFF

GONZÁLEZ, KIEBELLE

Acting Dean

MD, San Juan Bautista School of Medicine

MHSA, Universidad Metropolitana, Bayamón

BS, Universidad de Puerto Rico

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DIRECTOR, GRADUATE NURSING PROGRAM

Promotion & Health Education, Walden University

MA, Health Administration, Webster University, St. Louis MO

MSN, Maternal & Child, University of Puerto Rico

BSN, University of Puerto Rico

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MEd, PUCPR

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BA, University of Puerto Rico

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CFE, Certified Fraud and Abuse
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Master in Occupational Health, Jaume I, Castellón University, Spain
BA, Psychology, Universidad Central de Bayamón, Puerto Rico

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BSN, Universidad Central de Bayamón

MERCADO, MARIA

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BSN, University of Puerto Rico

CINTRÓN, ANA CRISTINA

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MSN, University of Puerto Rico, RCM

BSN, University of Puerto Rico

MASTER'S IN THE SCIENCE OF NURSING (MSN)

The Graduate Program in the Science of Nursing are accredited by:

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

The programs are committed to preparing clinical health professionals in three areas: Case Management, Critical Care of Adults, and Critical Care of Children. Students also 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 Specialists 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 3.00 or higher
3. Submit results of EXADEP or GRE
4. Have a valid permanent nursing license to practice in PR
5. Show evidence of Professional 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 Ana G. Méndez, Cupey Campus.

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
11. Any other graduation requisite, established by the institution

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 UAGM (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.

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

Professional Certificate Post Bachelor in Oncology Nursing

| | |
|-----------------------|----------------|
| 15 Credits | Credits |
| Certification Courses | 15 |

| Certification Courses | | |
|------------------------------|----------------|----------------------------------|
| Codification | Credits | Course Title |
| NURS 513 | 4 | Oncology Nursing I |
| NURS 514 | 4 | Oncology Nursing II |
| NURS 515 | 4 | Pharmacology in Oncology Nursing |
| NURS 516 | 3 | Practicum in Oncology Nursing |

Important Note: The admission requirements for this professional certificate is to have acquired a Bachelor Degree of Sciences in Nursing.

Master Degree in Nursing Science (MSN) specialty in Adult Critical Care and a Secondary Role in Administration or Education

| 49 Credits | Credits |
|------------------------|----------------|
| Core Courses | 24 |
| Specialty Courses | 15 |
| Secondary Role Courses | 10 |

| Core Courses | | |
|---------------------|----------------|--|
| Codification | Credits | Course Title |
| NURS 649 | 3 | Advanced Pharmacology |
| NURS 650 | 3 | Interdisciplinary Management in Health Science |
| NURS 651 | 2 | Clinical Specialist Role Development |
| NURS 652 | 2 | Nursing Theories in Advanced Nursing Practice |
| NURS 653 | 3 | Statistics for Health Professionals |
| NURS 654 | 3 | Advanced Pathophysiology |
| NURS 655 | 3 | Research in Advanced Nursing Practice |
| NURS 656 | 2 | Research Project |
| NURS 674 | 3 | Differential Diagnosis |

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| NUAG 664 | 3 | Advanced Nursing Assessment of the Adult- Gero Patient |
| CCNA 665 | 4 | Advanced Nursing with Critically Ill Adult I |
| CCNA 673 | 4 | Advance Nursing with Critically Ill Adult II |
| CCNA 667 | 4 | Advanced Nursing Practice of Critical Care of the Adult Patient |

| Secondary Role Courses: The student must choose a Role | | |
|---|----------------|--|
| Codification | Credits | Course Title |
| Role in Administration or | | |
| NADM 657 | 3 | Theories and Strategies in Nursing Administration |
| NADM 658 | 3 | Essentials of Nursing Service Administration |
| NADM 659 | 4 | Advance Nursing Practice in Nursing |
| Role in Education | | |
| NUED 670 | 3 | Fundamentals, Principles, & Systematic Curricular |
| NUED 671 | 3 | Assessment, Measurement and Evaluation of Nursing Learning |
| NUED 672 | 4 | Practicum in Nursing Education |

Master Degree in Nursing Science as Clinical Specialist specialty in Case Management and a Secondary Role in Administration or Education

| 45 or 46 Credits | Credits |
|-------------------------|----------------|
| Core Courses | 21 |
| Specialty Courses | 15 |
| Secondary Role Courses | 9 or 10 |

| Core Courses | | |
|---------------------|----------------|--|
| Codification | Credits | Course Title |
| NURS 649 | 3 | Advanced Pharmacology |
| NURS 650 | 3 | Interdisciplinary Management in Health Science |
| NURS 651 | 2 | Clinical Specialist Role Development |
| NURS 652 | 2 | Nursing Theories in Advanced Nursing Practice |
| NURS 653 | 3 | Statistics for Health Professionals |
| NURS 654 | 3 | Advanced Pathophysiology |
| NURS 655 | 3 | Research in Advanced Nursing Practice |
| NURS 656 | 2 | Research Project |

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| ACMN 660 | 4 | Case Management in Advanced Nursing |
| ACMN 661 | 4 | Case Management I |
| ACMN 662 | 4 | Case Management II |
| ACMN 663 | 3 | Advanced Nursing Practice in Case Management |

| Secondary Role Courses: The student must choose a Role | | |
|---|----------------|--|
| Codification | Credits | Course Title |
| Role in Administration or | | |
| NADM 657 | 3 | Theories and Strategies in Nursing Administration |
| NADM 658 | 3 | Essentials of Nursing Service Administration |
| NADM 659 | 3 | Advance Nursing Practice in Nursing |
| Role in Education | | |
| NUED 670 | 3 | Fundamentals, Principles, & Systematic Curricular |
| NUED 671 | 3 | Assessment, Measurement and Evaluation of Nursing Learning |
| NUED 672 | 4 | Practicum in Nursing Education |

**Master Degree of Nursing Science as Clinical Specialist specialty in Children Critical Care and
A Secondary Role in Administration or Education**

| 48 or 49 Credits | Credits |
|-------------------------|----------------|
| Core Courses | 24 |
| Specialty Courses | 15 |
| Secondary Role Courses | 9 or 10 |

| Core Courses | | |
|---------------------|----------------|--|
| Codification | Credits | Course Title |
| NURS 649 | 3 | Advanced Pharmacology |
| NURS 650 | 3 | Interdisciplinary Management in Health Science |
| NURS 651 | 2 | Clinical Specialist Role Development |
| NURS 652 | 2 | Nursing Theories in Advanced Nursing Practice |
| NURS 653 | 3 | Statistics for Health Professionals |
| NURS 654 | 3 | Advanced Pathophysiology |
| NURS 655 | 3 | Research in Advanced Nursing Practice |
| NURS 656 | 2 | Research Project |
| NURS 674 | 3 | Differential Diagnosis |

| Specialty Courses | | |
|--------------------------|----------------|---|
| Codification | Credits | Course Title |
| CCNP 668 | 3 | Advanced Nursing Assessment of the Pediatric Client |
| CCNP 669 | 4 | Advance Nursing with the Critically Ill Neonate |
| CCNP 670 | 4 | Advanced Nursing with the Critically Ill Child |
| CCNP 671 | 4 | Pediatric Advanced Clinical Practice |

| Secondary Role Courses: The student must choose a Role | | |
|---|----------------|--|
| Codification | Credits | Course Title |
| Role in Administration or | | |
| NADM 657 | 3 | Theories and Strategies in Nursing Administration |
| NADM 658 | 3 | Essentials of Nursing Service Administration |
| NADM 659 | 3 | Advance Nursing Practice in Nursing |
| Role in Education | | |
| NUED 670 | 3 | Fundamentals, Principles, & Systematic Curricular |
| NUED 671 | 3 | Assessment, Measurement and Evaluation of Nursing Learning |
| NUED 672 | 4 | Practicum in Nursing Education |

Courses Descriptions

ACMN 660

Case Management in Advanced Nursing

Four Credits

Prerequisites or Co requisites: NURS 650, 651, 652, 653, 655

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

Prerequisites or Co requisites: ACMN 660

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 and negotiation skills.

ACMN 662

Case Management II

Four Credits

Prerequisites or Co requisites: ACMN 660, 661

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 Nursing Practice in Case Management

Three Credits

Prerequisites or Co requisites: ACMN 660, ACMN 661, ACMN 662

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.

CCNA 664**Advanced Nursing Assessment of the Adult Client****Three Credits (Two credits theory, One credits clinical)****Prerequisites or Co requisites: NURS 650, NURS 651, NURS 652, NURS 653, NURS 654**

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 gerontology client from the continuum health –illness process to the presentation of the critical illnesses. 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 with Critically Ill Adult I****Four Credits (Three credits theory, One credits laboratory)****Prerequisites or Co requisites: NURS 650, NURS 651, NURS 652, NURS 653, NURS 654, NURS 655, CCNA 664**

This course has been designed to provide the clinical specialist (CNS) with the knowledge of advance nursing care critical ill adult-gerontology 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 primary care role of the CNS is discussed to conditions that are present in the adult/gero clients. Discuss of conditions like damage to the neurological, gastrointestinal, renal, and endocrine systems from the continuum health-disease is included, in addition, the advances in medicine and technology are analyzed. Nursing care is discussed based on the steps of the nursing process to promote excellence in adult / geriatric care from the healthy client to the critically ill client.

CCNA 667**Advanced Nursing Practice of Critical Care of the Adult Patient****Four Credits****Prerequisites or Co requisites: NURS 654, NURS 649, CCNA 664, CCNA 665, CCNA 673**

This course will enable the student to provide advanced nursing care to critically ill adult / geriatric clients. The nursing process, the knowledge of advanced physical assessment, physiopathology, and the knowledge of complex health conditions will serve as a frame of reference in the planning of care for the health-illness continuum. In addition, ethical-legal considerations related to the care of these clients are widely analyzed. The practice will be done in different scenarios of critical care gero in hospitals that have such facilities. The student will complete a total of 24 hours of clinical practice weekly.

