Catalog 2011-2012

Universidad del Turabo
Capital Area Campus in Maryland

Catalog

2011-2012
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Section I

Overview:

Universidad del Turabo

Sistema Universitario Ana G. Méndez
Universidad del Turabo

The Universidad del Turabo (UT), member of the Sistema Universitario Ana G. Méndez, Inc., is a private non-profit institution of higher education located 15 miles southeast of San Juan, Puerto Rico. Its 140 acres suburban main campus and its sixteen buildings provide an ideal atmosphere for the learning experience. In addition, the UT operates four University Centers (Off-campus centers) in the municipalities of Cayey, Yabucoa, Naguabo, and Isabela. In the mainland, it operates four branch campuses: Metro Orlando Campus, South Florida Campus, Tampa Bay Campus and the Capital Area Campus.

As a professionally oriented institution, Universidad del Turabo offers baccalaureate programs and master’s degree program in business, education, environmental sciences, counseling psychology, and public affairs. Founded in 1972 in Puerto Rico, UT has continued to grow through the 21st century.

The student population consists mostly of commuting young adults from the surrounding communities. The student body is comprised of 16,036.

The academic staff consists of one hundred and thirty-one (131) full-time faculty and two hundred and thirty-seven (237) adjunct professors. Forty-two percent of the full time faculty has a doctorate degree and the rest of the faculty have master’s degrees in their fields of expertise. Nearly fifty-five (55) percent of Universidad del Turabo full-time faculty are professors or associate professors, and forty-five (45) percent are assistant professors or instructors. The gender distribution of the faculty is equally divided.

Universidad del Turabo’s Mission Statement

The mission of the Universidad del Turabo is to provide higher and professional education to an economically disadvantaged population that otherwise would not have the option of a college education, and to older learners who seek both graduate and undergraduate opportunities for professional improvement. The University seeks to provide students with the opportunity to develop the necessary knowledge, skills, and attitudes that will improve the quality of their lives and support them in securing meaningful employment.

The University adjusts its resources and programs to the needs, interests, and abilities of its students in order to achieve the following goals:
Meet the requirements for higher and professional educational needs of primarily the eastern-central Puerto Rican community in Puerto Rico by offering certificate, associate, bachelor, master, and doctoral degrees.

Selectively promote academic offerings in accordance with institutional internationalization purposes.

Provide an education to prepare the students for professional life or advanced studies in an atmosphere that promotes their integral development, aiding them in better serving their community, their family, and themselves.

Offer special attention to exceptional students, both academically disadvantaged and honor students, identifying their needs and aiding these students to satisfy them.

Maintain a flexible admissions policy, in which each program establishes academic requirements for enrollment on a non-discriminatory basis.

Offer pre-college programs for the development of skills needed by students seeking a postsecondary education.

Stimulate research that is pure and applied to improve the services offered to the community, while at the same time maintaining the institution's emphasis on quality teaching.

Promote ethical and cultural values to enable students to make better use of their judgment, rights, and obligations.

Develop strategic international alliances for institutional development

Promote the uses of non-traditional delivery systems such as off-campus programs, telecommunication, and others in order to meet community needs for credit courses and continuing education opportunities.

Promote the preservation, development, and diffusion of values inherent to Puerto Rican culture and provide the students with the opportunity to enjoy the rich variety of our cultural expressions.

Stimulate the relations between the University and the surrounding communities by promoting research, culture, sports, and community development projects.
Key Administration and Staff of Universidad del Turabo

Chancellor
Dennis Alicea Rodríguez, Ph.D.

Vice-Chancellor
Roberto Loran, Ph.D.

Vice-Chancellor of Student Affairs
Ana Ortega, MS.

Vice-Chancellor of Information and Telecommunications
Sarai Lastra de León.

Dean of the School of Professional Studies
Mildred Y. Rivera

Dean of the School of Education
Dr. Angela Calendario

Dean of the School of Business Administration
Dr. Marcelino Rivera

Dean of the School of Liberal Arts and Humanities
Marcos Gil de la Madrid Ph. Dc. MP

Dean of the School of Engineering
Dr. Jack T. Allison

Interim Dean of the School of Science and Technology
Teresa Lipsett

Dean of the School of Health Sciences
Angel L. Rivera

Dean of the International School of Design
Auroriza Mateo Rodríguez

Associate Dean of the School of Continuing Education
Johanna Concepción

Dean of the School of Technical Studies
José R. Del Valle

Dean of the School of the Doctoral Studies
Maria A. López
**Sistema Universitario Ana G. Méndez, Inc.**

**Profile**

The Sistema Universitario Ana G. Méndez, Inc. (SUAGM) is a private, not for profit corporation under the laws of the Commonwealth of Puerto Rico, and its members Universidad del Turabo (UT), Universidad Metropolitana (UMET), and Universidad del Este (UNE) are four-year, coeducational, non-profit private higher education institutions. Together, the SUAGM and its three member institutions are the second largest private university system in the island of Puerto Rico. Continuing with its commitment to provide for quality access alternatives to a university education for Hispanic adult students and its tradition of service and collaboration to meet community needs, the SUAGM has established the Metro Orlando, South Florida, Tampa Bay and Capital Area campuses. Moreover, in establishing the SUAGM: UT Capital Area Campus furthers its Vision 2015 as a “high-quality, people-centered learning community, of advanced technology, and internationally oriented”. The campuses in the mainland will serve its community and serve as a bridge to fulfilling initiatives in serving the needs of Hispanic adults in other communities the United States and in Latin America.

**Non-Discrimination Statement**

The Sistema Universitario Ana G. Méndez, Inc. and its institutions do not discriminate based on race, handicap, national or ethnic origin, creed, color, sex, social or political condition, religious or social trade union beliefs.

**Statement of Policy**

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

It is the student’s responsibility to know and comply with the content of this catalogue and all the SUAGM: UT rules and regulations. This catalog complies with the institution’s bylaws, regulations, administrative orders, and duties under Federal Law. The catalog is subject to subsequent amendments.

The first section of this catalog contains an overview of the SUAGM. Information that pertains to the Capital Area Campus is included in Section II. Section III details information on the programs offered at the University of Turabo, Florida campuses. This catalog is electronically available to students at
least one week before enrollment. Students will be informed of any changes or amendments made to the Catalog.

The SUAGM and UT main campus addresses and telephone numbers are:

**Mailing Address: SUAGM**  
P.O. Box 21345 San Juan  
Puerto Rico 00928-1345  
Telephone No.: (787) 751-0178  
Fax No.: (787) 766-1706  
Website: www.suagm.edu

**Mailing Address: UT**  
P.O. Box 3030 Estación Universidad Gurabo  
Puerto Rico 00778  
Telephone No.: (787) 743-7979  
Fax No.: (787) 744-5394  
Website: www.suagm.edu/ut

**Statement of Accreditation**

The Universidad del Turabo in Puerto Rico is accredited by the Middle States Commission on Higher Education, USA, a regional accrediting agency recognized by the U.S. Department of Education. The Middle States Commission on Higher Education has extended this accreditation to the Florida and Maryland campuses.

In addition, the SUAGM institutions have membership in the following professional associations:

American Association for Adult and Continuing Education  
American Association for Counseling and Development  
American Association of Collegiate Registrars and Admission Officers  
American Association of Higher Education  
American Council on Education  
American Library Association  
American Management Association  
Association for Educational Communications and Technology  
Association for Supervision and Curriculum Development  
Center for Scientific Research
College Entrance Examination Board
Council for Adult Experiential Learning
Hispanic Association of Colleges and Universities
Library Administration and Management Association
National University Continuing Education
Phi Delta Kappa
Puerto Rico Association of Higher Education
Supervisors Labor Relations Program
The Association for Institutional Research
The Society for College and University Planning

**Statement of Authorization**

The Universidad del Turabo is authorized by the Maryland Higher Education Commission, Maryland Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

- 6 N. Liberty St.
- Baltimore, MD 21201
- Phone: (410) 767-3301
- Toll Free: (800) 974-0203

The main campus and additional locations of UT in Puerto Rico are licensed by the Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education, and by the Florida Commission for Independent Education in Florida.

**Statement of Legal Control**

The Sistema Universitario Ana G. Méndez Inc., is a private not for profit corporation registered under the laws of the Commonwealth of Puerto Rico and registered as a foreign corporation in the states of Florida and Maryland. The corporation is governed by its Board of Directors under its systemic bylaws.

**Statement of Institutional Review Board (IRB) Compliance Requirement:**

If the facilitator or the student is required, or wants to perform a research, or needs to administer a questionnaire or an interview to individuals, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the
IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed. Furthermore, in this Web site the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), and the Responsibility Conduct for Research Act (RCR).

If you have any questions, please contact the following institutional coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)
Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET
Tel. (787) 766-1717 Ext. 6366

Miss. Josefina Melgar, IRB Institutional Coordinator – Turabo
Tel. (787) 743-7979 Ext. 4126

Miss. Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE
Tel. (787) 257-7373 Ext. 3936

**Board of Directors of the Sistema Universitario Ana G. Méndez, Inc.**

Antonio J. Colorado, Esq. Chair of the Board of Directors

Florabel G. Mullick, Vice Chair of the Board of Directors

José F. Méndez, DR.h.c., AGMUS President

José Domingo Pérez, CE

Zoraida Fonalledas, Esq.

Juan R. Melecio, Esq.

Victor Hernández, DMD

Félix Rodríguez Schmidt, MD

Daneris Fernández, ChE

José F. Méndez, Jr.

Héctor A. Jiménez

René A. León
Administrative Council and Academic Board

Administrative Council

The Administrative Council is the legislative body of Institutional policy of the University in accordance with the by-laws of the Sistema Universitario Ana G. Méndez, Inc., Inc. as established by its Board of Directors.

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

Academic Board

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

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

Maryland Academic and Student Affairs Commission

The Maryland Academic and Student Affairs Commission (MASAC) consists of nine (9) members as follows: five (5) faculty facilitators and four (4) administrators. The faculty facilitators include representation from the following areas: one (1) from Social Sciences, Humanities and General Education, one (1) from Business Administration, one (1) from Health, Science and Mathematics, one (1) from Education, and one (1) from languages. The composition for the administrators is as follows: one (1) Campus Director, one (1) Director of Faculty an, one (1) Director of Learning Resource Center, and the MASAC Chair. Special Guests, other officers and facilitators shall be invited to participate in the meetings of the MASAC, when the agenda includes items that touch on those programs.

MASAC reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the three affiliated universities in SUAGM operations in Maryland.
Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the PRAXIS I Test before initiating the internship/practicum experience. Additionally, before seeking a teaching position, graduates must show evidence of a passing score on PRAXIS I and II, and comply with all Maryland State Department of Education requirements and the Montgomery County laws and requirements.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland’s qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”
Section II
Capital Area Campus
CAPITAL AREA CAMPUS

Introduction

The Capital Area Campus represents the continuation of our commitment to provide quality access alternatives to a university education for Hispanic adult students. All campuses will serve its community as a bridge to fulfilling initiatives in serving Hispanic adults in the United States and in Latin America.

All degrees are offered using the accelerated approach developed by the SUAGM’s School for Professional Studies that was originally adapted from the accelerated model successfully developed and implemented by Regis University in Denver, Colorado, a leader in adult accelerated education.

Administration, Staff and Faculty

Campus Administration and Staff

Raúl Medrano, Campus Director
Christine De La Roca, Director of Faculty
Mabelis Viera, Interim Director of Integrated Services
Nuria Rodríguez, Registrar
Ja’Bette Lozupone, Director of Marketing and Recruitment
Alfredo Quiroga, Operations Manager
Alan Camacho, Technical Support Specialist
Betty Valdés, Director for Learning Resources
Javier Domínguez, Financial Aid Officer
José López, Academic Advisor
Cristina Neria, Integrated Services Officer
María Rodríguez, Administrative Assistant
Leydi Vanegas, Receptionist
Faculty

The Faculty of the SUAGM: UT Capital Area Campus have a minimum of a master’s degree in their area of expertise and a minimum of three years of professional experience. In addition, faculty members must demonstrate and be certified to have the aptitude and ability to facilitate courses in an accelerated program for adults. An updated list of certified faculty is available in the administrative office at the campus.