CCNA 673**Advance Nursing with Critically Ill Adults Part II****Four credits (Three credits theory, One credits laboratory)****Prerequisites or Co requisites: NURS 650, NURS 651, NURS 652, NURS 653, NURS 654, NURS 655, NURS 656, CCNA 664**

This course has been designed to provide the clinical nurse specialist with the tools that enable him/her to provide advanced care to critically ill adult / geriatric clients. In this course the aspects related to the psychosocial, growth and development, spiritual, cultural and physical aspects of the patient are studied. The ethical-legal considerations related to the care of these clients are widely analyzed. The

primary care role of the clinical specialist is discussed with the critically ill client who presents damage to the respiratory and cardiovascular systems from the continuous health - illness. In addition, the care of the critically ill patient with trauma, burns and shock is included. Hemodynamic monitoring, interpretation of dysrhythmias and ventilator assistance are also analyzed. Nursing care is discussed based on the steps of the nursing process to promote excellence in adult / geriatric care from the healthy client to the critically ill client.

CCNP 668

Advanced Nursing Assessment of the Pediatric Client

Three Credits

Prerequisites or Co requisites: NURS 649, NURS 650, NURS 651, NURS 652, NURS 654

This course has been designed to assist the clinical specialist in nursing care of the critically ill child and neonate, 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 advance 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

Advance Nursing with the Critically Ill Neonate

Four Credits (Three credits theory, One credits clinical practice)

Prerequisites or Co requisites: NURS 668

This is a theory and clinical course that prepares the clinical specialist in nursing care of the critically ill neonate, the knowledge on advance nursing care of high risk neonate and his family. Emphasis is placed in evidence based practice. It includes knowledge about biological and psychological aspects in 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 on pharmacology used in critically ill neonates. This course provides the clinical specialist skills on the analysis of 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 US related to the care of the critically ill pediatric client are analyzed. Knowledge on the manage of advance critical care of neonatal client and his family from their admission to discharge.

CCNP 670

Advanced Nursing with the Critically Ill Child

Four Credits

Prerequisites or Co requisites: NURS 649, NURS 650, NURS 651, NURS 654, CCNP 668, CCNP 669

This is a theory and clinical course that prepares the clinical specialist on advance care of critically ill pediatric clients from infancy to adolescence and their family. Emphasis is placed in evidence based practice and the application of the nursing process at an advance level. The clinical specialist will be able to apply advance knowledge on pharmacology for critically ill neonates. This course provides the clinical specialist skills on the analysis of ethical legal aspects related to critically ill pediatric client and his family, based on group and individual reflection, decision making and ethical and legal

principles. Laws in Puerto Rico and US related to the care of the critically ill pediatric client are analyzed. Knowledge on the manage of advance critical care of pediatric client and his family from their admission to discharge

CCNP 671

Pediatric Advanced Clinical Practice

Four Credits (Three credits clinical practice, One credit seminar)

Prerequisites or Co requisites: CCNP 668, CCNP 669, CCNP 670

This is a clinical course. That focuses the practice of the clinical specialist on advance care of critically ill neonatal and pediatric clients. The student has the opportunity to integrate the roles of the clinical specialist (clinical expertise, administrator, collaborator educator and leader) to the practice.

Nursing process is an essential tool to deliver advanced nursing care. The practice focuses the care to critically ill pediatric clients in ICU's, early identification of growth special needs and continuity care of high risk clients in the community. Ethical- legal principles are integrated to the practice. Family education is emphasized. The course is divided into three areas: advance practice with the high risk neonatal clients, advance practice with high risk clients from infancy to adolescence and continuity of care for high risk clients in community.

NUAG 664

Advanced Nursing Assessment of the Adult- Gero Patient

Three Credits

Prerequisites: NURS 649, NURS 654

The purpose of this course is to offer the MSN student the knowledge to perform an advanced physical assessment of the critically ill adult gerontology patient from the continuum health and illness process to the presentation of the critical illnesses. 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 patients is emphasized. Ethical legal and growth and development considerations while performing physical exam are analyzed.

NADM 657

Theories and Strategies in Nursing Administration

Three Credits

Prerequisites or Co requisites: NURS 650, 651, 652, 653, 655

This course exposes the nurse advanced student to a wide variety of administrative and theoretical models that are used as administration frameworks. It provides how to establish the difference between leaders and administrators. Theories and administrative strategies based on the evidence are discussed, also leadership styles, problem solutions, ethical-legal issues in administration, communication, stress management, time management, decision-making among other issues are also discussed as they apply to the nursing profession.

NADM 658

Essentials of Nursing Service Administration

Three Credits

Prerequisites or Co requisites: NADM 657

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

Advance Nursing Practice in Nursing

Three Credits

Prerequisites or Co requisites: NADM 657 and 658

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 a 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.

NUED 670

Fundamentals, Principles, & Systematic Curricular

Three Credits

Prerequisites or Co requisites: None

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 Nursing Learning

Three Credits

Prerequisites or Co requisites: NUED 670

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

Practicum in Nursing Education

Four Credits

Prerequisites or Co requisites: NUED 670, NUED 671

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.

NURS 513

Oncology Nursing I

Four Credits

Prerequisites: BSN

This is a theoretical course that provides an introduction into the essential concepts and theories of the specific role of an oncological nurse by using the nursing process as guide. Course content includes a discussion of the condition, risk factors, prevention and early detection, diagnostic methods, as well as the growth and development of the client/system with cancer. The general

principles of treatment and technological advances brought about by the analysis and findings of recent research are emphasized. Study of the epidemiological aspects for the surveillance, detection, and prevention of cancer and the interventions of the nursing professional as a leader, educator, care manager and investigator. It emphasizes general principles of cancer therapy such as: treatment modalities physical support, nutrition, therapy, radiotherapy and bone marrow transplant.

NURS 514

Oncology Nursing II

Four Credits

Prerequisites: NURS 513

This theoretical course emphasizes the management of oncological nursing in its roles as caregiver, coordinator and care manager, guided by the professional, ethical and legal standards of nursing practice. The Nursing Process is used as the main tool to offer specialized nursing care to cancer patients. It also emphasizes concepts such as self-care, interdisciplinary teamwork and a holistic evaluation of each cancer patient. History taking and physical examination are emphasized to establish the signs and symptoms of the disease and the impact on other health conditions. Studies specific neoplasms, the most important symptoms of the condition and cancer treatments. Pain management and nutritional aspects are presented, along with the management of oncological emergencies.

NURS 515

Pharmacology in Oncology Nursing

Four Credits

Prerequisites: NURS 513, 514

It provides to the student the essential knowledge for the practice with oncological pharmacology and the measures to follow in the organization of the administration of these treatments. It studies the handling and skills of required critical thinking in the intervention with the client who receives pharmacology therapy. The nursing process serves as guide in the preparation, administration and the handling of antineoplastic drugs in diverse stages of management or intervention with the client with cancer. It studies the immunological modifiers agents; biological and chemotherapy of the cellular cycle: specific and not specific. This course emphasizes the innovative role of the nurse as provider of nursing pharmacological care to the client with cancer. It frames the theories of carcinogen of the cellular physiology, the pharmacodynamics and pharmacokinetics of each drug, and the therapeutic and secondary effects on the patient. The occupational safety measures are included according to OSHA.

NURS 516

Practicum in Oncology Nursing

Three Credits

Prerequisites: NURS 513; NURS 514; NURS 515

This practical course prepares students to integrate the basic and complex principles in the management of the client and family at risk for cancer and those with cancer, from the early to end-stages of cancer. Students will be exposed to the setting of primary, secondary and tertiary oncological practice and will use the nursing process while applying critical thinking in decision-

making with the client/system and family. The course emphasizes the roles of nurses as related to direct care, education, communication, advocacy and the benefits of research results while intervening with patients. Students will participate in the management and treatment of this population and will emphasize the ethical concepts in each intervention.

NURS 649

Advanced Pharmacology

Three Credits

Prerequisites or Co requisites: BSN

This course provides for discussions of the basic principles of advanced Pharmacology. It gives the students the opportunity to think, pharmacotherapeutically, this means that the learners 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

Prerequisites or Co requisites: BSN

This course discusses core concepts of health maintenance, disease prevention and care for critical care clients of young, middle and adult-aged adults, taking into account the priorities of Healthy People 2020. New trends in the management of health and essential aspects of the advanced nursing practice role are discuss. Concepts such as lifestyles, disease patterns, basic aspects of epidemiology, history of illness, vital statistics, concepts of public health, impacts of social determinants on health, nutrition, genetics and safety issues are discussed. It provides for the development of competences of cultural diversity, ethical-legal, plans of attention for health promotion and disease prevention according to the needs of the complete population of adults (from the young adult to the fragile old adult). It also includes general aspects of informatics in health systems.

NURS 651

Clinical Specialist Role Development

Two Credits

Prerequisites or Co requisites: BSN

This course focuses on the emerging role of the advanced practice nurse, emphasizing the role of the clinical nurse specialist. Emphasizes role realignment, organizational theory, legal and ethical decisions and management issues in the health care system. The history, trends, evolution, politics and issues related to the development of this role in the United States and Puerto Rico are discussed. The scope of the advanced practice in nursing is analyzed according to the Nursing Law of Puerto Rico (Law 254). The roles of collaborator, administrator, educator, researcher and clinical expert of the Clinical Specialist is emphasized. The responsibilities, as well as the standards of care, the ethical and legal aspects, and the importance of collaboration to achieve the goals and responsibilities of advanced practice of nursing is emphasized.

NURS 652

Nursing Theories in Advanced Nursing Practice

Two Credits

Prerequisites or Co requisites: NURS 650, NURS 651

Social, behavioral and natural sciences theories and models are discussed and related to the development and evolution of the nursing theories. is emphasized. Emphasis is placed on comparing and contrasting the various theoretical formulations and relating their major concepts to the role of the clinical nurse specialist. The comparison of theories, underlying concepts, definition of the four metaparadigms and its application to advanced nursing practice is presented. Students will be required to develop a conceptual framework for **evidenced based** nursing interventions.

NURS 653

Statistics for Health Professionals

Three Credits

Prerequisites or Co requisites: NURS 650, 651

This course has been designed to provide the graduate level student the opportunity to develop knowledge and skills in the use and application of statistics. Students are expected to increase their knowledge of statistical concepts, and to identify and apply descriptive and inferential statistical measures. This course includes conceptualization, data processing and analysis.

NURS 654

Advanced Pathophysiology

Three Credits

Prerequisites or Co requisites: BSN

This course is 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. Thus, appropriate screening and diagnostic laboratory evaluative method will also be included as they relate to nursing interventions. Emphasis is placed on clinical decision making that utilizes a complete data base consisting of physical, psychosocial and environmental findings. Case studies are used throughout the course to refine diagnostic and treatment skills in the population across the life span (children, adult, adult-gero).

NURS 655

Research in Advanced Nursing Practice

Three Credits

Prerequisites or Co requisites: BSN

This course is designed so that graduate students can expand their knowledge of the research process. The ethical–legal aspects and participant's rights are emphasized throughout the course. The importance of evidence based nursing research and its implications for nursing practice are 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****Prerequisites or Co requisites: NURS 655**

This course provides an opportunity for students to carry out the evidence - based research that was proposed in the course Nursing 655. The ethical –legal aspects and participant’s rights are emphasized throughout the course. This is an independent project under the supervision of a faculty member.

NURS 674**Differential Diagnosis****Three Credits****Prerequisites or Co requisites: NURS 649, NURS 654, CCNA 664 or CCNP 668**

This course is designed to develop the skills of master nursing students as a clinical specialist (CNS) in the application of theoretical knowledge of pathophysiology, history, advanced physical estimation, and advanced pharmacology. The ability of the student to compare and contrast between the signs, symptoms and laboratory findings presented by a pediatric patient, young adult, middle-aged and old adult to arrive at the formulation of a differential diagnosis is contemplated. Clinical case studies will be used as a strategy to predict the clinical evolution, its manifestations and the development of a diagnosis and its management / treatment according to the relevant findings.

School of Professional Studies (AHORA)

SCHOOL OF PROFESSIONAL STUDIES-AHORA

Sistema Universitario Ana G. Méndez, pioneer in serving the education needs of adult students, continue this tradition through its Accelerated Program for Adults. This program is designed to meet the educational expectations of professional adults that wish to complete their university degree. In accelerated program, the students participate in a unique educational process different from traditional learning methods. Their professional experience is incorporated into the classroom in order to create an interactive, challenging, and dynamic environment. The program is specially designed for the adult students, offering a professional environment, as well as integrated, personalized and individualized services. The success of this program is the development of adult professional that value continuous learning and increase their contribution to world of employment.

VISION

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

MISSION

To provide an accelerated educational process to adult students, where their professional experience is incorporated into the classroom to create an interactive challenging and dynamic environment, as well as integrated, personalized and individualized services. Faculty and staff members with professional experience, especially prepared to work with adults, are educational facilitators in an innovative way.

GOALS

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

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

DESCRIPTION OF THE ACCELERATED PROGRAM OF STUDY

The AHORA Program is accelerated because all of its courses are offered in five or eight-week sessions. During each session, classes meet once a week for four hours each week. The accelerated methodology is based on a learning process shared between the professor and the student. Each student receives a module, which serves as a study guide and indicate the assignments and activities that must be completed to prepare for class. Our faculty is specially selected and trained to work with adult students through the accelerated mode, facilitating a class environment where learning is built on experiences and the assignments performed by the students. This model of accelerated studies can be applied to the different academic programs of the institution, to new academic programs or any other academic program where adult students participate. The courses are offered evenings, Saturdays (morning and afternoon), and Sundays (morning and afternoon). The student may take a maximum of two classes per session, completing six credits every five or eight weeks. Registration is continuous, with courses beginning eight times a year, and the possibility of completing up to forty-eight credits in an academic year. This way, the program provides greater flexibility for students, since they can advance their academic progress or design a class program that conforms to the variety of commitments they may have during the year.

Admissions Requirements

- To fulfill its mission and goals, the AHORA Program admits only adult students with academic and professional experience that meet the following requirements:
- 21 years of age or older
- a Bachelor degree from accredited institution with a minimum of 2.75 GPA in the last 60 credits
- two (2) years of work experience
- Submit an admission application
- Submit three letter of recommendation from your employer or supervisor. A form letter is provided
- Admission interview

Transfer Credits:

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 ana g. méndez, cupey campus. these credits should have been taken in an accredited institution approved with a grade of A or B.

Graduation Requirements

The graduation requirements for all the master's programs are:

- A general grade point average of 3.0
- A grade point average of 3.00 in the specialization courses
- Complete all of the courses of the degree within the academic period in which the student applies for graduation
- Oral and written presentation of a final project, if applicable
- Practicum if applicable

Assessment

The School of Professional Studies has a comprehensive Assessment Plan that focuses on assessment of student learning, program effectiveness, and the student satisfaction with programs, services, and the learning environment. SPS uses the results to improve teaching, learning, and services. The plan includes school-wide assessment through the following activities: student portfolio assessment; end-of-course student evaluation; student representative meetings; and continuous assessment of program activities. Assessment activities are focused on a mission statement, unit level goals that are aligned with institutional goals, objectives, and assessment procedures.

Course Modules

Students have access to a module one to two week prior to the start of every course. This module serves as a content and study-planning guide that complements the regular course textbook and materials. Each module includes the course description and objectives, textbook and materials reference, evaluation guidelines and expectations. It also divides the course content into weekly workshops. Each workshop has its specific objectives and recommended activities to meet those objectives. It also specifies the assignments that students must do prior to every workshop. These assignments include reading assignments, exercises, case studies and projects that prepare students for each workshop. The modules are given out and are available online prior to the first week of class-free of charge-because the student must complete a series of assignments before the first workshop. Thus, the modules structure and combine student's independent work outside of class with guided, objectives-based in-class activities. Students devote an average of fifteen hours a week of independent work, depending on the course and weekly objectives.

The faculty prepares modules after receiving specialized training on module development. In order to prepare modules, faculty must be certified as Module Developers. This thirty-two-hour certification includes workshops in Constructivism, Use of Constructivist Techniques in the Classroom, Internet Resources and Search, Instructional Design, Blackboard I and II and Assessment I and II.

Integrated Services

The service offered is characterized for being personalized and individual, where together, the student and the program associates, go through the steps from admission to registration, according to the particularity of each student. Due to the integration of the different student services, students can process their admission, preliminary validation of transfer credit for their courses, receive orientation and apply for financial aid, receive personalized academic advising, and complete registration in the offices of the AHORA Program. The AHORA Program personnel also offer orientation about other services available and serve as a liaison to other offices at the Universidad Ana G. Méndez, Cupey Campus.

Credit for Experience and Knowledge

The School of Professional Studies recognizes that not all knowledge is acquired in a classroom. The work place is also a learning center; so, knowledge obtained through experience can be evaluated and validated as university credits. Students that have extensive knowledge of the content of a course in their program of studies may obtain credit by passing *challenge exams*.

They must apply for this at the offices of the AHORA Program. The student will receive a study guide prepared for each exam. Students may also obtain credits for knowledge acquired through their experience by means of a *portfolio*. The portfolio consists of an essay that shows that the knowledge obtained through work experience is equivalent to the knowledge that would be obtained in a classroom at university level. To prepare a portfolio, students must have approved six credits in the Program.

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

ADMINISTRATIVE STAFF

RIVERA CORDERO, MILDRED Y.
Associate Vice President and Dean
MBA, Metropolitan University

GUILLIANI, MELISSA
Associate Dean
MPA, University of Puerto Rico

ROCHE, KEILA J.
Associate Dean of Academic Affairs
Med, Universidad del Turabo

VEGA, ALMA I.
Director Curriculum
MA, Interamerican University of Puerto Rico, Metropolitan Campus

VIVONI, JOHANNA
Director of Faculty and Curricular Design
MAEd, Universidad de Puerto Rico, Río Piedras Campus

BURGOS, BRENDA
Director of Assessment & Research
EdD, Nova Southeastern University, Fort Lauderdale, Florida

RODRÍGUEZ, MICHAEL
Curriculum Specialist
MAEd, Universidad del Sagrado Corazón

FIGUEROA, SKARLET
Integrated Services Director

MÓJICA, VILMARIE
Academic Coordinator
MBA, Metropolitan University

CARABALLO, OWILDA
Integrated Services Coordinator
MBA, Metropolitan University

ALMONTE, YANIRA
Integrated Services Coordinator-Bayamón
MBA, Metropolitan University

AYALA, KAREN
Integrated Services Coordinator-Bayamón
MBA, Metropolitan University

GONZÁLEZ NIEVES, GRETCHEN
Integrated Services Coordinator-Aguadilla
BBA, University of Puerto Rico

FACULTY

The School of Professional Studies' (SPS) faculty is selected through a specialized and unique process that certifies that they have the capacity to effectively facilitate learning in an accelerated studies program for adults. Over 1,200 professionals have been certified through this process. Faculty members have professional experience with the trends and practices of their field and have, at least, a master degree in the subject matter. The SPS has a well designed and implemented a Professional Development Faculty Plan. Faculty members received at least 20 contacts hours of professional development. Some faculty members need to be certified as Instructional Module Specialist in order to develop instructional modules. The AHORA Program is for professionals, faculty members, except for the nine regular professors, are all part-time instructors that must have significant professional experience with the trends and practices of their field.