<table>
<thead>
<tr>
<th>FACULTY MEMBER:</th>
<th>SUBJECT AREA:</th>
<th>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</th>
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<tbody>
<tr>
<td>Austin, Vanessa</td>
<td>English</td>
<td>MA TESOL, American University, Washington D.C., 2003</td>
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<td></td>
<td>Humanities</td>
<td>MA Gerencia y Administración de Sistemas y Servicios De Salud, Universidad Favalora, Argentina, 2003</td>
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<td>TESOL</td>
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<td>Campoli, Marcela</td>
<td>Health Services</td>
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<tr>
<td>Castañeda, Edzamari</td>
<td>Education Curriculum Development</td>
<td>MAED Curriculum and Teaching, Universidad Del Turabo, Puerto Rico, 2002</td>
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<td>Foundations of Education</td>
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<tr>
<td>Dávila, Alfonso</td>
<td>Computerized Information Systems</td>
<td>MS Information and Management Technology, University of Virginia, 2005</td>
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<tr>
<td>Dávila, Gabriela</td>
<td>Biology, Integrated Sciences, Chemistry, Microbiology</td>
<td>Doctor of Veterinary Medicine, University of Florida, 2009</td>
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<tr>
<td>Dávila, Joanna</td>
<td>Spanish, Bilingual Education</td>
<td>MA Spanish Foreign Languages, San Jose State University, San Jose, California, 2004</td>
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<tr>
<td>De Cardy (Johnson), Ramona</td>
<td>Early Childhood Education</td>
<td>MAED Early Childhood, George Mason University, Virginia, 2008</td>
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<td>Feliciano, Alice Ann</td>
<td>Criminal Justice</td>
<td>MA Criminal Justice, Universidad Interamericana, Puerto Rico, 2005</td>
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<td>Ferrer, Edgar</td>
<td>Computerized Information Systems</td>
<td>PhD Computing and Information Science and Engineering, University of Puerto Rico, 2005; MS Computer Science, Universidad de Los Andes, Venezuela, 2002</td>
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<tr>
<td>García, María S.</td>
<td>Counseling and Guidance, Human Growth and Development, Bilingual Education</td>
<td>MAED Counseling and Development, George Mason University, Virginia, 1998</td>
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<td>Gutiérrez, Luis</td>
<td>Engineering, Economics,</td>
<td>PhD Industrial and Environmental Systems,</td>
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<td>Mathematics, Physics,</td>
<td>Georgia Institute of Technology, Georgia,</td>
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<tr>
<td></td>
<td>Statistics</td>
<td>1974; MS Industrial Engineering Technology</td>
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<td></td>
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<td>Management, University of Gainesville, Florida,</td>
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<td></td>
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<td>1968</td>
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<tr>
<td>Guzmán, Juan C.</td>
<td>Financial Management</td>
<td>MBA Financial Management, South Bank University,</td>
</tr>
<tr>
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<td>London England, 2002</td>
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<tr>
<td>Hutchinson, Whit</td>
<td>Ethics, Humanities</td>
<td>PhD Ethics, Theological Seminary, New York,</td>
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<td></td>
<td></td>
<td>1996; MA Divinity, Emory University, Georgia,</td>
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<tr>
<td>Kotler, Hugo</td>
<td>Education, Leadership,</td>
<td>Ed.D Higher Education Administration, George</td>
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<td>Research Methods, Linguistics</td>
<td>Washington University, Washington D.C., 1996;</td>
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<td>MA Linguistics, University of California</td>
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<td>San Diego, California, 1971</td>
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<td>López, Magdalis</td>
<td>Business Acquisition and</td>
<td>MBA Acquisition and Contracting Management,</td>
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<td>Magariño, Aurelio</td>
<td>Science Education</td>
<td>MS Science Education, Nova University, Florida, 1991; MA Sacred Theology, Lutheran Theological Seminary, Pennsylvania, 2010</td>
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<td>Marrero, Nitza</td>
<td>Spanish</td>
<td>MA Linguistics, University of Puerto Rico, Puerto Rico, 1999</td>
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<td>McKelvy, Andrew</td>
<td>Political Science</td>
<td>MA Translation Spanish, Kent State, Ohio, 2006</td>
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<td>Ponce, Liliana</td>
<td>Spanish Bilingual Education Social Sciences</td>
<td>MS Spanish, NOVA University, Florida, 2009; MA Anthropology, University of Kent Canterbury, England, 1983</td>
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<td>Rivera, Anet</td>
<td>Criminal Justice</td>
<td>JD Law, University of Puerto Rico, Puerto Rico, 2011</td>
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<td>Rivera, Melanie</td>
<td>Spanish Bilingual Education</td>
<td>MA Spanish Language and Literature, University of Maryland, College Park, Maryland, 2009</td>
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<td>Rivera, Yazmín</td>
<td>Human Resource Development and Management</td>
<td>MS Human Resources Management, NOVA Southeastern University, Florida, 2011</td>
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<td>Rivero, Guillermo</td>
<td>Business Management</td>
<td>MBA Management, University of Piura, Peru, 2001</td>
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<td>San Román, Leonardo</td>
<td>Business Management</td>
<td>MBA, University of Phoenix, Arizona, 1993</td>
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<tr>
<td>Tharpe, Jerald</td>
<td>English Spanish TESOL ESL Bilingual</td>
<td>MS Spanish and ESL Education, NOVA University, Florida, 2004</td>
</tr>
</tbody>
</table>
Physical Facilities

The Capital Area Campus (CAC) is located at 11006 Veirs Mill Road, Suite L-1, Wheaton, Maryland. The campus has ten classrooms, two computer laboratories, a library, administration offices, a student and a faculty lounge as well as parking area.

Address and Telephone Numbers:

Physical and Mailing Address: 11006 Veirs Mill Road, Suite L-1, Wheaton, MD 20902
Phone: 301-949-2224/1-800-854-8181
Fax: 301-949-2243 Website: www.suagm.edu/maryland
# ACADEMIC CALENDAR
## SECOND SEMESTER 201202

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E02 JANUARY 22 TO FEBRUARY 25, 2012</th>
<th>E03 FEBRUARY 26 TO MARCH 31, 2012</th>
<th>E04 APRIL 8 TO MAY 12, 2012</th>
<th>E08 JANUARY 15 TO MARCH 10, 2012</th>
<th>E09 MARCH 11 TO MAY 5, 2012</th>
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<td>Withdrawal with partial return (12% &quot;WP&quot;)</td>
<td>January 22 to 24, 2012</td>
<td>February 26 to 28, 2012</td>
<td>April 8 to 10, 2012</td>
<td>January 15 to 17, 2012</td>
<td>March 11 to 13, 2012</td>
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<td>Spring Break Recess*</td>
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<td>April 1 to 7, 2012</td>
<td>April 1 to 7, 2012</td>
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<td>ACTIVITIES</td>
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<td>Official Attendance Rosters to Facilitators (NP)</td>
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<td>Feb 5-11, 2012</td>
<td>Mar 11-17, 2012</td>
<td>Apr 22 to 28, 2012</td>
<td>Feb 5-11, 2012</td>
<td>Apr 8 to 14, 2012</td>
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<td>Attendance Rosters Due at Registrar’s Office</td>
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<td>Last day for students to claim courses reported as Not Attending “NP”</td>
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<td>Last day for: Partial Withdrawal (“W”) Total Withdrawal (“WT”)</td>
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<td>Last Week of Classes</td>
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<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
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</tbody>
</table>

DC = Drop course  
AW = Administrative Withdrawal  
WP = Partial Withdrawal  
WT = Total Withdrawal  
NP = Not attending courses

*Spring Break Recess only applies for five weeks sessions*
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PT E02 MAY 13 TO JUNE 16, 2012</th>
<th>PT E03 JUNE 17 TO JULY 21, 2012</th>
<th>PT E04 JULY 22 TO AUGUST 25, 2012</th>
<th>E08 MAY 6 TO JUNE 30, 2012</th>
<th>E09 JULY 1 TO AUGUST 25, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal with partial return (12% &quot;WP&quot;)</td>
<td>May 13 to 15, 2012</td>
<td>June 17 to 19, 2012</td>
<td>July 22 to 24, 2012</td>
<td>May 6 to 8, 2012</td>
<td>July 1 to 3, 2012</td>
</tr>
<tr>
<td>Official Attendance Rosters to Facilitators (NP)</td>
<td>May 27 to June 2, 2012</td>
<td>July 1 to 7, 2012</td>
<td>August 5 to 11, 2012</td>
<td>May 27 to June 2, 2012</td>
<td>August 5 to 11, 2012</td>
</tr>
<tr>
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<td>PT E02 MAY 13 TO JUNE 16, 2012</td>
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<td>E09 JULY 1 TO AUGUST 25, 2012</td>
</tr>
<tr>
<td>------------------------------------------------</td>
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<td>----------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>June 9, 2012</td>
<td>July 14, 2012</td>
<td>August 18, 2012</td>
<td>June 9, 2012</td>
<td>August 18, 2012</td>
</tr>
</tbody>
</table>

DC= Drop course
AW= Administrative Withdrawal
WP = Partial Withdrawal
WT – Total Withdrawal
NP- Not attending courses

*Spring Break Recess only applies for five weeks sessions*
STUDENTS ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

ADMISSIONS

Undergraduate General Admission

General Requirements for Admission

1. The applicant must have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. The applicant must be 23 years of age or older.
3. The applicant must provide evidence for 3 years of work experience.

Applicants that do not meet one or more of the above-mentioned requirements can apply for admission as a regular student. They will be interviewed by the Campus Director or his designated authorized institutional officer and will determine if the applicant can be admitted as a conditioned admission or enroll in a bridge program. This program is designed specifically to help the applicant acquire the needed skills to be successful in the regular program.

Admissions Process – all Applicants are required to:

1. Attend an orientation session where the structure, policies, and procedures of the programs offered are discussed.
2. Submit an admission’s application.
3. Submit academic evidence from previous studies or degree earned.

Every applicant to the SUAGM institutions in the State of Maryland can demonstrate compliance with the admissions requirements related to prior academic experience and/or achievement by presenting the original of any of the following documents:

1. transcript of previous credits, courses or studies documenting graduation from secondary school
2. a General Education Diploma (GED) or other diploma or graduation document
3. certification prepared by a secondary institution or appropriate government agency, board, etc. confirming completion of secondary school or equivalent
4. grade report
Applicants should present one or more of the original documents noted on the previous page to the authorized institutional officer. The officer shall examine the document(s) to corroborate, in his best judgment, that it is original and has no visible alterations. If the applicant cannot leave the original document for his admission’s record, the officer will make a copy and certify with his initials that it is a copy from the original.

In extreme meritorious cases, the Campus Director or his designated representative may consider the admission of applicants who cannot present the evidence or achievement as described above but meet the following requirements:

1. The applicant demonstrates that he/she has no reasonable access to appropriate documentation.
2. The applicant presents a notarized declaration in which the applicant certifies that he meets the requirement of prior studies.
3. The applicant must also complete an interview with the Campus Director or authorized institutional officer to evaluate compliance with the previous requirements (Graduate Studies).
4. The applicant participates in an admission interview (Graduate Studies and Bridge Program).
5. The applicant takes the placement tests in English and Spanish. (Students who graduated from their bachelor’s degree at any of the SUAGM mainland campuses will be exempt from this requirement).

Students should contact the Office of Integrated Services for more specific information.

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**Graduate General Admission**

**General Requirements for Admission**

1. The applicant must be 23 years of age or older.
2. The applicant must provide evidence for 3 years of work experience.
3. The applicant must have a bachelor’s degree with a minimum of 2.75 GPA or 2.75 in the last 60 credits.
4. The applicant must submit 3 recommendation letters (Students who have a bachelor’s degree from any of the SUAGM mainland campuses will be exempt from this requirement).
5. The applicant must participate in the admission interview.
Admissions Process – all applicants are required to:

1. Attend an orientation session where the structure, policies, and procedures of the programs are discussed.
2. Submit an admissions application.
3. Submit an official academic transcript from the university where the bachelor's degree was awarded.
4. Submit 3 recommendation letters from the employer or supervisor. A form letter is provided to the students.
5. The applicant must also complete an interview with the Campus Director or his designated representative, to evaluate compliance with the previous requirements.
6. Take the placement and assessment tests.

Specific Requirements for Each Program

Students must contact the Registrar, Director of Integrated Services, and/or Integrated Services Officer for specific requirements that their chosen program of study may have. Students must also attend the orientation session.

The Dual Language Program Course Format

The Dual Language Programs offered in semester courses that are scheduled in five (5) or eight (8) week sessions. At the Capital Area Campus, classes meet once a week for four hours Monday through Friday, morning sessions from 8:30am – 12:30pm, evening sessions from 6:00pm - 10:00pm, Saturday from 8:00am - 12:00pm and 1:00pm – 5:00pm and Sunday from 1:00pm – 5:00pm.

The Bridge Program Course Format

The Bridge Program offers courses scheduled in eight (8) week sessions. At the Capital Area Campus, classes meet once a week for four hours Monday through Friday, morning sessions from 8:30am – 12:30pm and evening sessions from 6:00pm - 10:00pm; Saturday from 8:00am - 12:00pm and 1:00pm – 5:00pm.
The students will be required a minimum of 25 hours of individual or team work outside the classroom per week. All students enrolled in this program will take 24 credits before transitioning to the regular (5 or 8 week) format. Students must take 6 credits of English, 6 credits of Spanish, 6 credits of Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University Life.

### Dual Language Nature of Degree Programs

Degree programs at the Capital Area Campus are bilingual. **Students are expected to have basic knowledge of English and Spanish.** All students will be tested for placement in the appropriate level of English and Spanish courses required for the degrees. Applicants who do not demonstrate basic knowledge in English or Spanish must complete additional language courses based on the language proficiency test results in each language.

A graduate of the Universidad del Este at the Capital Area Campus is expected to be a completely proficient as a Dual Language Professional who demonstrates professional competencies confidently in their field of study in Spanish and English.

These competencies achieved are divided into four skill areas:

**Conceptual Skills:**
1. Generate Ideas
2. Create Projects
3. Analyze/Interpret Data
4. Critical Thinking
5. Synthesis

**Language Skills:**
1. Spelling & Grammar
2. Quality Translation
3. Summarizes Information
4. Use of Varied Vocabulary
5. Technical Jargon
6. Reads & Understands

**Communication Skills:**
1. Making Coherent Presentations (reports, proposals)
2. Support Opinions
3. Express Ideas (hypothetical & situational)

Interpersonal Skills
1. Team-work, cooperative/collaborative
2. Interpersonal Interaction

Appeals of Admission Decisions
Students may appeal admission decisions to the Campus Director. The Director will request from the student any information needed to evaluate the appeal.

Transfer Students from Other Programs or Universities

Requirements
1. Students from other fully accredited universities may be admitted if they fulfill the following requirements:
   a. have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education. Twelve (12) of those credits must be with a “C” or above to be admitted as a transfer student,
   b. Must be 23 years of age or older.
   c. Provide evidence of at least 3 years of work experience.
   d. Attend an orientation session in order to apply to the Dual Language Program and fulfill the admissions requirements of the program to which they are applying.
   e. All transfer students must meet the residency requirements prior to graduation.
   f. The applicant must not be on academic or disciplinary probation at the institution from which they are transferring.
   g. Transfer credits will be considered attempted credits and will not be considered for the calculation of the retention index.

Residency Requirements
1. Each student who transfers to the Dual Language Programs must observe the following rules to establish residency and be eligible for graduation.
   a. Complete a minimum of thirty (30) credits, six (6) of which must be in the major or concentration courses of the bachelor degree programs offered at the University.
   b. A maximum of (12) credits may be transferred from other institutions at the Master’s level.
Validation of Transfer Credit for Courses

1. Validating transfer credits assumes that the student was admitted to the university as a transfer student.
2. The validation will take into consideration each of the classes approved and their equivalency with a corresponding subject offered at the University.
3. Undergraduate courses approved with a grade or equivalent of “C” or higher at the other institution will be considered for transfer credit. Nevertheless, students admitted to the Graduate Programs, must comply with the specific requirements of each of the programs.
4. The maximum amount of credits that can be accepted will be in accordance with the institution’s Academic Norms, Regulations, and Procedures.
5. The Registrar will establish equivalencies for the courses, consulting with the faculty member specialized in the area and using the transferring institution’s catalog and official course description as a base.
6. The Office of the Registrar will inform the student of the courses officially accepted for transfer.

Foreign Students

1. All requirements for admission, readmission, and transfer will apply to foreign students.
2. Admission for foreign students will be subject to the immigration laws and regulations in effect.
3. Universidad del Turabo at the Capital Area Campus is authorized to receive students with F-1 Visa. Interested applicants must contact the Director of Integrated Services for specific related processes.