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

COSME, SYLVIA
INSTRUCTOR
MBA, General Business
University of Puerto Rico, Rio Piedras Campus

CRUZ, MAYRA
PROFESSOR
EdD, Instructional Technology and Distance Education

Nova Southeastern University, Fort Lauderdale, Florida

NAVEDO, CHRISTELLA
ASSISTANT PROFESSOR
PhD, Industrial Psychology
University of Puerto Rico, Río Piedras Campus

PADILLA, MARIWILDA
PROFFESOR
EdD, Orientation and Counseling
Inter American University of Puerto Rico, Metropolitan Campus

Master Degree in Business Administration specialty in Accounting

| 42 Credits | Credits |
|------------------------|----------------|
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|--------------------------|----------------|--------------------------------|
| Codification | Credits | Course Title |
| ACCO 506 | 3 | Advanced Cost Accounting |
| ACCO 520 | 3 | Accounting Information Systems |
| ACCO 605 | 3 | International Accounting |
| ACCO 610 | 3 | Advanced Accounting |
| ACCO 620 | 3 | Advanced Accounting II |
| ACCO 705 | 3 | Taxes in Puerto Rico |
| ACCO 706 | 3 | Auditing |
| ACCO 707 | 3 | Federal Income Tax |
| ACCO 710 | 3 | Advanced Auditing |
| ACCO 721 | 3 | Accounting Seminar |
| BUSI 600 | 3 | Federal Business Law |

Master Degree in Business Administration specialty in Finances

| 42 Credits | Credits |
|------------------------|----------------|
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses (The studen will select 15 credits of the specialty course bellow) | | |
|---|----------------|---|
| Codification | Credits | Course Title |
| FINA 615* | 3 | Corporate Finance II |
| FINA 620 | 3 | International Finance |
| FINA 630 | 3 | Investment |
| FINA 640 | 3 | Public Finance and Fiscal Policy |
| FINA 650 | 3 | Finances Markets, Money and Banking |
| FINA 670 | 3 | Risk and Insurance |
| FINA 680 | 3 | Mortgage Financing |
| FINA 690 | 3 | Financial Analysis Using Electronic Spreadsheet |
| ECON 520 | 3 | Managerial Macroeconomics |
| FINA 750* | 3 | Seminar Finance |

Important Note:

***FINA 615 and FINA 750 are requirements for graduation, the student has to take this two courses.**

Master Degree in Business Administration specialty in Human Resources Administration

| | |
|------------------------|----------------|
| 42 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| HURE 640 | 3 | Collective Bargaining |
| HURE 700 | 3 | Organization Design & Structure |
| HURE 710 | 3 | Human Resources Management |
| HURE 720 | 3 | Training Methodology and Design |
| HURE 725 | 3 | Labor Law |
| HURE 730 | 3 | Compensation & Benefits Administrative |
| HURE 740 | 3 | International Human Resources |
| HURE 750 | 3 | Human Resources Seminar |
| MANA 715 | 3 | Supervision and Leadership |

Master Degree in Business Administration specialty in Leadership in Project Management

| | |
|---------------------------------|----------------|
| 42 Credits | Credits |
| Core Courses | 21 |
| Specialty Courses | 18 |
| Specialty and Graduation Course | 3 |

| Core Courses | | |
|---------------------|---------|---|
| Codification | Credits | Course Title |
| ACCO 503 | 3 | Financial and Managerial Accounting |
| BUSI 605 | 3 | Business Research Methods |
| ECON 519 | 3 | Managerial Economics |
| FINA 503 | 3 | Corporate Finance I |
| MANA 501 | 3 | Organizational Behavior |
| MARK 511 | 3 | Marketing Management |
| STAT 555 | 3 | Statistics for Managerial Decision Making |

| Specialty Courses (The student will select 18 credits from the pool of courses) | | |
|--|---------|---|
| Codification | Credits | Course Title |
| PRMG 600 | 3 | Operation Management |
| PRMG 601 | 3 | Project Scope and Time Management |
| PRMG 602 | 3 | Project Cost Management |
| PRMG 603 | 3 | Project Quality Management |
| PRMG 604 | 3 | Project Human Resources and Risk Management |
| PRMG 606 | 3 | Project Procurement Management |
| PRMG 607 | 3 | Project Communication Management |
| PRMG 608 | 3 | Using IT Applications in Project Management |

| Specialty and Graduation Course | | |
|--|---------|--------------------------------|
| Codification | Credits | Course Title |
| PRMG 605 | 3 | Project Integration Management |

Master Degree in Business Administration specialty in Management and Strategic Leadership

| 42 Credits | Credits |
|----------------------|---------|
| Core Courses | 21 |
| Specialty Courses | 18 |
| Free Elective Course | 3 |
| Graduation Course | 3 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| ACCO 503 | 3 | Financial and Managerial Accounting |
| ECON 519 | 3 | Managerial Economics |
| FINA 503 | 3 | Corporate Finance I |
| MANA 501 | 3 | Organizational Behavior |
| MANA 600 | 3 | Business Policy and Ethics |
| MARK 511 | 3 | Marketing Management |
| STAT 555 | 3 | Statistics for Managerial Decision Making |

| Specialty Courses | | |
|-------------------|---------|--|
| Codification | Credits | Course Title |
| STGM 600 | 3 | Leadership and Entrepreneurial Vision |
| STGM 601 | 3 | Strategic Management |
| STGM 602 | 3 | Technological Applications and Information Systems |
| STGM 603 | 3 | Entrepreneurial Communication |

| Free Elective Courses (The student will select one course) | | |
|--|---------|---|
| Codification | Credits | Course Title |
| STGM 604 | 3 | Organizations in a Global Economy |
| STGM 608 | 3 | Strategies for Change, Professional and Entrepreneurial Development |

| Graduation Course | | |
|-------------------|---------|---------------------|
| Codification | Credits | Course Title |
| BUSG 655 | 3 | Integration Seminar |

Master Degree in Business Administration specialty in Marketing

| | |
|------------------------|----------------|
| 42 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 15 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|--------------------------|----------------|---------------------------------------|
| Codification | Credits | Course Title |
| MARK 601 | 3 | Design and Development of New Product |
| MARK 605 | 3 | Consumer Behavior |
| MARK 610 | 3 | Marketing Research |
| MARK 615 | 3 | Advertising and Sales Promotion |
| MARK 620 | 3 | Services Marketing |
| MARK 640 | 3 | Sales Force Management |
| MARK 701 | 3 | International Marketing |
| MARK 740 | 3 | Marketing Seminar |

Master Degree in Business Administration specialty in Technology and Information Systems

| | |
|------------------------|----------------|
| 45 Credits | Credits |
| Core Courses | 24 |
| Specialty Courses | 18 |
| Free Electives Courses | 3 |

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

| Specialty Courses | | |
|--------------------------|---------|--|
| Codification | Credits | Course Title |
| SITI 550 | 3 | Information Technology Applications |
| SITI 610 | 3 | Data Base Design and Administration |
| SITI 620 | 3 | Communications Networks Design and Administration |
| SITI 630 | 3 | Information Systems Analysis and Planning |
| SITI 710 | 3 | Systems Design Implementation and Information Management |
| SITI 720 | 3 | Systems Administration and Information Management |
| SITI 730 | 3 | Controls, Auditing and Security |
| SITI 740 | 3 | Electronic Business Creation |
| SITI 750 | 3 | Technologies and Systems Integration to the Organization Functions |

Master Degree in Education specialty in Curriculum and Teaching

| 36 Credits | Credits |
|--------------------|----------------|
| Core Courses | 9 |
| Specialty Courses | 21 |
| Directed Electives | 6 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| EDUC 501 | 3 | Principles and Systematic Development of the Curriculum |
| EDUC 504 | 3 | Theories of Learning and Cognitive Development |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 512 | 3 | Educational Innovations and Strategies |

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| EDUC 503 | 3 | Evaluation of Curriculum and Instruction |
| EDUC 513 | 3 | Assessment, Measurement, and Evaluation |
| EDUC 526 | 3 | Curriculum Design and Planning |
| EDUC 576 | 3 | Teaching Models and Systems |
| EDUC 502 | 3 | Management of the Classroom and School as a Learning Community |
| COIS 600 | 3 | The Computer as an Instructional Resource |
| EDUC 709 | 3 | Thesis: Documentary Research |

| Directed Elective Courses | | |
|----------------------------------|----------------|--|
| Codification | Credits | Course Title |
| EDUC 507 | 3 | Philosophy, Critical Thinking and Education |
| EDUC 532 | 3 | Administration and Supervision in Special Education Programs |
| EDUC 542 | 3 | Comparative Education |
| EDUC 543 | 3 | Culture and Education |
| EDUC 545 | 3 | Informatics and Society |
| EDUC 610 | 3 | Education of the Exceptional Child |
| EDUC 525 | 3 | Statistics for Social and Educational Evaluation |

Master Degree in Education specialty in Educational Administration and Supervision

| 39 Credits | Credits |
|--------------------|---------|
| Core Courses | 12 |
| Specialty Courses | 24 |
| Directed Electives | 3 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| EDUC 501 | 3 | Principles and Systematic Development of the Curriculum |
| EDUC 504 | 3 | Theories of Learning and Cognitive Development |
| EDUC 505 | 3 | Methods for Educational Research |
| EDUC 512 | 3 | Educational Innovations and Strategies |

| Specialty Courses | | |
|-------------------|---------|---|
| Codification | Credits | Course Title |
| EDUC 620 | 3 | Concepts, Processes and Principles of Educational Administration |
| EDUC 621 | 3 | Educational Theories, Practices and Trends |
| EDUC 622 | 3 | Leadership: Its Future Perspective on Educational Administration |
| EDUC 623 | 3 | Educational Policy: Management of Funds and Processes |
| EDUC 624 | 3 | Contemporary and Futuristic Supervision Practices |
| COIS 625 | 3 | Computerized Systems in Educational Administration |
| EDUC 702 | 3 | Practicum in Administration and Supervision at the Elementary Education Level (K-6) |
| EDUC 704 | | Practicum in Administration and Supervision at the Secondary Education Level (7-12) |
| EDUC 709 | 3 | Thesis: Documentary Research |

| Directed Elective Courses | | |
|---------------------------|---------|--|
| Codification | Credits | Course Title |
| EDUC 532 | 3 | Administration and Supervision in Special Education Programs |
| EDUC 541 | 3 | History of Education |
| EDUC 542 | 3 | Comparative Education |
| EDUC 543 | 3 | Culture and Education |
| EDUC 545 | 3 | Informatics and Society |
| EDUC 610 | 3 | Education of the Exceptional Child |
| COIS 600 | 3 | The Computer as an Instructional Resource |

Master Degree in Health Services Administration specialty in Health Services Management

| 42 Credits | Credits |
|---------------------------------|---------|
| Core Courses | 24 |
| Specialty Courses | 15 |
| Specialty and Graduation Course | 3 |

| Core Courses | | |
|--------------|---------|---|
| Codification | Credits | Course Title |
| HESM 500 | 3 | Leadership and Organizational Behavior in Health Services |
| HESM 510 | 3 | Strategic Planning in Health Services Organizations |
| HESM 520 | 3 | Fundamentals of Accounting and Finance in Health Services |
| HESM 530 | 3 | Economy in the Healthcare Market |
| HESM 540 | 3 | Health Service Information Systems |
| HESM 550 | 3 | Research Methods in Health Services Management |
| HESM 560 | 3 | Applied Biostatistics |
| HESM 570 | 3 | Fundamentals of Epidemiology |

| Specialty Courses (The student will select 18 credits from the pool of courses) | | |
|---|---------|---|
| Codification | Credits | Course Title |
| HEMG 600 | 3 | Fundamentals in the evaluation of Health Services |
| HEMG 610 | 3 | Legal and Ethical Issues in the Evaluation of Health Services |
| HEMG 620 | 3 | Quality Management in Health Services |
| HEMG 630 | 3 | Evaluation Models Analysis |
| HEMG 640 | 3 | Effectives Strategies for the Evaluation of Health Services |

| Specialty and Graduation Course | | |
|---------------------------------|---------|--|
| Codification | Credits | Course Title |
| HEMG 650 | 3 | Final Project: Development of and Evaluation Model for Health Services |

Master Degree of Education in Montessori Curriculum Development and Teaching

| 36 Credits | Credits |
|----------------------|---------|
| Core Courses | 18 |
| Specialty Courses | 15 |
| Investigation Course | 3 |

| Core Courses | | |
|--------------|---------|--|
| Codification | Credits | Course Title |
| EDUC 501 | 3 | Systematic Curriculum Development |
| EDUC 502 | 3 | Management of the Classroom and School as a Learning Community |
| EDUG 521 | 3 | Introduction to the Foundations and Methodology of Alternative Education |
| EDUG 527 | 3 | Multilevel Curriculum Planning and Design |
| MONC 600 | 3 | Montessori Methodology and the Cognitive Development |
| MONC 605 | 3 | Montessori Teacher |

| Specialty Courses | | |
|-------------------|---------|--|
| Codification | Credits | Course Title |
| EDUC 513 | 3 | Assessment, Measurement, and Evaluation |
| MONC 610 | 3 | Design of Montessori Curriculum and Teaching Strategies for Arts, History and Humanities |
| MONC 620 | 3 | Design of Montessori Curriculum and Teaching Strategies for Language Arts |
| MONC 630 | 3 | Design of Montessori Curriculum and Teaching Strategies for Mathematics and Science |
| MONC 640 | 3 | The Five Great Lessons |

| Investigation Course | | |
|----------------------|---------|--------------------|
| Codification | Credits | Course Title |
| MONC 670 | 3 | Montessori Project |

Courses Description

ACCO 503

Financial and Managerial Accounting

Three Credits:

Prerequisites: ACCO 500 or Baccalaureate Accounting

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. Use of electronic spreadsheet.

ACCO 506

Advanced Cost Accounting

Three Credits

Prerequisites: ACCO 503

Analysis and applications of cost accounting techniques in 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, job costing, process costing, joint cost, variable costing, standard costing, and variance analysis.

ACCO 520

Accounting Information Systems

Three Credits

Prerequisites: ACCO 503

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

ACCO 605

International Accounting

Three Credits:

Prerequisites: ACCO 503, FINA 503

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

ACCO 610**Advanced Accounting****Three Credits****Prerequisites: ACCO 503**

Generally accepted accounting principles for corporations and partnerships. Emphasis in consolidations and issues related to other business combinations. Consolidated financial statements. Creation, operation and liquidation of partnership. Financial statements for partnership organizations. Prerequisite: Acco 503

ACCO 620**Advanced Accounting II****Three Credits****Prerequisites: ACCO 610**

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

ACCO 705**Taxes in Puerto Rico****Three Credits****Prerequisites: ACCO 503**

The study of the 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); real and personal property taxes, municipal license tax, and the sales and usage tax (IVU in Spanish). Aspects of recent changes of the income tax law. Use of computerized programs.

ACCO 706**Auditing****Three Credits****Prerequisites: ACCO 503**

The study of financial statements audit, from a theoretical perspective. It includes the generally accepted auditing standards (GAAS), and attestation standards: the standard audit report and other 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 system on financial information as required by the GAAS and the Public Company Accounting Oversight Board (PCAOB), tests of controls, substantive tests, other audit procedures, evidence, and subsequent events.

ACCO 707**Federal Income Tax****Three Credits****Prerequisites: ACCO 503**

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.

ACCO 710

Advanced Auditing

Three Credits

Prerequisites: ACCO 706

The application of the generally accepted auditing standards (GAAS), and of the statutory and common law in the design and performance of simulations 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 and 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. Use of computerized applications and/or electronic spreadsheets.

ACCO 721

Accounting Seminar

Three Credits

Prerequisites: 12 credits specialty in Accounting

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 a recent accounting issue is required.

BUSI 600

Federal Business Law

Three Credits

Prerequisites or Co requisites: None

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

BUSG 655

Integration Seminar

Three Credits

Prerequisites: All core courses and specialty courses

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

COIS 600

The Computer as an Instructional Resource

Three Credits

Prerequisites or Co requisites: None

This course will prepare the teacher to integrate technology in the classroom. Will study typical computer models, its basic internal structure and the peripheral equipment necessary. Will present

elements that teachers should consider to integrate computers as an instructional tool in their classes. The fundamentals of how the students learn through the computer and the development of an adequate instructional design in the production of computerized materials will be studied. Part of the laboratory experience will be revising computerized instructional programs on different curriculum levels, use of the information web on the Internet as an instructional tool, and the alternative of Teaching from Afar using the computer.

ECON 519

Managerial Economics

Three Credits

Prerequisites or Co requisites: None

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

ECON 520

Managerial Macroeconomics

Three Credits

Prerequisites: ECON 519

Study of macroeconomic 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.

EDUC 501

Principles and Systematic Development of the Curriculum

Three Credits

Prerequisites or Co requisites: None

Study of the fundamentals, principles and practices of the curriculum development. Reading and discussion of the curriculum formulation and production processes. Analysis of the present problems of the contents as well as the curriculum structure in the modern education and its application to the actual Puerto Rican educational system.

EDUC 502

Management of the Classroom and School as a Learning Community

Three Credits

Prerequisites: None

Critical study and analysis of classroom and school management as a learning community. Included themes discussion such as educational system restoration, the classroom as a laboratory, decentralization, total quality philosophy, the school autonomy, open school systems and instructional leadership.

EDUC 503**Evaluation of Curriculum and Instruction****Three Credits****Prerequisites: EDUC 513, EDUC 526, EDUC 576**

The study and analysis of the principles that guide the different curricular evaluation strategies in both aspects: the formative and the summative. This course includes the analysis of the recommended methodologies for the curricular evaluation, selection and application of strategies and curricular evaluation models.

EDUC 504**Theories of Learning and Cognitive Development****Three Credits****Prerequisites or Co requisites: None**

Study and analysis of the cognitive development and learning theories with emphasis in the investigation and discussion of the teaching and learning styles that have been scientifically proven as successful models. Study and discussion of these models to identify the theory foundation that support them, as well as their application to the pedagogic practice of the participants.

EDUC 505**Methods for Educational Research****Three Credits****Prerequisites or Co requisites: None**

Introduction to the concepts and procedures of an educational research. Will study the nature and purposes of research: designs, investigation instruments and methods for interpreting data. Emphasis on the planning, writing and evaluation of different types of research and their contribution to the educational field.

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****Prerequisites or Co requisites: None**

Contemporary and future tendencies, curriculum models and paradigms, and educational philosophy and changes. It includes educational reform concepts and recent results of educational investigations.

EDUC 513**Assessment, Measurement, and Evaluation****Three Credits****Prerequisites or Co requisites: None**

Study of the assessment, measurement and evaluation techniques applied to the teaching process. Emphasis in the adequate planning for assessment and for making and analyzing tests and other instruments of pedagogic evaluation.

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 525**Statistics for Social and Educational Evaluation****Three Credits****Prerequisites or Co requisites: None**

Includes knowledge and skills of descriptive and inferential statistics as psychometric and resources at a graduate level. Application of statistical methods on the design, testing, use and interpretation of learning measurements and other measurement instruments with emphasis in education, physical education and recreation.

EDUC 526**Curriculum Design and Planning****Three Credits****Prerequisites: EDUC 504, EDUC 501**

Study and analysis of the curriculum design. Emphasis on diverse approaches teaching-learning situations. Study of curriculum planning as a basic instrument to effectively understand the aspects and issues related with the curriculum. Familiarize the student with new theories and principles related with curriculum design.

EDUC 531**Legal Issues and Trends in Special Education****Three Credits****Prerequisites or Co requisites: None**

Knowledge, analysis and discussion of current federal and state legislation in special education.

EDUC 532**Administration and Supervision in Special Education Programs****Three Credits****Prerequisites or Co requisites: None**

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

EDUC 534**Teaching Reading and Writing to Children with Learning Disabilities****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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

EDUC 541**History of Education****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

Comparative study of different contemporary educational systems. Examine the significant differences and similarities between educational politics and practices. Analyze the Puerto Rican educational system compared with other systems.

EDUC 543**Culture and Education****Three Credits****Prerequisites or Co requisites: None**

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 related 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****Prerequisites or Co requisites: None**

Analysis of the teaching systems and models, the traditional and innovative teaching strategies, and their adaptation according to the student's aptitudes. Emphasis will be given to: the cognitive development, the learning styles, the teaching models and the application of Deming's philosophy, and Total Quality Management for teaching in the classroom.