Readmission

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

1. have a cumulative GPA that meets the retention index
2. complete the required percentage of credits of the total attempted credits
3. have completed the period of suspension due to academic reasons, accumulated credits or for disciplinary reasons, if applicable

4. fulfill the requirements of the program of study applied to, and all other general admissions requirements that apply

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

**Admission Validity**

1. Students can only enroll in programs offered at the time of their admission or readmission.

2. Admission or readmission to the University will be valid for the registration period after the date of admission.

3. Students must fulfill the admission requirements by the dates established in the academic calendar. Applications that are not accompanied by the required documents or that do not meet the established requirements will be considered provisional applications. If the documentation is not received within the semester for which the application is submitted, the Institution may invalidate the student's provisional admission and cancel his or her registration.

**METHOD OF INSTRUCTION**

**Placement**

A placement test in English and Spanish will be administered to all prospective students. The placement test results are utilized in three ways. First, it helps place students in the appropriate language level. Second, it identifies students who require certain developmental skills in language while enrolled in a degree program. Finally, it identifies students who do not possess an adequate threshold in the language and must enroll in a full-immersion language course prior to enroll in a degree program.
Course Modules and Language of Delivery

Universidad del Turabo at the Capital Area Campus follows the Discipline-Based Dual Language Immersion Model® developed by Sistema Universitario Ana G. Méndez for its courses. This model provides for the development of English and Spanish language skills while equally exposing all students to the general education and professional content in both languages. The model seeks to develop students who can function professionally in both English and Spanish.

The rigorously selected and certified faculty community at all mainland campuses utilizes a wide variety of educational materials and resources as well as course modules as part of the teaching-learning processes. The instructional modules contain the information on course objectives, topics, assignments, and most importantly serve as study guides for teachers and students by including rigorous learning activities to be carried out in class. Each instructional module also serves as a content planning guide that complements (not substitutes) course materials and textbooks. The modules divide the course into weekly workshops with their own specific objectives and recommended activities to meet the objectives.

Modules are prepared by program facilitators who have received a specialized training on module development. In order to prepare modules, faculty must be trained and certified as Module Developer Specialist and Dual Language Professional. All modules are available to students and faculty electronically through the Learning Management System: Blackboard® and they can be accessed remotely through the Internet.

Modules for the Capital Area Campus also specify the percentages of instruction in English and Spanish used each week, ensuring equal exposure to both languages in the content area. Content courses are taught in the proposed dual-language format. Each lesson within a module contains specific information about the instructional language to be used. This can be controlled, for example, by specifically listing reading for a specific week in English, while assignments and/or student presentations are required in Spanish. Modules include texts, references and hyperlinks in both languages and students will be engaged in classroom activities in both languages. The modules developed allow the students to be exposed and to facilitate their use of both languages in order to promote the development of bilingual professionals. All modules are presented with the dual language format, except English and Spanish courses that are entirely in the corresponding language.
**Language Support and E-Lab**

A Language Lab and an e-lab that provides students with the means to improve their proficiency in the native language and in their second language are available to support students in order for them to reach the desired level of bilingualism. One of the functions of the Language Lab is to offer preparatory courses for students who do not meet the language requirements to enroll in a degree granting program. Various rigorous and challenging software programs at different proficiency levels are used. NetTutor® online tutoring services are available in both English and Spanish. Other online resources such as the Turabo’s Virtual Library, e-books (Spanish and English), Tell Me More online, and Wimba voice are available. Students may request the E-lab informative brochure from the Integrated Services Office at any time.

The Electronic language laboratory (e-lab) was designed to help students strengthen their linguistic skills in English and Spanish. The lab counts with a wide variety of visual and auditory online exercises that allow students to improve crucial areas such as listening comprehension, pronunciation, vocabulary building, grammar, reading comprehension, and writing.

The lab also includes a package of carefully selected ESOL (English to Speakers of Other Languages) websites to meet student's needs as well as other software to boost language learning such as “Tell Me More”, “Rosetta Stone”(English and Spanish versions), Ellis Business, Ellis Master Pronunciation, Math Media Algebra, Math Media Basic Series, Spanish websites, Internet-Based Research and Guided Writing Activities. In addition, the lab administers the placement tests and coordinates tutoring services.

The goal is to provide students with a high-quality education in both languages (English and Spanish), and offer them tools to ensure success in their university and professional lives.

**REGISTRATION**

<table>
<thead>
<tr>
<th>Registration Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Campus Director, in collaboration with the Registrar will determine the registration dates and will include them on the Academic Calendar.</td>
</tr>
<tr>
<td>2. The receipt of the official notice of admission will be required to begin the registration process.</td>
</tr>
</tbody>
</table>
3. Students will be required to register according to the calendar and times announced. Any student may register on the day and time assigned; and during the specified late registration period set and notified on the academic calendar.

4. Each course the student registers in during regular or late registration will become part of his or her permanent academic record.

**Maintaining the Academic Offering: Programming of Courses, Closing, and Eliminating Sections**

The Institution will follow the *SUAGM Manual of Norms and Procedures for Programming, Closing, and Elimination of Courses* for maintaining academic offerings: programming of courses, closing and elimination of sections. This manual is available at the campus.

**Credit for Prior Learning: Challenge Examination or Portfolio**

Students may obtain credit for prior learning through passing challenge examinations or the evaluation of portfolios by Faculty. A challenge examination is an assessment of the student’s mastery of course content prepared by a certified faculty member of the institutions. A portfolio is an assessment with supporting documentation that demonstrates a student’s mastery of course content.

The following policies and procedures will apply:

1. The student must be registered (full or part time) and must have demonstrated consistent satisfactory academic progress during his or her studies. The student must receive academic advisement as to the process that is required with student services staff.

2. For **Challenge Examination Option**
   a. The student must obtain related documents from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty for initial screening before referring them to a subject academic specialist for final analysis.
   b. Upon approval, the student will be notified for the corresponding payment to be made. The Director of Faculty and/or its representative will issue a permit for the exam and provide an examination study guide to the student.
   c. The student will take the examination on the advertised date.
   d. A certified faculty member with expertise in the area of the exam will grade the examination and award the correspondent grade based on the test results. Appropriate documentation will be submitted to the Registrar.

3. For the **Portfolio Option**
a. The student must obtain the related documentation from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty for initial screening before referring them to a subject academic specialist for final analysis.

b. After recommendation from the advisor, the students register for EXPL101, a one-credit course that prepares students for the preparation of portfolios according to standards.

c. Once the course is completed, the student will register for portfolio evaluation and make the corresponding payment.

d. The portfolio will be presented to the Director of Faculty, who will submit it for evaluation and awarding of credit to a certified faculty member in the area of expertise. If applicable, the faculty member will award a grade of “P” for the course.

e. Appropriate documentation will be submitted to the Registrar.

4. No more than 25% of total program credits may be awarded for prior learning. Credit awarded through challenge examinations or portfolio cannot be counted towards meeting residency requirements.

Transferability of Institutional Credits

Courses taken at the three institutions are generally accepted for transfer to other institutions. However, the transferability of credits is solely at the discretion of the accepting institution. It is the student’s responsibility to confirm whether Universidad del Turabo or any other institution will accept credits.

Program Changes, Withdrawals, and Special Permits

Reclassification of Program or Major

Active students may apply for reclassification of a program or major by submitting an application for reclassification to the Office of Integrated Services or Registrar.

Withdrawals

To apply for a partial or total withdrawal, students will submit the application to the Office of Integrated Services or Registrar within the dates specified to be final and official.

1. Withdrawals with Reimbursements: Courses in which the student applies for partial or total withdrawal during the period established by the Institution for withdrawals with reimbursements, will affect the academic progress of the student. In the event of a partial
withdrawal, the student will be classified in the category he or she is in at the end of the withdrawal with reimbursement period.

2. **Withdrawals without Reimbursements**: When students request a partial or total withdrawal from a course, after the due date established by the Institution for withdrawals with reimbursement, will affect the student’s academic progress.

3. The Institution may drop a student on the recommendation of the Discipline Committee or the Campus Director, following the provisions established in the Student Handbook.

### Special Permits

1. Students will have the opportunity to take courses at other accredited university institutions, if the courses are not offered at the Institution and are required to continue course work in subsequent semesters.

2. To apply for a special permit, the student will submit the corresponding application form to the Office of Integrated Services or Registrar.

3. Students requiring special permits will receive the recommendation from the Director of Faculty, before submitting the authorization form to the Office of Integrated Services.

4. The special permit will be given for an academic semester or summer session.

5. Courses approved with a grade of “B” or higher at the institution will be considered. The credits will be considered as attempted credits and will not be considered for the retention index.

### ACADEMIC LOAD, CLASS ATTENDANCE, AND ACADEMIC ADVISING

#### Academic Load per Term

Courses are scheduled in semester terms. Each semester is divided into five or eight week part of terms.

1. The regular academic load will be concurrent enrollment in six (6) credits.

2. For an academic load of more than eighteen (18) credits per semester, or enrollment in more than eight credits per term, the student will need authorization from the Director of Faculty or Campus Director.
Class Attendance

Admission to the classroom

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

Compulsory Attendance

1. Attendance to class will be compulsory. Students will be responsible for the academic work covered during their absences.
2. Within the term stipulated by the Registrar's Office, the professor will inform the Integrated Services Office about those students who never attended classes, using the official attendance lists provided the third week after the first day of classes.
3. No Attendance cases identified by the professors for the first three weeks of class will appear with a grade of WN on their academic record, once the term has ended.
4. Attendance at all class sessions is mandatory. A student who is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: whether to allow the student to make up the work, or whether to allow the student to make up the work and assign extra work to compensate for the missing class time.
5. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
6. If a student is absent to more than one workshop the facilitator will have the following options:
   a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
   b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
7. Student attendance and participation in oral presentations and special class activities are extremely important; as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation
activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.

8. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.

EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th>Evaluation System</th>
</tr>
</thead>
</table>

Credit value

One semester credit hour is equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course module under the guidance of a qualified instructor.

Partial and Final Evaluations

1. Each part of term (PT), professors will evaluate students based on four evaluative competencies where there will be at least a partial evaluation and a final evaluation.

2. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the professors and depending on the nature of the course.

3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.

4. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.

5. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.

Responsibility of Professors

1. It will be the responsibility of the professors to inform the students of at least one partial evaluation before the last date established for partial withdrawals.

2. It will be the responsibility of the professors to comply with the academic calendar and to inform the students, at the beginning of the course, of the course objectives and content, exams and other work that will be required for their evaluation.
Grade System

Letter grade system and grade points per credit:

1. For the purpose of computing the student’s average, the number value of the grades in the courses will be:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>4.00</td>
<td>excellent</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
<td>3.00</td>
<td>good</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>2.00</td>
<td>satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
<td>1.00</td>
<td>deficient</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
<td>0.00</td>
<td>failure (no grade credit)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Official withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Stopped attending the course without applying for withdrawal at the Office of the Registrar</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete in progress</td>
</tr>
<tr>
<td>P</td>
<td>Passed course that does not affect the GPA</td>
</tr>
<tr>
<td>NP</td>
<td>Not passed</td>
</tr>
<tr>
<td>NR</td>
<td>Grade not reported</td>
</tr>
<tr>
<td>*</td>
<td>Repeated course</td>
</tr>
<tr>
<td>WN</td>
<td>Administrative withdrawal. Student registered but did not attend classes on the first day, (no grade points)</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative withdrawal. The Vice Chancellor of Student Affairs approves a student withdrawal due to certain reasons.</td>
</tr>
<tr>
<td>T</td>
<td>Transfer course</td>
</tr>
</tbody>
</table>

A minimum average of “C” is required for all degrees.
A course with a “W” indicates a withdrawal from a course.

A “WN” indicates no assistance to a course within the first few days after classes begin (no grade points). This is reported on the official Attendance Register.

A course with an “I” indicates that a student, who is absent from the final examination or does not satisfy all financial obligations to the University, will receive an incomplete as a provisional grade.

A course with “WA” indicates an administrative withdrawal approved by the Campus Director given for one of the following reasons:

1. possibility of danger to the health of the student or that of other students if enrollment were to be continued
2. refusal to obey regulations or serious misconduct on the part of the student
3. deficient academic work (below required academic standards)
4. new admissions that do not complete the admissions application with the required documentation by the date scheduled in the Institution’s calendar

Once assigned by the professor, the grades are final and certified by the Registrar’s Office in the students’ official transcript. Nevertheless, a student has the right to appeal his/her grade to the Appeals Committee.

<table>
<thead>
<tr>
<th>Changes, Grade Objections, and Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the event of a student grade objection, the student is obligated to present the objection at the Office of Integrated Services Office or Registrar within thirty (30) calendar days of the first day of class of the term following the objected grade.</td>
</tr>
<tr>
<td>2. The professor must submit to the Director of Faculty any request for a grade change or addition, within a period of time not to exceed one term since the grade was given. The proper form will be provided. The Director of Faculty of the Campus will submit the form to the Registrar who will be responsible for making the change or addition in the Official Grade Register.</td>
</tr>
</tbody>
</table>
3. Changes made outside the established calendar must be justified in writing and approved by the Director of Faculty at the campus.

4. Special cases of grade objections or changes will be resolved by an Appeals Committee composed by the Dean of the School for Professional Studies or his/her representative, who shall preside, the Director of Faculty, a professor, the Registrar or his/her representative, and a student appointed by the Director, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Director of Faculty and/or Campus Director will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student’s objection was submitted.

### Incompletes

#### Conditions

1. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if he or she has a minimum of partial grades.

2. The final exam will be offered or the final work will be accepted only for students who have the opportunity of obtaining a minimum final grade of “D”.

3. It will be the student’s responsibility to make the necessary arrangements with the Professor and the Director of Faculty of each campus to determine how to take the exam or turn in the final work and remove the Incomplete.

4. The Incomplete (I) may be removed if the student completes the work required in the academic session within (1) one academic semester of the first day of class of the following session and according to the dates established in the academic calendar.

5. If a student who has received an Incomplete in one or more courses does not achieve academic progress once the Incomplete is removed, according to institutional policies, financial aid will be reinstated, only if it is within the dates established by the Federal Government for assigning aid.

#### Responsibility of Professors

1. It will be the responsibility of the professors, at the end of each academic term, to submit to their Registrar the Incomplete Form, Grade Register, indicating each case the partial
grades obtained and with a blank space for the pending grade. The professors will also submit exams with corresponding answer keys or will indicate the work or assignments each student has pending.

2. Upon completion of the term specified to complete the students’ academic work, professors will have thirty (30) additional days to hand in the documents for removal of Incompletes to the Registrar’s where the Official Grade Register will be completed and final grades will be awarded.