EDUC 610**Education of the Exceptional Child****Three Credits****Prerequisites or Co requisites: None**

Requirements and legislative principles of the federal and state laws that protect the exceptional child. Study of the physical, social, emotional and educational characteristics of the different exceptions. Methods and instructional materials for the exceptional child.

EDUC 611**The Education of the Mildly Handicapped Child****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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

EDUC 613**Preschool Education of the Exceptional Child****Three Credits****Prerequisites or Co requisites: None**

It is the comprehensive study of the physical, social, emotional, cognitive, and language developmental aspects of exceptional children, when participating in a preschool environment. Emphasizes on the early intervention (B-2 years) and Preschool Special Education (3-4 years) for infants, toddlers and preschoolers with special needs, diverse capabilities, and exceptionalities. This course also covers the evaluation and creation processes and practices of assessment, curriculum (ISFP), teaching strategies, learning materials, and technology, these children.

EDUC 616**Assessment, Measurement and Evaluation in Special Education****Three Credits****Prerequisites: Approved nine (9) core credits and nine (9) credits in the specialty**

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 and all the dispositions related with evaluation. Also, criterion, normalize and no normalize evaluation forms and assessments strategies in Special Education.

EDUC 617**Curriculum and Teaching Methods in Special Education****Three Credits****Prerequisites or Co requisites: None**

Development and practice of the competencies and standards related to the creation and implementation of curriculum and teaching strategies in special education. The students acquire a historical perspective of the curriculum as a field of study and examine various theories of curriculum design. They evaluate curriculum practices of the special education program. Also, study the relationship between curriculum, assessment and the individualized educational programs (IEP). The course provides for the profound analysis of appropriate teaching strategies and methods for exceptional students.

EDUC 618**Research Seminar****Three Credits****Prerequisites: EDUC 505**

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 current research in the specialties of each student is examined: their assumptions, research methodologies, data interpretation techniques and presentation styles. The seminar requires a literature review on a research topic of student's interest.

EDUC 620**Concepts, Processes and Principles of Educational Administration****Three Credits****Prerequisites or Co requisites: None**

Concepts, processes, and principles of administration. Its applications for educational institutions, organizations and agencies. One term, three hours per week.

EDUC 621**Educational Theory, Practice and Trends****Three Credits****Prerequisites or Co requisites: None**

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

EDUC 622**Leadership: Its Future Perspective on Educational Administration****Three Credits****Prerequisites or Co requisites: None**

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 strengthen 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****Prerequisites: EDUC 620**

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

EDUC 702**Practicum in Administration and Supervision at the Elementary Education Level (K-6)****Three Credits**

Each student is assigned to an accredited educational institution under the guidance of a school superintendent, supervising principal, or official of an educational organization who serves as a supervising administrator. The student's activities include field experiences 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: Documentary Research****Three Credits****Prerequisites: Final requirement for all Master's degrees in Education**

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

EDUC 905**Dissertation****Three Credits****Prerequisites: EDRE 900**

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 906**Dissertation****Three Credits****Prerequisites: EDRE 900**

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****Credits: None****Prerequisites: EDRE 964**

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.

EDUC 986**Comprehensive Test****Credits: None****Prerequisites: All courses**

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.

EDUG 521**Introduction to the Foundations and Methodology of Alternative Education****Three Credits****Prerequisites or Co requisites: None**

Study of the theoretical foundations of alternative education, multilevel and schools without levels. Methodological concepts of instructional design integration that meets Puerto Rico educational standards and the Common Core Standards. Students will analyze multilevel and alternative education class plans, to ensure they meet the cognitive, emotional and motor development skills, in a teaching and learning process. They will compare traditional and nontraditional (alternative and Montessori) educational plans, as a curriculum research strategy. Analysis of foundations, challenges and controversies of the multilevel methods.

EDUG 527**Multilevel Curriculum Planning and Design****Prerequisites: EDUC 501**

Curricular design for differentiated learning. Analysis of the method and integration of Core Standards in a multilevel specialized curriculum. The study of the common core standards of federal education system and its application to the Montessori curriculum will be an essential part of this course.

FINA 503**Corporate Finance I****Three Credits****Prerequisites: STAT 555**

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****Prerequisites: FINA 503**

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.

FINA 620**International Finance****Three Credits****Prerequisites: FINA 503**

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 economic exposure; direct foreign investment; and financing international trade.

FINA 630**Investment****Three Credits****Prerequisites: FINA 503 and ECON 519**

Evaluate different investment strategy and investment portfolio structure in order to maximize the outcome considering different economics situation and individual objectives. Asset and debt analysis and evaluation of a company. Performance risk of diverse investment, financial analysis, stock market, governmental politics and investment in the international market.

FINA 640**Public Finance and Fiscal Policy****Three Credits****Prerequisites: FINA 503**

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

FINA 650**Finances Markets, Money and Banking****Three Credits****Prerequisites: FINA 503**

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.

FINA 670**Risk and Insurance****Three Credits****Prerequisites: STAT 555**

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 no speculative (insurable) risk. Includes product liability, property damage and bodily injury in the business environment.

FINA 680**Mortgage Financing****Three Credits****Prerequisites: FINA 503**

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.

FINA 690**Financial Analysis Using Electronic Spreadsheet****Three Credits****Prerequisites: FIAN 615, FINA 630**

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

FINA 750**Seminar Finance****Three Credits****Prerequisites: 9 Specialty credits and completed core courses. Take the external assessment tests (2014 onwards)**

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.

HEMG 600**Fundamentals in the Evaluation of Health Services****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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****Prerequisites: HEMG 600, HESM 550**

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

HEMG 640**Effectives Strategies for the Evaluation of Health Services****Three Credits****Prerequisites: HEMG 600, HESM 550**

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

HEMG 650**Development of and Evaluation Model for Health Services****Three Credits****Prerequisites: All core courses, specialty courses and programmer authorization**

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.

HESM 500**Leadership and Organizational Behavior in Health Services****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisites: None**

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****Prerequisites or Co requisite: None**

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****Prerequisites: HESM 520**

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

HESM 540**Health Service Information Systems****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites: HEMG 600, HESM 560, HESM 570**

Summary of research methods that apply to the management of health services, students will analyze the various research designs and conduct quantitative or qualitative studies. Students will be strengthened between the drafting process 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****Prerequisites or Co requisites: None**

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

Prerequisites or Co requisites: None

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.

HURE 700

Organization Design & Structure

Three Credits

Prerequisites: MANA 501

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 cultures its work, and motivates 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.

HURE 710

Human Resources Management

Three Credits

Prerequisites or Co requisites: None

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 cultures its work, and motivates 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.

HURE 720

Training Methodology and Design

Three Credits

Prerequisites: HURE 710 and MANA 501

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.

HURE 725**Labor Law****Three Credits****Prerequisites: HURE 710**

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, the constitutional rights, minimum wage laws, anti-discriminatory laws, unemployment protection laws, health and occupational safety laws, labor laws updates.

HURE 730**Compensation & Benefits Administrative****Three Credits****Prerequisites: MANA 501**

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 firm's 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.

HURE 740**International Human Resources****Three Credits****Prerequisites: HURE 710**

The International Human Resource (IHR) has formed a vital practice in the life and growth of enterprises. Globalization has forced companies to use new tactics in business matters. This course introduces the student to the field of IHR, mega-tendencies and globalization. We will study the historical evolution of the multinational corporation, as well as the current organizational strategies and structures used by many of these corporations. Then, we will identify different parts of national work markets with a view to use them to upgrade IHR viability. Finally, it focuses on the functional aspects of international human resource management.

HURE 750**Human Resources Seminar****Three Credits****Prerequisites: 12 credits in Human Resource specialization**

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, discussion of articles, cases, sections of new books on human resources and other sources of current information the field of human resources and other sources 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.

MANA 501**Organizational Behavior****Three Credits****Prerequisites or Co requisites: None**

Study of individual, and 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****Prerequisites: Have approved 18 core MBA 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.

MANA 720**Operations Management****Three Credits****Prerequisites: STAT 555**

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

MARK 511**Marketing Management****Three Credits****Prerequisites or Co requisites: None**

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 diverse market components.

MARK 601**Design and Development of New Products****Three Credits****Prerequisites: MARK 511**

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

MARK 605**Consumer Behavior****Three Credits****Prerequisites: MARK 511**

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.

MARK 610**Marketing Research****Three Credits****Prerequisites: MARK 511 & STAT 555**

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.

MARK 615**Advertising and Sales Promotion****Three Credits****Prerequisites: MARK 511**

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

MARK 620**Service Marketing****Three Credits****Prerequisites: MARK 511**

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.

MARK 640**Sales Force Management****Three Credits****Prerequisites: MARK 511**

Study of the decisions involved in designing a sales force: objectives, strategy, 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.

MARK 701**International Marketing****Three Credits****Prerequisites: MARK 511**

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.

MARK 740**Marketing Seminar****Three Credits****Prerequisites: Have passed 12 specialty credits taking external appraisal tests (2014 onwards).**

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.

MONC 600**Montessori Methodology and the Cognitive Development****Three Credits****Prerequisites: EDUG 527**

Study of the philosophy, theory and teaching strategies of the Montessori Method, and its relation to the curriculum materials development for a multilevel classroom. The Planes of Development will be studied and researched as well as routines and methodology strategies.

MONC 605**Montessori Teacher****Three Credits****Prerequisites or Co requisites: None**

Study of the functions of the Montessori Teacher in the classroom. The environment prepared for a Montessori classroom requires of a facilitator/guide instead of a teacher. He/She leads the student to a self-discipline and self-management process, and its primary function is the detailed observation of classwork. Offers sessions individually, to small and whole groups. The student will know the fundamental characteristics of a Montessori Teacher, the skills needed to develop and the scientific fundamentals that support the functions of this facilitator.