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

### Repeating Courses

1. A student who wishes to repeat a course will have the liberty to do so. When a student obtains a D, F, or W in core professional, major and / or concentration courses that are required for graduation at the undergraduate level and that must be passed with a minimum of C, it will be compulsory to repeat the course (as it applies to specific programs, make reference to program outline).
   a. It is recommended that all graduate courses be passed with a minimum of B; and that students maintain a grade point average of 3.0.
   b. If a student obtains a final grade of C and it lowers the GPA to less than 3.0 it will be compulsory to repeat the course(s).
   c. Students who obtain a final grade of D, F or W at the graduate level must repeat such course(s).

2. The Institution will allow a student who has obtained a C, D, F, W, or WN in a course to repeat it using financial aid, if he or she has not exceeded 150% of attempted credits.

3. Students who repeat a course will receive the highest grade obtained for purposes of their academic average.

4. If the grades obtained are the same as the previous ones, they will be counted for the GPA and only once for the graduation average.

5. In the case of Practice/Practicum/Internships courses, the student may repeat the course a maximum of twice. He or she will only be able to repeat the course the second and last time with the approval and recommendation of the Director of Faculty and the practice supervisor.

6. No student will repeat a specified course until he or she has received a grade for it.
7. Repeated courses will be considered to determine the student’s academic progress.

### Independent study

Courses in this category must comply with the four hours of weekly instruction. Independent study courses will be offered as an alternative for those students who require a course that is not programmed in their graduation year, be it the first or second semester. These courses will be offered through independent study if they meet the following specific criteria:

1. The course content cannot be substituted for another.
2. The course is not being offered in the division the student is enrolled in and the student cannot attend the section offered in another division.
3. The course is required for the student’s major.

The Director of Faculty and Curriculum will consider special cases individually on their own merits.

### ACADEMIC PROGRESS

#### Academic Status of the Students

1. The retention index of the student will be in accordance to the required index of the attempted credits and will be applied to the percent of approved credits established in the table designed for this purpose.
2. Students with satisfactory academic progress have cumulative GPA that is in accordance with the approved credits established in the table designed for this purpose. These tables are program-specific and are available at the Registrar’s Office.
3. In the case of transfer students, they will be evaluated upon completing their first year of study. Transfer credits will be considered attempted credits and will not be considered for the retention index.
4. Students on academic probation are those who have a cumulative GPA that is lower than the retention index.

#### Grade Point Average (GPA)

1. The grade point average will be the general average of all the grades obtained by the student during his or her studies in the Institution.
2. For transfer students, courses passed with “C” that are equivalent to those of the program of study they are admitted to, will be accepted as transfer credits. Students in the
graduate program must comply with the requirements established by each Master's degree program.

**Retention Index**

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

**Accumulated Credits Required and Retention Index**

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

**Probation**

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

**Suspensions**

1. Students whose cumulative GPA is lower than the retention index and who have not approved the percentage of required credits after ending their probation period, will be suspended from the Institution for the term of one year.
2. The Institution will not accept any courses, diplomas or degrees conferred on a student by another institution during the time he or she was suspended.

3. Students who, upon completing their suspension, are interested in being readmitted will be subject to the requirements for readmission.

4. Those students who discontinued their studies while on probation will be identified as students on probation when applying for readmission.

5. Readmitted students, upon completing the period established for their first academic sanction, must be recommended by the Admissions Committee. The student will return to a second probation period for the next academic year. If upon completing this term the student has not reached the retention index required and the percentage of credits necessary, he or she will be suspended for a maximum of two years.

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

**Appeals**

**Right to Appeal**

1. The student has the right to appeal the institutional determination about his or her not having obtained satisfactory academic progress as defined, if there was a crisis situation that impeded complying with this norm.

2. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress:
   a. an illness of the student or a dependent
   b. an illness of the head of the household that created an economic crisis,
   c. natural disasters, divorce of the parents/student
   d. death of a parent, mother, spouse or child
   e. problems caused by an alteration in the family nucleus that in good judgment reasonably hindered the progress of the student

**Appeals Committee**

The Appeals Committee will be composed of a representative of the following offices: Academic Advisor, Registrar, Financial Aid, and the Director of Faculty. It will be presided by the Director or his/her representative.
Applying for an Appeal

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

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

Reestablishing Financial Aid

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

The Office of Admissions-Financial Aid will reestablish financial aid for a student by means of the letter sent by the Campus Director notifying the student of the outcome of the appeal.

GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Eligibility to Obtain an Academic Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students must have approved the courses required for the degree as established by the Institution.</td>
</tr>
<tr>
<td>2. Students must have approved the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.</td>
</tr>
<tr>
<td>3. For master’s degrees, students must complete the degree’s Final Requirements.</td>
</tr>
<tr>
<td>4. Transfer students must meet residency requirements.</td>
</tr>
<tr>
<td>5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.</td>
</tr>
<tr>
<td>6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.</td>
</tr>
<tr>
<td>7. Have submitted an Application for Graduation to the Office of Integrated Services or, Registrar by the date established in the academic calendar.</td>
</tr>
</tbody>
</table>
8. No document will be given certifying that the student has completed the graduation requirements until evidence of having no financial debts with the institution have been presented.

9. All students applying for readmission to the institution will be subject to the graduation requirements in effect the year they are readmitted.

10. Commencement will be held only once a year, at the end of the second academic semester. Students who fulfill their graduation requirements at the end of the first semester or during summer may apply and obtain a certification of completion of graduation requirements from the Office of the Registrar before Commencement.

11. Two degrees may be conferred if they are from different programs or different majors when it is the same program.

FINANCIAL INFORMATION

<table>
<thead>
<tr>
<th>Fees and Tuition Costs</th>
</tr>
</thead>
</table>

The information contained in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all undergraduate and graduate students. The Board of Directors approves tuition costs at all levels.

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

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

Cost per Credit

The cost per credit is $360.00 at the undergraduate level, and $560.00 at the graduate level. The cost of credit awarded for prior learning is equal to 50% of the cost per credit. All costs per credit are subject to change.

Refund Policy

Any student who requests a total withdrawal of courses on or prior to 60% of the part of term registered will be reimbursed according to the following formula:
TOTAL DAYS ELAPSED _______ = % of TOTAL COST
TOTAL PART OF TERM DAYS

After 60% of the total part of term days has elapsed, the student will be responsible for 100% of total costs.

Partial Withdrawal: Course Drop/Add Period

Students may cancel a course before the first day of the part of term (PT) without costs or charges.

Students who withdraw partially within the first week beginning with the first day of class of each part of term will be reimbursed 88% of the total tuition. After this time, the student who drops a course is responsible of 100% course charges.

Non - Attendance

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

Identifications

The Institution issues an identification card to each student. The cost of replacing a lost, misplaced or stolen identification card is $5.00. The identification card is necessary at several offices within the institution and will be the property of the institution.

Copies of Credit Transcripts

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

Financial Aid

The mission of the Student Financial Aid Program is to provide the student with scarce economic resources equal educational opportunities to obtain an academic preparation that will facilitate his integration to society.

Our Student Financial Aid Program operates under the basic principle that the primary responsibility of financing higher education is of the family. Therefore, the majority of the funds are offered under the economic criterion of need. The objectives of providing a fair distribution of the financial
resources are in agreement with the state, federal and institutional dispositions. Financial Aid is available for those who qualify.

The program is made up of three components. First, scholarships that are given and thus do not have to be repaid. Second, student money loans made available at a low interest with reasonable conditions of repayment. Third, the work and study program permits students to acquire experience that is related to their program of studies and at the same time receives compensation for the work being done, thus helping with his costs of education.

The student can be eligible to receive aid of all three components, as long as these available funds will permit.

Grant-Scholarship Programs

Federal Pell Grant

This grant helps undergraduate students to pay for their first post-secondary education. Students must be enrolled at least on three credits to receive the benefit. The maximum award varies every year. Information may be obtained from the Office of Integrated Services and the Financial Aid Officer.

Federal Supplemental Educational Opportunity Grant (SEOG)

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

State of Maryland Grants

Students of the Universidad del Turabo may be eligible to participate in the scholarships and grants available at the Maryland Higher Education Commission’s website. For additional information, visit http://www.mhec.state.md.us/financialAid/descriptions.asp.

LOAN PROGRAMS:

Federal Direct Loan

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

**Federal Direct Parent Loan for Undergraduate Students (FDPLUS)**

“PLUS” loans are borrowed by parents for dependent students. The interest rate is variable, with a cap of 9%. Repayment begins 60 days after the first disbursement.

**Work and Study Program**

**Federal Work-Study Program (FWSP)**

A program, that requires the student work a maximum of 20 hours per week. The student is paid a competitive wage and is able to gain experience in his area of study.

**How to apply for Federal Financial Aid**

To be considered for federal student aid, a student must complete a Free Application for Federal Student Financial Aid (FASFA). The FAFSA collects financial and other information used to calculate the expected family contribution (EFC) and to determine a student's eligibility through computer matches with other agencies. The FASFA is the only form students must fill out to apply for federal financial aid.

The student must submit the Free Application for Federal Student Financial Aid (FAFSA) or Renewal FAFSA to the U.S. Department of Education at [www.fafsa.gov](http://www.fafsa.gov).

The amount of financial aid award may vary each year according to the student’s need, the type of aid they are eligible, their academic performance and available funding.

**Eligibility Requirements**

In order to meet the eligibility requirements, students must:

- have financial need,
- be enrolled as a regular student in an eligible program,
- be working toward a degree or certificate,
- 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 (if required),
• be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment,
• not have received a Bachelor’s Degree for Pell and FSEOG,
• provide documentation of any information requested by the Office of Admission and Financial Aid.

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. 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. 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.

STUDENT AFFAIRS AND SERVICES

Student Services

The SUAGM: UT Capital Area Campus reflects the commitment of the System, its member institutions and the School for Professional Studies to student service. The service offered is characterized for being personalized and individualized, where the student and the program representative together go through the steps from admission to registration, according to the particular needs of each student. Due to the integration of the different student services into a one-stop student service model, students can process their admission; validate transfer credit for their courses; receive orientation and apply for financial aid; receive personalized academic advising; complete registration, and program planning and academic progress audits through an appointment with the Student Integrated Services staff.
The School for Professional Studies personnel also offers orientation about other services available and acts as a liaison to other offices of the System and its member institutions. The Director of Integrated Services, Financial Aid Staff, Registrar, and Integrated Services Officers will be cross-trained to perform these services in an integrated manner. The Capital Area Campus has a full-time Academic Advisor to meet the counseling and job placement needs of its students.

Integrated student services are provided in an extended schedule to accommodate the demands of working adults:

- Monday through Thursday: 11:00 a.m. - 8:00 p.m.
- Friday: 9:00 a.m. - 6:00 p.m.
- Saturday: 8:30 a.m. - 5:00 p.m.

**Academic Advising**

All students will have a staff member assigned as an academic advisor. They must complete all the procedures and schedules for academic advising. In addition, they must meet periodically with their advisor to work a schedule for academic success.

**Student Feedback and Complaints**

Students in each course section will select a student representative that will meet with the Campus Director or its representative during the second or third week of class. Student representatives will provide feedback to staff on course, faculty, program, services and facilities. Student representatives will also have responsibility for administering end of course evaluations.

Students may also submit a Request for Service or Complaint by filling out the appropriate form in Campus. They may also e-mail the campus staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Integrated Services or the Student and Registrar Services Coordinator for referral or resolution. In the event of any unresolved conflict, students can contact the Maryland Higher Education Commission at (410) 767-3301 or Middle States Commission on Higher Education at (267) 284-5000.

**Student Conduct and Disciplinary Actions**

**Disciplinary Regulations**
All students will observe and comply with all the institutional policies, rules and procedures and will follow a code of exemplary conduct. Each student should be familiar with the institutional policies regarding plagiarism. Also, course work cannot be used to complete the requirement of more than one course. Any violation of discipline will be referred to the Dean of the School of Professional Studies or the Campus Director.

Disciplinary rules and regulations are ratified by the Ana G. Méndez University System Board of Directors. The students at SUAGM, UT are expected to honor, obey and respect these rules and regulations in all their ramifications. These principles, rules and regulations are clearly stated in the college by-laws, the Student Handbook, and in the other regular or periodic publications of the Administration.

Important Notice:
Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student’s Handbook from the Office of Integrated Services Office or Registrar. The student signs a receipt for it, and commits to read and become familiar with the Handbook’s contents and the Student’s Regulations. These requirements cannot be waved or omitted under any circumstances.

GENERAL PROVISIONS

**Course Numbering System**

**Course Numbers**
The following course numbering system is used by the SUAGM: UT

1. 050, 100 and 200 coded courses are lower level bachelor’s degree courses
2. 300 and 400 coded courses are upper division bachelor’s degree courses
3. 500, 600 and 700 coded courses are master’s degree level courses

**The Course Prefix**
The course prefix is a four letter designator for a major division of an academic discipline, subject-matter, or sub-category of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix to identify the course.

ACCO – Accounting
BIOL – Biology
COIS, COMP – Computer Information System
CHEM - Chemistry
CRJU – Criminal Justice
ECON – Economy
EDUC - Education
ENGL – English
ENTR – Entrepreneurship
FINA – Finance
GEOG – Geography
HESC – Health Sciences
HIST – History
HUMA – Humanities
HURM – Human Resources
INBU – International Business
INSC – Integrated Sciences
MANA – Management
MARK – Marketing
MATH – Mathematics
NURS - Nursing
MSPA – Master in Public Administration
POSC – Political Sciences
QYLE – Quality of University Life
SCIE – Integrated Sciences
SOSC – Social Sciences
SPAN – Spanish
SPED – Special Education
STAT – Statistics
TESL – Teaching English as a Second Language

Separateness

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

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

## False information

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

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

## Student’s Responsibility

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

## Institution’s Responsibility

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

## Reserved Rights

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

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

Change of Name and/or Address

It will be the responsibility of the student to notify the Registrar and/or Director of Integrated Services of any change of name or address while he or she is an active student at the Institution.
Section III

Programs of Study
Bachelor Degrees

Bachelor in Business Administration (BBA)
Major in Management
125 credits

PROGRAM DESCRIPTION:
The primary target of this major is to enable students professionally to occupy diverse administrative positions in commercial and industrial companies, governmental agencies and organizations without profit aims. Between the concentration courses they are included: accounting for the decision-making, administration of human resources, labor legislation, supervision, management of operations and managerial strategies. In addition it can select courses in areas like administration of small businesses, real estate, government and company, principles of insurances and development of companies.