MONC 610**Design of Montessori Curriculum and Teaching Strategies for Arts, History and Humanities****Three Credits****Prerequisites: EDUC 513, MONC 600**

Design and development of History, Arts and Humanities curriculum. Multilevel Lesson Plans will be created and teaching strategies will be demonstrated and practiced using differentiated learning. Routines, narrative and assessment are integrated according to the Montessori Method.

MONC 620**Design of Montessori Curriculum and Teaching Strategies for Language Arts****Three Credits****Prerequisites: EDUC 513, MONC 600**

Design and development of Language Arts curriculum (Spanish and English) and multilevel plans will be created. Teaching strategies will be demonstrated and practiced for small groups and whole group and curriculum design according to the methodology will be created. A Socratic Seminar in English and Spanish will be developed, as a strategy of critical thinking, reading development, and decision-making, taking stand and analysis. Students will practice reading interpretation throughout literary circles.

MONC 630**Design of Montessori Curriculum and Teaching Strategies for Mathematics and Science****Three Credits****Prerequisites: EDUC 513, MONC 600**

Design and development of science and math curriculum integrating academic standards and expectations. Multilevel lesson plans will be created, analyzed and evaluated. Teaching strategies will include demonstrations, individual practice and small group sessions.

MONC 640**The Five Great Lessons****Three Credits****Prerequisites: EDUC 513, MONC 600**

Research, design and development of the most significant events in the history of mankind and the world. These events are summarized into five major lessons of the Montessori curriculum. Students will develop at least one of the five events, using a Montessori impressionist presentation.

MONC 670**Montessori Project****Three Credits****Prerequisites: 33 approved credits**

Research work culminating in the development of curriculum and materials in the field of student's area of expertise. The project must include one of the five great lessons integrated into the curriculum of student's discipline, or the development of Pedagogy of the Place. The Pedagogy of the Place must integrate two or more disciplines. Students will be required to do a presentation of the project to a panel of experts.

PRMG 530**Introduction to Project Management****Three Credits****Prerequisites or Co requisites: None**

Analysis of processes related to Project 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 600**Operation Management****Three Credits****Prerequisites or Co requisites: None**

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

PRMG 601**Project Scope and Time Management****Three Credits****Prerequisites or Co requisites: None**

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

PRMG 602**Project Cost Management****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites: PRM 601**

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

PRMG 604**Project Human Resources and Risk Management****Three Credits****Prerequisites or Co requisites: None**

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****Three Credits****Prerequisites: All core and specialty courses**

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

PRMG 606**Project Procurement Management****Three Credits****Prerequisites: PRMG 602, PRMG 604**

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

PRMG 607**Project Communication Management****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites: PRMG 601, PRMG 602**

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.

PRMG 640**Program Management II: Project Planning****Three Credits****Prerequisites: PRMG 530**

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.

SITI 500**Introduction to Information Technology and Systems****Three Credits****Prerequisites: Previous evaluation of the expedient**

Study of information systems and technologies used in corporations, with emphasis on functional aspects and interrelations between technologies. New technologies related to infrastructure, programming languages, and emerging trends in technologies are studied. The analysis and design of systems and applications, as well as control structure and ethical conduct is discussed. Students make use of technological tools and languages like database management systems, Project planning software, and process diagramming software, among others. This course is a prerequisite for students admitted to the master's program that do not have the basic programming knowledge or formation.

SITI 501**Object Oriented Programming****Three Credits****Prerequisite: Previous evaluation of the expedient**

Study of object-oriented programming concepts and techniques using modern development tools. Algorithm and program design techniques and steps are studied, as well as pseudocode, hierarchy diagrams and interface design. Program and operating cycle like input-process-output, arithmetic and control structure, arrays, subprograms and file management are explored and practiced. Students apply learned concepts by designing and developing programs using an object-oriented development tool. This course is a prerequisite for students admitted to the graduate program, that do not have the basic programming knowledge.

SITI 550**Information Technologies Applications****Three Credits****Prerequisites or Co requisites: None**

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 common processes of 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 Bases Design and Administration****Three Credits****Prerequisites: SITI 550**

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 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.

SITI 620**Communication Networks Design and Administration****Three Credits****Prerequisites: SITI 550**

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

SITI 630**Information Systems Analysis and Planning****Three Credits****Prerequisites: SITI 610**

Planning, analysis, requirement preparation and modeling of information systems. Study of the system life cycle and the process of identifying, selecting and analyzing the viability of the developing systems. Covers the recompilation and organization of data about processes being implemented in the organization. Definition of functional, technique and other type of requirements. The support tools used in the process are also studied. Emphasis is given to both technical aspects and administrative considerations of the process. Students practice the concepts and techniques for a system developing a proposal using the requirement of a system.

SITI 710**Information Systems Design and Implementation Management****Three Credits****Prerequisites: SITI 630**

The course describes and illustrates the design, testing and implementation phases of an information system. Interface design (screens, forms and reports), data and process design, both manual and automated are explored. Other topics studied are program design, testing, implementation and user support, as well as support tools. Emphasis is made in technical and managerial issues. Students applied the discussed concepts and techniques by designing and implementing a system focused on prototypes.

SITI 720**Systems Administration and Information Management****Three Credits****Prerequisites: SITI 710**

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 project management, as well as the tools utilized in this process. Students utilize a project management tool to prepare a plan for administering the project, including the activities, times and resources to be used.

SITI 730**Control, Auditing and Security****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites: SITI 710**

Elective graduate course about the design and creation of businesses over the Internet. Strategies and technologies for electronic business creation are studied, as well as the legal, ethical, privacy, security and taxable issues for this type of business. Students design a business plan for an electronic business design and implementation.

SITI 750**Technologies and Systems Integration to Organization Functions****Three Credits****Prerequisites: SITI 710**

This course integrates the acquired knowledge about the technologies and information systems through the preparation of project on systems development to an organization. The project will consist on the study of the operations of a functional area within a company, the definition of a system that satisfies the needs of this area, and the preparation of a prototype for a system that meets these requirements.

At the end of the course, the student will document in a report the process followed to develop this project and the final results achieved.

STAT 555

Statistics for Managerial Decision Making

Three Credits

Prerequisites or Co requisites: None

Covers basic statistical skills necessary in functional areas of business administration, including descriptive statistics, probability, probability distributions, sampling, estimation, statistical inference, and Bayesian principles. Also, computer programs are used to obtain the solutions. Support tools used in these processes are also studied. Emphasis is given to both technical aspects and administrative considerations. Students practice the concepts and techniques to achieve solutions for each statistical system.

STMG 600

Leadership and Entrepreneurial Vision

Three Credits

Prerequisites or Co requisites: None

Analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organization's vision and mission. The course includes theoretical and analytical studies of types of leadership strategies, leadership styles and organizational context in which the leader works. Human resources strategies for empowerment and their impact in the organizational culture are also explored. Application of theoretical knowledge in relation to individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuous changing global environment.

STMG 601

Strategic Management

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

The course develops strategic management skills in entrepreneurial leaders for the operational integration of different information resources. It allows for the identification, analysis and evaluation of alternatives for the improvement of the organizations' effectiveness. The course also emphasizes the importance of technology for strategic planning and problem solving. This course focuses in the development and application of the knowledge and skills needed to understand, evaluate and make decisions related with information systems.

STMG 603**Entrepreneurial Communication****Three Credits****Prerequisites or Co requisites: None**

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 analyze 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****Prerequisites or Co requisites: None**

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

STMG 608**Strategies for Change, Professional and Entrepreneurial Development****Three Credits****Prerequisites or Co requisites: None**

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.

School of Social Science, Humanities and Communications

SCHOOL OF SOCIAL SCIENCE, HUMANITIES AND COMMUNICATIONS

GRADUATE PROGRAM

In accordance with the mission of Universidad Ana G. Méndez, Cupey Campus, 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:

DOMENECH CRUZ, ROXANNA

Acting Dean and Professor

PhD, Centro de Estudios Avanzados de Puerto Rico y el Caribe

MA, University of Massachusetts/Amherst

BA, Smith College

MAMBRÚ TAVAREZ, VILMANIA G.

Director of Graduate Programs

PsyD, Carlos Albizu University

MA, Carlos Albizu University

BA, Metropolitan University

NIEVES AGOSTO, MAYRA

Director of the Social Work Program and Professor

MSW, University of Puerto Rico

BA, University of Puerto Rico

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 test "*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 Ana G. Méndez, Cupey Campus. 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 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:
 - i. Official transcripts of all university studies.
 - ii. 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 Ana G. Méndez, Cupey Campus. 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 79.5)
4. Have no debts with the University.

Master Degree of Arts specialty in Counseling Psychology

| 60 Credits | Credits |
|----------------------------|---------|
| Core Courses | 30 |
| Specialty Courses | 27 |
| Directed Electives Courses | 3 |

| Core Courses | | |
|--------------|---------|--|
| Codification | Credits | Course Title |
| PSYC 600 | 3 | Biological Psychology |
| PSYC 601 | 3 | Evolutionary Psychology |
| PSYC 602 | 3 | Applied Statistics in Psychology |
| PSYC 603 | 3 | Learning and Cognition |
| PSYC 604 | 3 | Personality |
| PSYC 605 | 3 | Psychopathology |
| PSYC 606 | 3 | Advanced Social Psychology |
| PSYC 607 | 3 | Measurement and Construction Psychological Testing |
| PSYC 608 | 3 | Foundations of Research: Methods and Psychological Research Techniques |
| PSYC 709 | 3 | Research Seminar |

| Specialty Courses | | |
|-------------------|---------|--|
| Codification | Credits | Course Title |
| PSYC 612 | 3 | Counseling I: Professional Issues in Counseling Psychology |
| PSYC 613 | 3 | Counseling II: Models and Psychological Counseling Techniques |
| PSYC 614 | 3 | Theory and Techniques of Measurement and Assessment |
| PSYC 615 | 3 | Consulting and Supervision |
| PSYC 616 | 3 | Programs Evaluation |
| PSYC 621 | 3 | Legal and Professional Ethical Issues in Counseling Psychology |
| PSYC 711 | 3 | Practicum in Counseling Psychology I |
| PSYC 712 | 3 | Practicum in Counseling Psychology II |
| PSYC 713 | 3 | Practicum in counseling Psychology III |

| Directed Electives Courses | | |
|----------------------------|---------|--|
| Codification | Credits | Course Title |
| PSYC 617 | 3 | Hypnosis |
| PSYC 618 | 3 | Psychological Counseling and Human Sexuality |
| PSYC 619 | 3 | Behavior Modification |

| Codification | Credits | Course Title |
|--------------|---------|--------------------|
| PSYC 700 | 0 | Comprehensive Exam |