PROGRAM OBJECTIVES:
1. To provide a course of study consistent with the needs of the industry.
2. To provide the knowledge of the theories of management.
3. To provide the understanding of the processes of management.
4. To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
5. To promote participation in community affairs.
6. To develop among students good interpersonal and communication skills.
7. To provide workshops in management techniques, marketing, accounting, and computers.

PROGRAM OUTCOMES:
The students will be able to:
1. Establish and maintain a continuous development in technological use.
2. Promote changes in the management environment.
3. Work in managing positions in the private industry as well as in government agencies. Develop portfolio.
4. Possess administrative and management theories knowledge.
5. Prepare managerial reports in English and Spanish.
7. Communicate adequately in English & Spanish, both orally and in writing.
## Curricular Sequence

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>51</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>47</td>
</tr>
<tr>
<td>Management Concentration Courses</td>
<td>18</td>
</tr>
<tr>
<td>Management Specialization Courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **QYLE 110-O must be taken within the first term of enrollment.** REVISED 2/2010
Bachelor in Business Administration (BBA)
Major in Marketing
125 credits

PROGRAM DESCRIPTION:
This program promotes the technical competition and the development of skills to carry out investigations of market, to prepare plans of trade, projections of sale, and campaigns of promotion. The graduate will be able to work in publicity agencies, public relations companies, markets investigation companies and in sales departments in diverse companies.

PROGRAM OBJECTIVES:
1. To provide a course of study consistent with the needs of the industry.
2. To provide the knowledge of marketing theories.
3. To provide the understanding of the processes in marketing.
4. To stimulate a positive attitude toward education and strengthening the concept of education as an on-going process.
5. To promote participation in community affairs.
6. To develop among students good interpersonal and communication skills.
7. To provide workshops in management techniques, marketing, accounting, and computers.

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<td>Marketing Concentration Courses</td>
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</tr>
<tr>
<td>Marketing Specialization Courses</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **QYLE 110-O must be taken within the first term of enrollment.**
Bachelor in Business Administration (BBA)
Major in Accounting
128 Credits

PROGRAM DESCRIPTION:
This concentration prepares students in diverse aspects like the preparation of financial statements, analysis of costs, contributions, audit, and principles of accounting outpost. The student has the opportunity to take additional courses in the areas of contributing systems of Maryland, federal contributions, computerized information systems of accounting, information systems of accounting, accounting for government and organizations without profit aims.

PROGRAM OBJECTIVE:
1. To provide a course of study consistent with the needs of the industry.
2. To provide the knowledge of the theories of accounting.
3. To provide the understanding of the processes of accounting and the use of computers.
4. To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
5. To promote participation in community affairs.
6. To develop among students good interpersonal and communication skills.
7. To provide workshops in management techniques, marketing, accounting, and computers.

PROGRAM OUTCOMES:
The students will:
1. establish and maintain a continuous development in technological use applied to accounting,
2. promote changes in his/her labor environment,
3. work in accountability positions in the private industry as well as in government agencies,
4. have knowledge of analysis, design and application techniques of accountability theories,
5. be able to assume multiple roles as analyst, budget evaluators or auditors,
6. prepare accounting reports in English and Spanish,
7. enroll in continuing education courses, AND
8. communicate adequately in English and Spanish both orally and in writing.
<table>
<thead>
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<tr>
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<tr>
<td>Core/Professional Courses</td>
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</tr>
<tr>
<td>Accounting Concentration Courses</td>
<td>21</td>
</tr>
<tr>
<td>Accounting Specialization Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

| TOTAL                                               | 128     |
| **SISTEMA UNIVERSITARIO ANA G. MENDEZ** |
| **UNIVERSIDAD DEL TURABO** |
| **SCHOOL FOR PROFESSIONAL STUDIES** |
| **PROGRAM TITLE: ACCOUNTING** |
| **CREDENTIAL ISSUED: BACHELOR IN BUSINESS ADMINISTRATION (BBA)** |
| **DEGREE REQUIREMENTS** |
Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experience. Additional language courses may be needed according to the student’s proficiency in each applicable language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with state and local agencies certification requirements for the degree, as applicable.

**QYLE 110-O must be taken within the first term of enrollment.**
Bachelor in Business Administration (BBA)
Major in Computerized Information Systems
126 credits

PROGRAM DESCRIPTION:
This major provides an ample curriculum so that the student has the opportunity to know the different current technological trends and to develop his level of competition in the use of emergent applications, in the field of information systems. The commitment of this major is to develop professionals able to become effective agents of change in their field, for the benefit of the organization and society in general.

PROGRAM OBJECTIVES:
1. To provide students with the technical skills and the understanding of the socio-economic institutional framework within which businesses operate, that enable them to perform the responsibilities of leaders in executive positions.
2. To provide training for different productive sectors of the economy including the public sector.
3. To improve and develop the technical skills required by person currently holding positions in business administration in the area of computers information systems.
4. To provide technical knowledge of diverse computerized systems and applications.
5. To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
6. To promote participation in community affairs.
7. To provide workshops in management techniques, marketing, accounting, and computers.

PROGRAM OUTCOMES:
The students will:
1. establish and maintain a continuous development in technology,
2. promote changes in his/her labor environment,
3. have the knowledge of design and application of computer systems,
4. prepare reports in English and Spanish,
5. enroll in continuing education courses,
6. communicate adequately in English & Spanish, both orally and in writing.
### Curricular Sequence

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Courses</td>
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</tr>
<tr>
<td>Core/Professional Courses</td>
<td>47</td>
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<tr>
<td>CIS Concentration Courses</td>
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<tr>
<td>CIS Specialization Courses</td>
<td>9</td>
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### General Education Courses (51 Credits)

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<th>CR</th>
<th>UT-T</th>
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<tbody>
<tr>
<td>SCIE 111-O Integrated Science I</td>
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<td></td>
<td></td>
<td>SCIE 112-O Integrated Science II</td>
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<tr>
<td>ENGL 115-O English Reading and Writing I</td>
<td>3</td>
<td></td>
<td></td>
<td>ENGL 116-O English Reading and Writing II</td>
<td>3</td>
<td></td>
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<tr>
<td>ENGL 231-O Research and Writing</td>
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<td>ENGL 331-O Public Speaking</td>
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<td>SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II</td>
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<tr>
<td>SPAN 250-O Techniques for Writing in Spanish</td>
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<td>SPAN 255-O Spanish for Writing and Research</td>
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<tr>
<td>MATH 121-O Intermediate Algebra</td>
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<td>MATH 199-O Quantitative Methods I</td>
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<tr>
<td>SOSC 228 Interpersonal Relations</td>
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<td>POSC 373 Political Systems of the United States</td>
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<tr>
<td>HUMA 101-O World Cultures I</td>
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<td>HUMA 102-O World Cultures II</td>
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<tr>
<td>COMP 110-O Introduction to Computer and Software</td>
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### Core/Professional Courses (47 Credits)

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<tbody>
<tr>
<td>ACCO 111 Introduction to Accounting I</td>
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<td>ACCO 112 Introduction to Accounting II</td>
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<tr>
<td>ECON 121-O Introduction to Economics: Microeconomics</td>
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<td>ECON 122-O Introduction to Economics: Macroeconomics</td>
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<tr>
<td>STAT 201-O Administration Statistics I</td>
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<td>STAT 202-O Administration Statistics II</td>
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<tr>
<td>ENTR 360 Entrepreneurship</td>
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<td>FINA 202 Business Finance</td>
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<td>MANA 204-O Business Law and Professional Ethics</td>
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<td>MANA 210-O Business Administration Theory</td>
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<td>MANA 230 Organizational Behavior</td>
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<td>MANA 213 Marketing Principles</td>
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<td>STAT 201-O</td>
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### Computerized Information Systems Concentration Courses (19 Credits)

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<tr>
<th>COURSES</th>
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<th>UT-T</th>
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<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PR</th>
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<tbody>
<tr>
<td>COIS 102-O Logical Concepts and Problem Solving</td>
<td>3</td>
<td></td>
<td></td>
<td>COIS 240-O Object Oriented Programming</td>
<td>4</td>
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<tr>
<td>COIS 250 Systems Analysis and Design</td>
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<td>COIS 250 Systems Analysis and Design</td>
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<td>COIS 420-O Introduction to Databases and SQL Programming</td>
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### Computerized Information System Specialization Courses (9 Credits)

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<tbody>
<tr>
<td>COIS 432 Computer Network Design</td>
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<td>COIS 360</td>
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<tr>
<td>COIS 434 Application Development for Mobile Devices</td>
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<td>COIS 360</td>
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</table>

### Total Number of Credits: 126

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable.

*QYLE 110-O must be taken within the first term of enrollment.*

REVISED 02/2010
Bachelor of Arts in Education (BA)
Major in Elementary Education
132 Credits

PROGRAM DESCRIPTION:
The Bachelor of Arts in Education has three components: general education, professional education requirements, and major requirements. The program includes instruction in the subject matter content standards specified by the Education Standards Commission and the Educator Accomplished Practices to meet Maryland requirements. Program graduates are required to demonstrate mastery of the Educator Accomplished Practices and Subject Area Competencies by passing all state certification exams.

The program integrates a clinical field experience project at a school setting in the main focus of each education course. The curriculum integrates instructional practices in understanding the reading process, beginning reading and instruction, assessment, problem identification, and prescription and teaching reading across the content areas for primary and intermediate grades. The program also integrates instructional requirements in Maryland in the areas of classroom management, school safety, professional ethics, and educational law. Students develop application skills to evaluate understanding of the content measured to meet state achievement tests, reading, interpretation data, and using data to improve student achievement.

It includes the practicum in teaching that lasts 12 weeks providing students with field experiences to demonstrate the Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. It provides teacher candidates with a solid preparation in the field of education.

Courses and field experiences include targeted instruction, observation, practice, and competency demonstration in the following state mandated areas:

- instructional strategies that address various learning styles, exceptionalities, and achievement levels,
- assessment of student learning,
- appropriate use of technology in instruction and record keeping,
- teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in Maryland.
Specific courses are integrated in the curriculum in order to satisfy the ESOL Standards and the specific performance Indicators for each standard set by the State of Maryland. Students must comply with state and local requirements or limitations to practice the education profession. The practicum in teaching lasts 12 weeks providing students with field experiences to demonstrate mastery of the accomplished practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

PROGRAM OBJECTIVES:
Students will:
1. Understand the importance of the social and personal mission of the teaching profession.
2. Accept the changes that will lead to the broadening of their knowledge and experience as teachers and use that knowledge effectively in the teaching-learning process.
3. Analyze social, psychological, and philosophical foundations of education.
4. Choose and effectively use resources and materials to improve their teaching methods.
5. Understand and use different educational strategies and techniques effectively.
6. Be exposed to a variety of experiences that will help them to develop the skills, attitudes and abilities in order to become change agents in the field of education.
7. Develop awareness of the responsibility of keeping abreast in their fields of specialization.
8. Understand, revise, and enrich the curriculum of their area of specialization.
9. Be able to incorporate technological innovations into their personal life and their teaching.
10. Develop the skills that will make them lifelong learners.

PROGRAM OUTCOMES:
The students will be able to:
1. use diverse techniques in teaching at the elementary level,
2. introduce technological techniques in their methodology,
3. develop classroom assessment,
4. develop portfolio,
5. develop lesson plans,
6. enroll in continuing education courses,
7. communicate adequately in English & Spanish both orally and in writing.
Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the PRAXIS I Test before initiating the internship/practicum experience. Refer to the Maryland’s State Department of Education website for additional internship requirements, field, and clinical experiences requirements: http://www.marylandpublicschools.org/MSDE/divisions/certification/. Additionally, before seeking a teaching position, graduates must show evidence of a passing score on PRAXIS I, and comply with all Maryland State Department of Education requirements and the Montgomery County laws and requirements.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland’s qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Courses</td>
<td>51</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>39</td>
</tr>
<tr>
<td>Elementary Education Concentration Courses</td>
<td>42</td>
</tr>
<tr>
<td>TOTAL</td>
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</tbody>
</table>
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.

**QYLE 110-O must be taken within the first term of enrollment.**

**REVISED 06/2011**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REG</th>
<th>COURSES</th>
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<tr>
<td>SCIE 111-O Integrated Science I</td>
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<td>SCIE 112-O Integrated Science II</td>
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<tr>
<td>ENGL 115-O English Reading and Writing I</td>
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<td>ENGL 116-O English Reading and Writing II</td>
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<tr>
<td>ENGL 231-O Research and Writing</td>
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<td>ENGL 115-O</td>
<td>ENGL 116-O</td>
<td>ENGL 331-O Public Speaking</td>
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<td>SPAN 250-O Techniques for Writing in Spanish</td>
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<td>HUMA 101-O World Cultures I</td>
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<td>HUMA 102-O World Cultures II</td>
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<th>PRE-REG</th>
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<td>ENGL 115-O</td>
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<td>EDUC 171-O Human Growth and Development</td>
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<td>EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education</td>
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<td>EDUC 214 Computer Systems in Education</td>
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<td>EDUC 172 Educational Psychology</td>
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<td>EDUC 106 Introduction to Education</td>
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<td>EDUC 202-O Technology and Materials for Teaching and Learning</td>
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<td>EDUC 435-O Interdisciplinary Seminar</td>
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</table>
Bachelor of Arts in Education (BA)
Major in Secondary Education in Mathematics
132 Credits

PROGRAM DESCRIPTION:
The Bachelor in Education has three components: general education, professional education requirements, and major requirements. The practicum in teaching lasts 12 weeks providing students with field experiences to demonstrate mastery of the accomplished practices in a school setting during the regular school year. Students must make arrangements to comply with the internship requirements during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing. The student must refer to the Internship Handbook available from the Director of Faculty for specific requirements and procedures.

It provides teacher candidates with a solid preparation in the field of education as well as with the academic background to enhance their general professional competence and their teaching skills. Specific courses are integrated in the curriculum in order to satisfy the ESOL Standards and Performance Indicators for each standard set by the State of Maryland. ESOL Standards have been integrated in selected education courses. Students must comply with state and local requirements or limitations to practice the profession.

PROGRAM OBJECTIVES
The students will:
1. Understand the importance of the social and personal mission of the teaching profession.
2. Accept the changes that will lead to the broadening of their knowledge and experience as teachers and use that knowledge effectively in the teaching-learning process.
3. Analyze social, psychological, and philosophical foundations of education.
4. Choose and effectively use resources and materials to improve their teaching methods.
5. Understand and use different educational strategies and techniques effectively.
6. Be exposed to a variety of experiences that will help them to develop the skills, attitudes, and abilities in order to become change agents in the field of mathematics education.
7. Develop awareness of the responsibility of keeping abreast in their fields of mathematics.
8. Understand, revise, and enrich the curriculum of their area of mathematics.
9. Be able to incorporate technological innovations into their personal life and their teaching.
10. Develop the skills that will make them lifelong learners.