Master Degree of Arts in Criminal Justice specialty in Crime Prevention and Delinquency

| 36 Credits | Credits |
|----------------------------|----------------|
| Core Courses | 15 |
| Specialty Courses | 12 |
| Directed Electives Courses | 6 |
| Free Electives Courses | 3 |

| Core Courses | | |
|---------------------|----------------|---|
| Codification | Credits | Course Title |
| CRIM 502 | 3 | Research Seminar and Computer Use in Social Investigation |
| CRIM 504 | 3 | Methods of Social Investigation |
| CRIM 505 | 3 | Design and Evaluation of Criminal Justice Programs |
| CRIM 507 | 3 | Criminal Justice System of Puerto Rico |
| CRIM 501 | 3 | Human Rights in the Contemporary World |

| Specialty Courses | | |
|--------------------------|----------------|--|
| Codification | Credits | Course Title |
| CRIM 600 | 3 | Basic International Documents for Crime Prevention |
| CRIM 601 | 3 | Crime and Delinquency Prevention Strategies |
| CRIM 602 | 3 | Relevant Principles for Effective Prevention and Investigation of Juvenile Delinquency |
| CRIM 604 | 3 | Organizations of Public and Private Security in Crime Prevention |

| Directed Electives Courses | | |
|-----------------------------------|----------------|---|
| Codification | Credits | Course Title |
| CRIM 603 | 3 | Community Prevention Programs |
| CRIM 623 | 3 | Addiction, Crime and Intervention |
| CRIM 624 | 3 | International Perspective for Crime Prevention |
| CRIM 503 | 3 | Theories of Criminology |
| CRIM 607 | 3 | Disturbances and Mental Disorders |
| CRIM 620 | 3 | Proposal Writing |
| CRIM 630 | 3 | General Principles of Penal Law |
| CRIM 631 | 3 | Seminar: Methods and Techniques of Juridical Research |
| CRIM 633 | 3 | Sexual Offenders |
| CRIM 634 | 3 | Seminar on Relevant Topics |

| Codification | Credits | Course Title |
|---------------------|----------------|---------------------|
| CRIM 700 | 0 | Comprehensive Exam |

Courses Descriptions

CRIM 501

Human Rights in the Contemporary World

Three Credits

Prerequisites or Co requisites: None

Study of the evolution of the concept of human rights from the period of the *Declaration of the Rights of Man* and the French Revolution to the present. Emphasis will be given to the internationalization of these rights and the examination of their application in our society.

CRIM 502

Research Seminar and Computer Use in Social Investigation

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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.

CRIM 504

Methods of Social Investigation

Three Credits

Prerequisites: CRIM 502

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.

CRIM 505

Design and Evaluation of Criminal Justice Programs

Three Credits

Prerequisites: CRIM 501

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.

CRIM 507**Criminal Justice System of Puerto Rico****Three Credits****Prerequisites: CRIM 501 and 502**

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****Prerequisites: CRIM 501, CRIM 502, 601**

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.

CRIM 601**Crime and Delinquency Prevention Strategies****Three Credits****Prerequisites: CRIM 501, CRIM 502**

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.

CRIM 602**Relevant Principles for Effective Prevention and Investigation of Juvenile Delinquency****Three Credits****Prerequisites: CRIM 501 and CRIM 502**

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.

CRIM 603**Community Prevention Programs****Three Credits****Prerequisites: CRIM 501, 502, 601**

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.

CRIM 604**Organizations of Public and Private Security in Crime Prevention****Three Credits****Prerequisites: CRIM 501, 502 and 601**

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.

CRIM 605**Treatment and Rehabilitation of the Delinquent****Three Credits****Prerequisites: CRIM 501 and CRIM 502**

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 analyses 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.

CRIM 606**Comparative Correctional Systems****Three Credits****Prerequisites: CRIM 501 and 502**

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.

CRIM 607**Disturbances and Mental Disorders****Three Credits****Prerequisites: CRIM 501 and CRIM 502**

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* (DSM 5) as a frame of reference for study and discussion.

CRIM 610**Correctional System of Puerto Rico****Three Credits****Prerequisites: CRIM 501, 502 and 606**

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.

CRIM 611**Community Correctional Programs****Three Credits****Prerequisites: CRIM 501, CRIM 502, CRIM 606**

This course exposes students to the 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 examined the merits of each and understand the profile of the imprisoned.

CRIM 612**Seminars: Particular Situations in the Administration of Correctional Programs****Three Credits****Prerequisites: CRIM 501, CRIM 502 and 506**

The main purpose of this course is to confront students with specific situations that occur in penal institutions in Puerto Rico; such as, mutinies, escapes, 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.

CRIM 620**Proposal Writing****Three Credits****Prerequisites: CRIM 502, CRIM 504 and 505**

Study of the advancement and development of programs that can 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.

CRIM 621**Mediation Methods and Skills****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites: CRIM 501, 502, 601**

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 Perspective for Crime Prevention****Three Credits****Prerequisites: CRIM 501, 502 and 601**

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.

CRIM 630**General Principles of Penal Law****Three Credits****Prerequisites or Co requisites: None**

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****Prerequisites: CRIM 501 and 502**

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.

CRIM 633

Sexual Offenders

Three Credits

Prerequisites: CRIM 501 and CRIM 503

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 on Relevant Topics

Three Credits

Prerequisites or Co requisites: None

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.

PSYC 600

Biological Psychology

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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, catalogs 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, middle and old age. The course also considers the topic of death as a vital component during the final stages of life.

PSYC 602

Applied Statistics in Psychology

Three Credits

Prerequisites: Workshop SPSS

This course trains the student in the theoretical understanding, application and interpretation of inferential statistics. The course will examine the different methods and statistical models used in

psychology, utilizing the computers and program applications for statistical analysis in the laboratory facilities.

PSYC 603

Learning and Cognition

Three Credits

Prerequisites or Co requisites: None

The course examines the theories and principles that explain the processes of learning and cognition. The course will give particular emphasis to the foundational premises of cognitive psychology, as well as the topics of the brain, cognition, sensation, perception, attention and learning.

PSYC 604

Personality

Three Credits

Prerequisites or Co requisites: None

Study of personality in psychology. The course will examine the fundamental theoretical components of the area, 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

Prerequisites or Co requisites: None

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 will analyze mental disorders and evaluate 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. Also, the course will study the different disease entities of the "Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

PSYC 606

Advanced Social Psychology

Three Credits

Prerequisites or Co requisites: None

This course critically examines major theoretical and methodological aspects that have arisen in Social Psychology since its birth in the 20th century as a scientific discipline taking as a focal point of study the way in which people think, influence and relate to each other. The course aims to relocate the focus of study of social psychology in levels micro and macro phenomena that are studied within the discipline. It also presents the traditional theoretical notions that formed the social psychology as a discipline and the emergence of theoretical currents most recent as a result of the crisis of confidence that emerged in the Decade of the 1970's.

PSYC 607**Measurement and Construction Psychological Testing****Three Credits****Prerequisites: PSYC 602**

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 analysis of the ethical and social controversies of psychological testing in Puerto Rico.

PSYC 608**Foundations of Research: Methods and Psychological Research Techniques****Three Credits****Prerequisites: PSYC 602**

Review of the different forms of research in psychology, analyzing each of its epistemological strategies, methods and techniques used, beyond the classic division between quantitative and qualitative research.

PSYC 612**Counseling I: Professional Issues in Counseling Psychology****Three Credits****Prerequisites or Co requisites: None**

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 class also addresses the challenges facing the profession in Puerto Rico.

PSYC 613**Counseling II: Models and Psychological Counseling Techniques****Three Credits****Prerequisites: PSYC 612**

The course applies the various models of counseling and psychotherapy of different schools of thought. Emphasis is given to the psychotherapeutic and counseling techniques and to practical work on the basis of role-playing and other techniques used to test the models. 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, giving particular emphasis to issues related to conceptual, methodological and proposal writing to address these problems.

PSYC 614**Theory and Techniques of Measurement and Assessment****Three Credits****Prerequisites: PSYC 602, PSYC 604, PSYC 605, PSYC 607**

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.

PSYC 615

Consulting and Supervision

Three Credits

Prerequisites: PSYC 612, PSYC 613, PSYC 614

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.

PSYC 616

Programs Evaluation

Three Credits

Prerequisites: PSYC 612, PSYC 613, PSYC 615

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.

PSYC 617

Hypnosis

Three Credits

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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

Prerequisites or Co requisites: None

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. Specific 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 Seminar

Three Credits

Prerequisites: Have completed all core and specialty courses and at least two of the three practices

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 discipline of Psychological Counseling.

PSYC 711

Practicum in Counseling Psychology I

Three Credits

Prerequisites: PSYC 600, PSYC 601, PSYC 603, PSYC 604, PSYC 605, 607, 612 and 614

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.

PSYC 712

Practicum in Counseling Psychology II

Three Credits

Prerequisites: PSYC 711

Practical experience in the development of psychological intervention skills, including the psychological interview, psychodiagnosis, 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.

PSYC 713

Practicum in Counseling Psychology III

Three Credits

Prerequisites: PSYC 712

This more advanced practice course is aimed at strengthening the skills of psychological intervention, including: the psychological interview, psycho-diagnosis, psychological counseling, psychotherapy plan development and psychotherapy. The course will strengthen the skills of counseling and

psychological intervention in the family, as well as continue to strengthen the models of brief psychotherapy aimed at prevention and mental health promotion and socio-emotional adjustment.