**PROGRAM OUTCOMES:**

The students will be able to:

1. use diverse techniques in teaching of mathematics,
2. introduce technological techniques in their methodology,
3. develop classroom assessment,
4. develop teaching materials,
5. develop portfolio,
6. develop lesson plans,
7. enroll in continuing education courses,
8. communicate effectively in English and Spanish, both orally and in writing.

**Maryland State ESOL Requirements:** Students in this program will take TESOL 222: Theory and Practice in Teaching English to Speakers of Other Languages (3 credit hours in ESOL)

**Education Programs Internship Requirements**

All students seeking an education degree must achieve a passing score on the PRAXIS I Test before initiating the internship/practicum experience. Refer to the Maryland’s State Department of Education website for additional internship requirements, field, and clinical experiences requirements: [http://www.marylandpublicschools.org/MSDE/divisions/certification/](http://www.marylandpublicschools.org/MSDE/divisions/certification/). Additionally, before seeking a teaching position, graduates must show evidence of a passing score on PRAXIS I and II, and comply with all Maryland State Department of Education requirements and the Montgomery County laws and requirements.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland's qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”
<table>
<thead>
<tr>
<th>Curricular Sequence</th>
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<tr>
<td>General Education Courses</td>
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<tr>
<td>Core/Professional Courses</td>
<td>44</td>
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<tr>
<td>Major Courses</td>
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<td><strong>TOTAL</strong></td>
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</tr>
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</table>
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.

**QYLE 110-O** must be taken within the first term of enrollment.
Bachelor of Sciences in Nursing (BSN)
Major in Nursing

128 Credits

The mission of UT emphasizes graduate and undergraduate education, research and service. The mission of the School of Health Sciences is to prepare excellent human resources in the Health Sciences (through innovative academic offerings across the curriculum) who can respond properly and rapidly to the needs of local and global communities. The mission, philosophy and goals of the BSN program are congruent with the mission and goals of Universidad del Turabo and the School of Health Sciences. The BSN is the program of the School of Health Sciences with the responsibility of preparing nurse generalists who can respond to the needs of our communities.

Congruence between UT, SHS, and Nursing Program Mission

<table>
<thead>
<tr>
<th>Universidad del Turabo Mission</th>
<th>School of Health Sciences Mission</th>
<th>Nursing Program Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enhance knowledge through excellence in teaching, and to foster research, innovation, and the internationalization of its programs.</td>
<td>To prepare excellent human resources in the Health Sciences with innovative academic offerings across the curriculum who can respond properly and rapidly to the needs of local and global communities.</td>
<td>BSN - To prepare nurse generalists who are key members of an interdisciplinary team that can have a positive impact on health care outcomes.</td>
</tr>
</tbody>
</table>

The University is committed to graduate well educated, professionally competent students, who can think critically and are technologically literate. The Institution also promotes the development of ethical principles and values that will allow them to contribute to the wellbeing of the community through their knowledge of social systems and their role as responsible citizens.

The main goals of the BSN Program include the following:

1. Prepare entry level BSN Nursing professionals for successful employment and graduate studies;
2. Foster a high degree of professionalism as a key member of the interdisciplinary team;
3. Produce graduates with the ability to apply practical knowledge in the workplace and willingness to continuously develop skills throughout their nursing career.
BSN Graduate Profile:

Nursing students are expected to:

1. Base practice on current knowledge, theory, and research.
2. Assume responsibility and accountability for practice.
3. Form partnerships with patients and with other health care professionals.
4. Serve as a member and leader within interdisciplinary health care professionals.
5. Communicate, collaborate, and negotiate.
6. Practice across a variety of settings and with diverse populations.
7. Access, assemble, and evaluate health information.
8. Teach patients.
9. Advocate for patients within the health care delivery system.
10. Delegate and supervise patient care activities.
11. Allocate and manage physical, fiscal, and human resources.
12. Evaluate nursing outcomes.
13. Participate in research and utilize research findings.
15. Participate in political and regulatory processes.
16. Participate in shaping the health care delivery system.

Admission Requirements:

1. The applicant must have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. The applicant must be 23 years of age or older.
3. The applicant must provide evidence for 3 years of work experience.
4. Minimum GPA. 2.50

Applicants that do not meet one or more of the above-mentioned requirements can apply for admission as a Puente Pre-Nursing support services program student. The applicant will be interviewed by the Campus Director and Nursing Coordinator to determine if the applicant can be admitted to the Puente Pre-Nursing support services program.

All students enrolled in this program will take up to 24 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 12 credits of language courses and 12 credits in general education courses that may include, 6 credits in Humanities, 3 credits of Computer
Sciences, and 3 credits of Introduction to University Life. The Puente Counselor may recommend to the Campus Director transfer of a Puente student to the regular accelerated format if the student has demonstrated academic success after one semester (12 credits) of coursework, including a GPA of 2.5 or above.

Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Courses</td>
<td>48</td>
</tr>
<tr>
<td>Professional Courses</td>
<td>22</td>
</tr>
<tr>
<td>Health Sciences Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>52</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>128</strong></td>
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## Degree Requirements

### General Education Courses (48 Credits)

<table>
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<tr>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
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<tbody>
<tr>
<td>ENGL 115-O English Reading and Writing I</td>
<td>3</td>
<td></td>
<td>ENGL 116-O English Reading and Writing II</td>
<td>3</td>
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<td>ENGL 115-O English Reading and Writing II</td>
</tr>
<tr>
<td>ENGL 231-O Research and Writing</td>
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<td>ENGL 115-O</td>
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<td>ENGL 116-O</td>
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<tr>
<td>SPAN 115-O Reading, Writing, and Oral</td>
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<td>SPAN 115-O Reading, Writing, and Oral</td>
</tr>
<tr>
<td>Communication in Spanish I</td>
<td></td>
<td></td>
<td>SPAN 115-O</td>
<td></td>
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<td>SPAN 116-O</td>
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<tr>
<td>SPAN 250-O Techniques for Writing in Spanish</td>
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<td>SPAN 255-O</td>
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<tr>
<td>MATH 111-O Intermediate Algebra I</td>
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<td>MATH 112-O Intermediate Algebra II</td>
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<td>MATH 111-O</td>
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<tr>
<td>SOSC 111-O Individual, Community, Government,</td>
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<td>SOSC 112-O Individual, Community, Government,</td>
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<tr>
<td>and Social Responsibility I</td>
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<td>and Social Responsibility II</td>
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<tr>
<td>HUMA 101-O World Cultures I</td>
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<td>HUMA 102-O</td>
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<td>PSYC 123 General Psychology (Compendium)</td>
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<td>QYLE 110-O Attitude Development and</td>
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<td>the 1st term of enrollment.)</td>
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### Professional Courses (22 Credits)

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<tr>
<th>COURSES</th>
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<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
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</thead>
<tbody>
<tr>
<td>BIOL 103 Biology for Health Sciences</td>
<td>3</td>
<td></td>
<td>CHEM 224 Fundamentals of General Chemistry</td>
<td>4</td>
<td></td>
<td>BIOL 103</td>
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<tr>
<td>BIOL 300 Microbiology</td>
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<td>BIOL 303</td>
<td>4</td>
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<td>BIOL 303</td>
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<tr>
<td>BIOL 303 Human Biology I</td>
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<td></td>
<td>COMP 110 Computer and Software</td>
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<td></td>
<td>BIOL 303</td>
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<tr>
<td>HESC 340 Health Sciences Research</td>
<td>3</td>
<td></td>
<td>MATH 111- MATH 112</td>
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<td></td>
<td>MATH 111- MATH 112</td>
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<td></td>
<td></td>
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<td>HESC 350 Statistics Applied to the Health</td>
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### Health Sciences Core Courses (6 Credits)

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<tbody>
<tr>
<td>NURS 201 Fundamentals of Nursing</td>
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<td>BIOL 300, BIOL 303-BIOL 304, MATH 111- MATH 112, PSYC 123, CHEM 224</td>
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<tr>
<td>NURS 202 Health and Physical Assessment</td>
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<td>NURS 201, 203 &amp; 205</td>
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<tr>
<td>NURS 203 Pharmacology</td>
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<td>NURS 201 or Concurrent</td>
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<tr>
<td>NURS 205 Pathophysiology</td>
<td>3</td>
<td></td>
<td>NURS 201 or Concurrent</td>
</tr>
<tr>
<td>NURS 204 Technical Skills Laboratory</td>
<td>2</td>
<td></td>
<td>NURS 201 &amp; NURS 303 or Concurrent</td>
</tr>
<tr>
<td>NURS 303 Medical Surgical Nursing</td>
<td>5</td>
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<td>NURS 201, 203, 205 &amp; NURS 202 &amp; 204 or Concurrent</td>
</tr>
<tr>
<td>NURS 407 Knowledge Integration in Nursing</td>
<td>3</td>
<td></td>
<td>NURS 405, NURS 406 or Concurrent</td>
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### Concentration Courses (52 Credits)

<table>
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<tr>
<th>COURSES</th>
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<th>PRE-REQ</th>
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<tbody>
<tr>
<td>NURS 201 Fundamentals of Nursing</td>
<td>5</td>
<td></td>
<td>NURS 304 Maternal &amp; Child Nursing</td>
</tr>
<tr>
<td>NURS 202 Health and Physical Assessment</td>
<td>4</td>
<td></td>
<td>NURS 305 Nursing Care of Children and</td>
</tr>
<tr>
<td>NURS 203 Pharmacology</td>
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<td></td>
<td>NURS 403 Community Health Nursing</td>
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<td>NURS 205 Pathophysiology</td>
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<td>NURS 404 Mental Health Nursing</td>
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<td>NURS 204 Technical Skills Laboratory</td>
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<td>NURS 405 Nursing Leadership</td>
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<tr>
<td>NURS 303 Medical Surgical Nursing</td>
<td>5</td>
<td></td>
<td>NURS 406 Practicum</td>
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<tr>
<td>NURS 407 Knowledge Integration in Nursing</td>
<td>3</td>
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<td>NURS 405 or Concurrent</td>
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### Total Number of Credits

128

*Students must meet Maryland State requirements to obtain a Maryland Nursing License to include the Nursing state test (NCLEX-RN). Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by State and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Students must abide with the minimum required hours set by the State for practicum experiences, which are 12 weeks. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. QYLE 110-O must be taken within the first term of enrollment.*
MASTER’S DEGREES

MASTER IN EDUCATION (M. ED.)
Specialization in Guidance and Counseling
36 Credits

PROGRAM DESCRIPTION:
This program is designed to prepare counselors to provide individual or group counseling services in K-12 schools. It provides counselors with the background in the principles, theories, and practice of guidance and counseling in a school setting. The graduates from this program will be able to interact with students who require effective communication, conflict management, problem solving, and decision making. The goal of this program is to develop counselors who possess the needed competencies to perform the duties in an effective manner at the school setting. Students must meet all state requirements to obtain certification in the area of educational guidance and counseling.

The practicum in teaching lasts 12 weeks, 20 hours a week, providing students with field experiences to demonstrate mastery of the accomplished practices in a school setting during the regular school year. Students must make arrangements to comply with the internship requirements during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing. The student must refer to the Internship Handbook available from the Director of Faculty for specific requirements and procedures.

PROGRAM OBJECTIVES:
1. Develop knowledge and understanding of the educational theories in Guidance and Counseling.
2. Practice of individual and group counseling techniques.
3. Develop knowledge and understanding of the process of guidance and counseling.
4. Develop knowledge of human development theories, and career development issues.
5. Develop knowledge of ethical issues in the guidance and counseling process.
6. Develop knowledge of specific strategies for the counseling of students.
7. Develop knowledge of the legal aspects of the practice of Maryland guidance and counseling in public schools.
8. Develop knowledge of assessment techniques in counseling.
9. Understanding of specific cultural idiosyncrasies of different populations.
10. Develop knowledge and understanding of principles and procedures of educational research and its relevance to the counseling process.

PROGRAM OUTCOMES:

Students will be able to:

1. offer individual counseling and guidance to students or clients depending on the setting,
2. offer group counseling and guidance to students depending on the setting,
3. offer standardized tests to students,
4. offer guidance in career selection to students,
5. design counseling plan for individuals,
6. conduct workshops with different student populations,
7. develop school-community projects within a diverse population.

Note: This course requires a Bachelor of Arts in Education and experience in the public educational system. For information about requirements and certifications students must visit http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/school Counseling/. Graduates must meet the certification requirements set forth by the Maryland State Department of Education.

Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the PRAXIS I Test before initiating the internship/practicum experience. Additionally, before seeking a teaching position, graduates must show evidence of a passing score on PRAXIS I, and comply with all Maryland State Department of Education requirements and the Montgomery County laws and requirements. The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland's qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”
<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core Professional Courses</td>
<td>6</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>18</td>
</tr>
<tr>
<td>Research</td>
<td>6</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
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</tbody>
</table>
SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL TURABO
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: GUIDANCE AND COUNSELING
CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED)
DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>CORE PROFESSIONAL COURSES (9 Credits)</th>
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<tbody>
<tr>
<td>EDUC 580 Evolutive Psychology: Human Growth and Development</td>
<td>3</td>
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<tr>
<td>EDUC 581 Introduction to Guidance and Counseling Services</td>
<td>3</td>
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<tr>
<td>TESL 522-O* Theory and Practice of Teaching ESOL Students in Schools</td>
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<table>
<thead>
<tr>
<th>SPECIALIZATION COURSES (21 Credits)</th>
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<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>EDUC 582 Legal and Ethical Issues in Counseling</td>
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<tr>
<td>EDUC 583 Instruments and Techniques for Diagnosis and Appraisal</td>
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<tr>
<td>EDUC 584 Individual Counseling Techniques</td>
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</tr>
<tr>
<td>EDUC 585 Group Counseling Techniques</td>
<td>3</td>
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</tr>
<tr>
<td>EDUC 586 Career Counseling</td>
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<tr>
<td>EDUC 600 Educational Research Methods</td>
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<td></td>
<td></td>
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<td>18 credits from specialty component</td>
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EDUC 587-O Internship in Counseling (Requires a passing score on the Maryland State Certification Test and Internship Coordinator’s Approval) 3 EDUC 580, EDUC 581, EDUC 582, EDUC 583, EDUC 584, EDUC 585, EDUC 586, EDUC 600 Passing score in the Maryland State Certification Test

<table>
<thead>
<tr>
<th>ADDITIONAL RESEARCH COURSE (3 credits)</th>
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<tr>
<td>EDUC 602 Lecture Seminar</td>
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<table>
<thead>
<tr>
<th>ELECTIVE COURSES (3 CREDITS)</th>
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<th>TR</th>
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<tbody>
<tr>
<td>Student will select one of the following courses:</td>
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<tr>
<td>EDUC 589-O Consultation in Schools</td>
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</tr>
<tr>
<td>EDUC 618-O Counseling Children and Adolescents</td>
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</table>

TOTAL NUMBER OF CREDITS 36

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.

* Graduates must meet the certification requirements set forth by the Maryland State Department of Education. Revised 06/2011
MASTER IN EDUCATION (M ED)

Specialization in the Teaching of English as a Second Language

39 Credits

PROGRAM DESCRIPTION:
This major is designed to provide candidates with educational experiences in the principles, theories, and practice of English second language acquisition, learning, and teaching. It seeks to prepare educators to assume positions of leadership in ESOL education as teachers in public schools. Students must comply with state and local requirements or limitations to practice the ESOL profession in Maryland. Graduate students must achieve a passing score in the ESOL subject area test to be certified. In addition to this test, students must achieve a passing score on the Maryland exam requirements for certification prior to internship experience. The program focuses on the Maryland State ESOL standards and requirements.

The practicum in teaching lasts 12 weeks, 20 hours a week, providing students with field experiences to demonstrate mastery in a school setting during the regular school year. Students must make arrangements to comply with the internship requirements during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing. The student must refer to the Internship Handbook available from the Director of Faculty for specific requirements and procedures.

Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the PRAXIS I Test before initiating the internship/practicum experience. Refer to the Maryland’s State Department of Education website for additional internship requirements, field, and clinical experiences requirements: http://www.marylandpublicschools.org/MSDE/divisions/certification/.

Additionally, before seeking a teaching position, graduates must show evidence of a passing score on PRAXIS I and II, and comply with all Maryland State Department of Education requirements and the Montgomery County laws and requirements.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where
required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland's qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”

**PROGRAM OBJECTIVES:**

Upon completion of the program, the student will develop:

1. knowledge and understanding of the theories, goals, and research on ESOL education
2. knowledge and understanding of ESOL curriculum development, theories and applications
3. knowledge and understanding of the process of English language development and language acquisition
4. knowledge of the ESOL classroom-based language assessment strategies and will demonstrate application of those strategies
5. knowledge and understanding of methods of teaching ESOL
6. knowledge of specific strategies for teaching reading in a bilingual setting to limited English proficient (LEP) students and demonstrate application of these strategies
7. knowledge and understanding of brain based research and cognitive psychology as it relates to language learning and acquisition
8. knowledge of specific strategies for developing communicative competencies in LEP students
9. knowledge and understanding of ESOL strategies to integrate cognitive and affective learning
10. understanding of specific cultural idiosyncrasies that impact student linguistic and academic success
11. knowledge of English writing strategies
12. knowledge and understanding of ESOL educational research and its relevance to the instructional process

**PROGRAM OUTCOMES:**

Students will be able to:

1. Develop ESOL classroom research projects
2. Develop lesson plans for the teaching of reading and writing using different strategies.
3. Design ESOL curriculum units for LEP students
4. Develop ESOL performance portfolio assessments projects
5. Conduct ESOL workshops
6. Develop community projects within a diverse population
7. Communicate adequately in English both orally and in writing.
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core/Professional Courses</td>
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<tr>
<td>Specialization Courses</td>
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<td>Research Courses</td>
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<td><strong>TOTAL</strong></td>
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### DEGREE REQUIREMENTS

#### CORE PROFESSIONAL COURSES (6 Credits)

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<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>EDUC 501-O Principles and Development of Curriculum in ESOL</td>
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<tr>
<td>EDUC 512-O Innovations and Education in ESOL</td>
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#### SPECIALIZATION COURSES (27 Credits)

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<td>EDUC 550-O Second Language Acquisition</td>
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<td>EDUC 551 Reading Processes in a Second Language Setting</td>
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<td>EDUC 553-O ESOL Curriculum and Materials Development</td>
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<td>EDUC 555-O Development of Communication Skills in English</td>
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<tr>
<td>EDUC 566-O Methods of Teaching English as a Second Language</td>
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<td>EDUC 567-O Cross-Cultural Communication and Understanding</td>
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<td>EDUC 564 Applied Linguistics for ESOL Teachers</td>
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<tr>
<td>EDUC 569-O Testing and Evaluation of ESOL</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EDUC 604-O Knowledge Integration Seminar in ESOL</td>
<td>3</td>
<td></td>
<td></td>
<td>All Core and Specialization Courses</td>
</tr>
</tbody>
</table>

#### RESEARCH COURSES (6 Credits)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CRS</th>
<th>TR</th>
<th>UT</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 600-O Educational Research Methods in ESOL</td>
<td>3</td>
<td></td>
<td></td>
<td>All Core and Specialization Courses</td>
</tr>
<tr>
<td>EDUC 617-O ESOL Seminar in a School Setting (Internship)</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 600-O, a passing score in the Maryland State Certification Test</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS**

| 39 |

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.

* Graduates must meet the certification requirements set forth by the Maryland State Department of Education.
MASTER OF SCIENCE IN PUBLIC AFFAIRS (MSPA)
Specialization in Criminal Justice
39 Credits

PROGRAM DESCRIPTION:

The program trains professionals to assume a multitude of roles such as analysts, evaluators, and planners in the public administration field in both the public and private sectors within the various Criminal Justice fields. The academic and professional orientation of the program enables the student to analyze the doctrines and principles of public administration that are involved in the implementation of public policy.

As a result, of the seminar and field projects emphasizing application of concepts and analytical tools to the real problems of our present day society, the program prepares students for positions of high responsibility in the public affairs fields. The program also focuses on the political, economic and organizational aspects of developing, implementing and evaluating public policy.

The program will be built upon the current Bachelor Program in Criminal Justice offered in both campuses. The MSPA in Criminal Justice will offer courses in Ethics, Administration, Planning, and Developing the Criminal Justice System, from Philosophy of Punishment to Correctional Program Administration. The students will learn new tendencies in the administration and evaluation of the system that affect local, state and nationwide programs.

PROGRAM OBJECTIVES:

1. Offer students a quality education giving them the necessary professional tools to meet the challenges of public administration and public policy implementation within the area of Criminal Justice.

2. Develop competent bilingual professionals with outstanding leadership skills in the implementation of programs, policies and services in Maryland.

3. Upgrade the professional and academic preparation of administrative personnel working in public and private agencies, enabling them to explore and utilize effective strategies in the decision making process.
4. The program will create professionals who will know and recognize the importance of integrity and ethics in the performance of their functions.

5. The program will provide the knowledge and skills necessaries in the finance area for the effective management of fiscal resources.

6. Graduates from the MSPA in Criminal Justice will be capable to excel in a constantly changing legal system full of new technologies and increasing demands as part of our multi-cultural society.

7. Graduates from the MSPA in Criminal Justice will know and understand the theories behind our Criminal Justice System, which will allow them to master and fully engage in the multidisciplinary processes within the system.

8. Graduates from the MSPA in Criminal Justice will be able to understand and practice basic principles and research methods that will guide them to excel in the different available practice fields.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core/Professional Courses</td>
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<tr>
<td>Specialization Courses</td>
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<tr>
<td>Elective Courses</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>
SISTEMA UNIVERSITARIO ANA G. MENDEZ  
UNIVERSIDAD DEL TURABO  
SCHOOL FOR PROFESSIONAL STUDIES  
PROGRAM TITLE: CRIMINAL JUSTICE  
CREDENTIAL ISSUED: MASTER IN PUBLIC AFFAIRS (MPA)  
DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
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<th>UT</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPA 500 Theory, Practice, and Change in the Administration of Public Policy</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MSPA 505-O Computer Education for Public Administrators</td>
<td>3</td>
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<tr>
<td>MSPA 510-O Research and Quantitative Method in Public Administration</td>
<td>3</td>
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<tr>
<td>MSPA 520 Administrative Law and Ethics</td>
<td>3</td>
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<td>MSPA 500</td>
</tr>
<tr>
<td>MSPA 530 Planning and Evaluation: Theories, Methods, and Techniques</td>
<td>3</td>
<td></td>
<td></td>
<td>MSPA 510-O</td>
</tr>
<tr>
<td>MSPA 540 Seminar: Planning, Development, and Evaluation of Human Resources</td>
<td>3</td>
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<td>MSPA 520</td>
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<tr>
<td>MSPA 550 Fiscal Resources Management</td>
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SPECIALIZATION COURSES (15 credits)

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<tr>
<th>COURSES/DESCRIPTIONS</th>
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<tbody>
<tr>
<td>CRJU 500-O Foundations, Practice and Changes in the Administration of the Criminal Justice System</td>
<td>3</td>
<td></td>
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<td>MSPA 500</td>
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<tr>
<td>CRJU 520 Philosophy of Punishment</td>
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<tr>
<td>CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System</td>
<td>3</td>
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<td>MSPA 530</td>
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<tr>
<td>CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs</td>
<td>3</td>
<td></td>
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<td>MSPA 510-O + 24 CREDITS</td>
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<tr>
<td>Choose one of these courses – 3 credits to complete 15 credits of the specialization courses</td>
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<tr>
<td>MSPA 710 Research Seminar in Criminal Justice</td>
<td>3</td>
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<td>MSPA 510-O + 24 CREDITS</td>
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<tr>
<td>MSPA 720-O Internship</td>
<td>3</td>
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ELECTIVE COURSES (STUDENTS WILL SELECT ONE OF THE FOLLOWING COURSES (3 CREDITS)

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
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<tbody>
<tr>
<td>CRJU 505 Fundamental Principles of Law</td>
<td>3</td>
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<tr>
<td>CRJU 510 Law and Society</td>
<td>3</td>
<td></td>
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<tr>
<td>CRJU 540 The Police and Judicial Changes</td>
<td>3</td>
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<tr>
<td>CRJU 575 Rehabilitation and Delinquent Treatment Programs</td>
<td>3</td>
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<td></td>
<td>CRJU 500-O</td>
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<tr>
<td>CRJU 600-O Seminar: Crime, Victims, and Society</td>
<td>3</td>
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<tr>
<td>CRJU 630 Organizations and Administrative Techniques of the Police System</td>
<td>3</td>
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<tr>
<td>CRJU 635 Mental Health and the Law</td>
<td>3</td>
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<td>CRJU 500-O + MSPA 520</td>
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<tr>
<td>CRJU 640 Addiction: Legal and Psycho-Social Aspects</td>
<td>3</td>
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<td>CRJU 500-O</td>
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<tr>
<td>CRJU 645 Comparative Correctional Systems</td>
<td>3</td>
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<tr>
<td>CRJU 650 Special Laws in Criminal Justice Administration</td>
<td>3</td>
<td></td>
<td></td>
<td>CRJU 500-O</td>
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<tr>
<td>CRJU 730 Criminality, Crime Control, and Criminal Justice</td>
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</table>

TOTAL NUMBER OF CREDITS 39

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable.
MASTER IN EDUCATION (M. ED.)
Specialization in Library Services and Information Technology

39 Credits

Program Description
This program has been designed for candidates interested in developing a professional career in librarianship. The program allows candidates to choose between two specialties: school library administration and information technology.

Curricular Sequence

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Core/Professional Courses</td>
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<tr>
<td>Required Specialization Courses</td>
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<tr>
<td>Research Courses</td>
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<tr>
<td>Specialization Courses</td>
<td>12</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
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</tbody>
</table>
### SISTEMA UNIVERSITARIO ANA G. MENDEZ
### UNIVERSIDAD DEL TURABO
### SCHOOL FOR PROFESSIONAL STUDIES
### PROGRAM TITLE: LIBRARY SERVICES AND INFORMATION TECHNOLOGY
### CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED)

#### DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>CORE COURSES (6 Credits)</th>
<th>COURSES</th>
<th>CRS</th>
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<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>EDUC 709 Ethical and Legal Issues in Information Systems</td>
<td>3</td>
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<tr>
<td>EDUC 501 Curriculum Principles and Development</td>
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<tr>
<th>REQUIRED SPECIALIZATION COURSES (12 Credits)</th>
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<th>PRE-REQUISITE</th>
</tr>
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<tbody>
<tr>
<td>EDUC 524 Reference and Information Systems</td>
<td>3</td>
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<tr>
<td>EDUC 526 Organization of Bibliographical Resources</td>
<td>3</td>
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<tr>
<td>EDUC 527 Development of Bibliographical Collections</td>
<td>3</td>
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<tr>
<td>EDUC 711 Information Services in Public Libraries</td>
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<tr>
<th>RESEARCH COURSES (9 Credits)</th>
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<tbody>
<tr>
<td>EDUC 600 Educational Research Methods</td>
<td>3</td>
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<td>EDUC 600</td>
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<tr>
<td>EDUC 630 Statistics for Educational Research</td>
<td>3</td>
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<tr>
<td>EDUC 617 Research Project in a School Setting</td>
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**Option 1- School Library Administration (12 CREDITS)**

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<tbody>
<tr>
<td>EDUC 523 Administration of School Libraries and its Role</td>
<td>3</td>
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<tr>
<td>EDUC 528 Library Services for Children and Adolescents</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 525* Production and use of Audiovisual Media OR EDUC 529** Clinical Experience for the School Librarian</td>
<td>3</td>
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<tr>
<td>EDUC 710 The Internet as a Research Tool</td>
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**Option 2- Information Technology (12 CREDITS)**

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<tbody>
<tr>
<td>EDUC 706 CD-ROMS and Online Database Information as Research Tools</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 707 Organization of Bibliographic Resources in Automated Systems</td>
<td>3</td>
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<tr>
<td>EDUC 708 Skills Development in Information Literacy</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 710 The Internet as a Research Tool</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS 39**

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education agencies certification requirements for the degree, as applicable.

*EDUC 525 Course for students who have experience as librarian teachers. **EDUCS29 Course for students who don't have experience as librarian teachers.
MASTER OF SCIENCE IN NURSING
Specialization in Family Nurse Practitioner

51 Credits

The mission of UT emphasizes graduate and undergraduate education, research and service. The mission of the School of Health Sciences is to prepare excellent human resources in the Health Sciences with innovative academic offerings across the curriculum who can respond properly and rapidly to the needs of local and global communities. The mission, philosophy and goals of the MSN program are congruent with the mission and goals of Universidad del Turabo and the School of Health Sciences.

### Congruence between UT, SHS, and Nursing Program Mission

<table>
<thead>
<tr>
<th>Universidad del Turabo Mission</th>
<th>School of Health Sciences Mission</th>
<th>Nursing Program Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enhance knowledge through excellence in teaching, and to foster research, innovation, and the internationalization of its programs.</td>
<td>To prepare excellent human resources in the Health Sciences with innovative academic offerings across the curriculum who can respond properly and rapidly to the needs of local and global communities.</td>
<td>MSN - To prepare highly qualified clinical nurse leaders and advanced practice professional nursing personnel to contribute in satisfying the health needs of the Puerto Rican population and global communities.</td>
</tr>
</tbody>
</table>

The main goals of the MSN Program include:

1. Prepare advanced practice nurses for successful employment and doctoral studies.
2. Foster a high degree of professionalism as a key member of the interdisciplinary team, advocating for health promotion and disease prevention in a variety of settings.
3. Produce graduates with the ability to apply evidence-based interventions in the workplace and willing to continuously develop advanced practice nursing skills throughout their nurse practitioner career.
4. Prepare nurses at the graduate level with advanced knowledge to assume clinical leadership.
5. Develop highly trained nurse leaders prepared to provide population-appropriate health care to individuals, clinical groups/units and communities.

6. Foster a high degree of professionalism as a clinical nurse leader through advocacy for the profession, interdisciplinary health care team and the client.

7. Integrate information systems and technology at the point of care to improve health care outcomes.

8. Promote an evidence-based practice clinical setting.

**MSN Graduate Profile**

The graduate will possess the competencies to contribute as a:

1. Professional that provides and manages primary care to clients in ambulatory, acute-care, and long-term care settings in rural and urban underserved communities according to established protocols and guidelines.

2. Professional that applies advanced knowledge and skills in the delivery of health care promotion, maintenance and illness prevention across the life span to individuals, families and communities.

3. Professional that participates in clinical research and evidence based practice, which improves the quality of primary health care services and the advancement of nursing practice.

4. Professional that employs the appropriate differential diagnoses and therapeutic regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence and efficacy.

5. Professional that maintains up to date with practice guidelines, latest research findings, and continuing education through the internet, journals and conferences.

6. Professional that demonstrates leadership by actively participating in legislative, political and socioeconomic issues, which influence health care services to underserved high risk rural and urban communities and the advancement of nursing practice in Maryland.

7. Professional that creates a climate of mutual trust, empowerment and partnerships with clients from underserved communities in culturally competent ways.

**GRADUATE PROFILE OF THE SPECIALTY OF FAMILY NURSE PRACTITIONER**

1. Professional that provides and manages primary care to clients with acute and chronic illnesses according to established national protocols and guidelines.
2. Professional that furnishes primary health care services in a variety of settings with culturally diverse and high-risk populations.

3. Professional that analyzes and interprets history, presenting symptoms, physical findings and diagnostic information to develop appropriate differential.

4. Professional that collaborates as autonomous yet interdependent members of multidisciplinary teams in order to provide comprehensive health services.

5. Professional that participates in clinical research such as program evaluation studies, which improve the quality of primary health care services and the advancement of nursing practice.

6. Professional that applies bio-ethical concepts while managing and researching primary health care populations.

7. Professional that demonstrates leadership by actively participating in legislative, political and socioeconomic issues, which influence health care services and the advancement of nursing.

8. Professional that utilizes advanced knowledge and skills in the delivery of health care promotion, maintenance and illness prevention across the life-span to individuals, families and communities.

9. Professional that is responsible for ones continuing education and professional organization active memberships through subscriptions of journals, attendance of conferences and knowledge of communication technologies.

10. Professional that employs appropriate nursing diagnostic and therapeutic interventions and regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence and efficacy.

11. Professional that applies principles of epidemiology and demography in clinical practice by recognizing populations at risk, patterns of disease, and effectiveness of prevention and intervention.

12. Professional that uses community/public health assessment information in evaluating client needs, initiating referrals, coordinating care, and program planning.

13. Professional that administers medications based on efficacy, safety and cost as legally authorized and teaches concerning drug regimens, drug side effects, and interactions.

14. Professional that evaluates the use of complementary/alternative therapies used by clients for safety and potential interactions.

15. Professional that evaluates results of interventions using accepted outcome criteria, revises the plan accordingly and consults/refers when needed.
16. Professional that schedules follow-up visits to appropriately monitor clients and evaluate health/illness care.
17. Professional that applies principles of self-efficacy and empowerment in promoting behavior change.
18. Professional that creates a climate of mutual trust and establishes partnerships with clients.
19. Professional that preserves the client’s control over decision making, assesses the client’s commitment to the jointly determined, mutually acceptable plan of care, and fosters client’s personal responsibility for health.
20. Professional that maintains confidentiality while communicating data, plans, and results in a manner that preserves the dignity and privacy of the client and provides a legal record of care.
21. Professional that shows respect for the inherent dignity of every human being, whatever their age, gender, religion, socioeconomic class, sexual orientation, and ethnic or cultural group.
22. Professional that accepts the rights of individuals to choose their care provider, participate in care and refuse care.
23. Professional that recognizes cultural issues and interacts with clients from other cultures in culturally sensitive ways.
24. Professional that respects the inherent worth and dignity of each person and the right to express spiritual beliefs as part of his/her humanity.

**Admission Requirement**

- Hold a Bachelor of Science from an accredited School of Nursing.
- GPA. 2.75.
- Basic statistics course at the baccalaureate level (3crs).
- Active Maryland Professional Nursing License.
- Active member of the Maryland Nurses Association.
- Complete an Interview process with the coordinator of the program or his/her representative.
- Submit an essay in English on a nursing topic selected by the Nursing Coordinator.
- Submit three letters of recommendation.
- Submit evidence of credits at the Nursing Bachelor’s Degree with the admissions forms.
Students must pass a criminal background check in order to participate in some clinical settings and to meet the Maryland Board of Nursing Standards to become licensed.

Important Note: Prior to enrollment in clinical nursing courses, students must meet state and local requirements to obtain a Maryland nursing license. Students must pass a criminal history record check as required by the Maryland Board of Nursing in order to participate in clinical setting assignments and to meet Maryland Board of Nursing licensing standards. For more information about nursing licensure requirements visit http://www.mbon.org/main.php.

### Curricular Sequence

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Advanced Practice Core Courses</td>
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</tr>
<tr>
<td>Specialty Courses</td>
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<tr>
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<td><strong>TOTAL</strong></td>
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<td>COURSES/DESCRIPTIONS</td>
<td>CRS</td>
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<tr>
<td>-----------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>NURS 500 Theoretical Foundations of Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 501 Public Health Policies, Ethics and Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS 502 Nursing Science and the Research Process</td>
<td>3</td>
</tr>
<tr>
<td>NURS 503 Nursing Research Project: From Proposal to Publication</td>
<td>3</td>
</tr>
<tr>
<td>NURS 505 Health Promotion and Disease Prevention: Transcultural Considerations</td>
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<tr>
<td>HESC 500 Statistics Applied to Clinical Research</td>
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**ADVANCE PRACTICE CORE COURSES (15 Credits)**

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<tr>
<td>NURS 504 Advanced History Taking and Physical Assessment</td>
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<td>NURS 506 &amp; NURS 507</td>
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<tr>
<td>NURS 506 Advanced Pathophysiology</td>
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<tr>
<td>NURS 507 Advanced Pharmacology</td>
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<td>MSN STUDENTS ONLY</td>
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<tr>
<td>NURS 508 Diagnostic and Differential Diagnosis</td>
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<td>NURS 506 &amp; NURS 507</td>
</tr>
<tr>
<td>NURS 509 Pharmacology for FNP's</td>
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<td>NURS 506 &amp; NURS 507</td>
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**SPECIALTY COURSES (16 CREDITS)**

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<tr>
<th>COURSES/DESCRIPTIONS</th>
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<th>PRE-REQUISITE</th>
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<tr>
<td>NURS 510-O Primary Care I</td>
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<td>NURS 504, NURS 505, NURS 506 &amp; NURS 507</td>
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<tr>
<td>NURS 511-O Primary Care II</td>
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<td>NURS 512-O Primary Care III</td>
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<td>NURS 513-O Residency</td>
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**ELECTIVE COURSES (SELECT 3 CREDITS ONLY)**

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<th>PRE-REQUISITE</th>
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<tr>
<td>CRJU 600 The Victim: Crime, Practices and Society</td>
<td>3</td>
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<tr>
<td>CRJU 640 Addiction Problems: Legal and Psychosocial Aspects</td>
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<tr>
<td>HURM 732 Occupational Health and Safety</td>
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**TOTAL NUMBER OF CREDITS**

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<tr>
<td>TOTAL NUMBER OF CREDITS</td>
<td>51</td>
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</table>

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with national, state, and local nursing certification and licensing requirements for the degree, as applicable. Refer to Maryland’s Board of Nursing http://www.mbon.org/main.php for certification requirements.
Course Descriptions

ACCO 111
Introduction to Accounting I
4 credits

This course concentrates on the study of the fundamental aspects of accounting, financial statements, theory of debit and credit, adjustments and principles of business analysis, voucher system and entries, procedure for issuing stock, problems related to corporations and partnerships, practice in handling accounts, fixed assets, obligations, and an introduction to cost. Pre-Requisite: None

ACCO 112
Introduction to Accounting II
4 credits

This course concentrates on study of the fundamental aspects of accounting, financial statements, theory of debit and credit, adjustments and principles of business analysis, voucher system and entries, procedure for issuing stock, problems related to corporations and partnerships, practice in handling accounts, fixed assets, obligations, and an introduction to cost. Pre-Requisite: ACCO 111

ACCO 301
Intermediate Accounting I
4 Credits

The course is a review of the principles of accounting for corporations, inventory, fixed assets, accounts receivable and payable, and theories of income determination. Pre-Requisite: ACCO 112

ACCO 302
Intermediate Accounting II
4 Credits

The course is a review of the principles of accounting for corporations, inventory, fixed assets, accounts receivable and payable, and theories of income determination. Pre-Requisite: ACCO 301.
ACCO 303
Cost Accounting
4 Credits

This course covers a study of the principles of accounting related to costs and its functions. It includes cost and non-cost systems. It also covers methods of determining the basis to cost. Cost classification, preparation of cost reports, and fixed standard costs is emphasized in the course. Pre-Requisite: ACCO 112, ACCO 302

ACCO 304
Auditing I
3 Credits

This course covers a review of accounting theory, auditing procedures, worksheets, internal control and fraud, preparation of financial statements, reports, forms, method and procedures. Attention is given to the nature and purpose of auditing, auditing standards, professional conduct, auditor legal liability and the approach followed in performing audits of financial statements. Special attention is devoted to auditor's decision processes in internal control, auditing sampling, and accumulative audit evidence. Pre-Requisite: ACCO 302

ACCO 306
Accounting Information Systems
3 Credits

This course is a study of the concepts, methods and tools used in the design of accounting information systems, and the function of budgeting in the management and control of business activities. Pre-Requisite: ACCO 112
ACCO 307-O
Auditing II
3 Credits

This course is a study of the audit process that is focused on the practical part of the procedures and emphasizing the Risk Assessment SAS (SAS 104-111). The course studies the planning of the audit using analytical procedures, to determine materiality and risk, auditing internal controls, and fraud. Implementation of the processes of audit cycles in sales and collection and other cycles as payroll, disbursements, accounts payable, property, plant and equipment, prepaid expenses, accrued expenses and income, and expenditure accounts, inventory, notes payable, and capital accounts and cash is also studied. Finally completing the audit process reviewing contingencies and commitments, issuance of the auditor’s report and subsequent events is studied. Pre-Requisite: ACCO 304

ACCO 308
Contemporary Accounting
Credits

This course studies the accounting theory and its effect on the profession, recent changes in accounting practices, procedures, and conflicting points of view. It also covers the interpretation and critical analysis of reports, statements, and other accounting activities. Pre-Requisite: ACCO 201

ACCO 310
Forensic Accounting
3 Credits

This course studies the concept and the development of Forensic Accounting (FA) through an analysis of their trends and institutions. This course identifies and explains each one of the FA crimes and the methodology to detect them. The course also analyzes the main topic of the litigation services provided by the Accountants through the proper evidence management and the calculations of the commercial damage. The course integrates a deep analysis of the Cybercrime and the topic of the methodology to make a correct business valuation. Finally the course discusses practical cases to understand the principles and unusual procedures and relationships of the FA. Pre-Requisite: ACCO 307-O
ACCO 320  
Federal Income Tax I  
3 Credits  

This course covers a study of the history and objectives of the federal income tax system. It also includes the basic concepts of federal tax, the various types of federal income tax returns, accounting periods, accounting methods, income computation, and method of filling tax returns.  
Pre-Requisite: ACCO 302, ACCO 303  

ACCO 330  
Corporate Accounting Government  
3 Credits  

This integrative course teaches students how financial statements and related disclosures assist in good governance and accountability processes by providing relevant and reliable accounting signals of managerial performance. Pre-Requisite: ACCO 302  

ACCO 340  
EDP Auditing  
3 credits  

This course will provide the elements needed to effectively gauge the adequacy and effectiveness of information systems controls. Pre-Requisite: ACCO 307-O, COIS 201  

ACCO 350  
Computerized Accounting Systems  
3 Credits  

This course covers the use of computers and microcomputers to record accounting data. It also includes the use of available software in recording transactions in registers and journals and posting to general and subsidiary ledgers. It includes computer preparations of trial balance, financial statements and payroll. It places emphasis on accounting principles in the development of data entry skills. This course requires computer laboratory. Pre-Requisite: ACCO 112
ACCO 391
Cost Accounting II
4 Credits

This course will take the initial Cost Accounting course to the next level through the performing of advanced cost accounting evaluations such as an ABC-based product and customer profitability analysis, factory and corporate overhead allocations and variances analysis to identify the true cause of less than optimal performance. Pre-Requisite: ACCO 303.

ACCO 395
Managerial Accounting I
3 Credits

This course emphasizes the study of accounting foundations geared at providing an expanded vision of financial and managerial accounting. In the first part of the course, students will be exposed to the concepts and basic principles of accounting procedures, principal accounts and ledgers, and financial statements. In the second part of the course, students will use the basic knowledge of the accounting practices and techniques used in businesses in general. Pre-Requisite: ACCO 112

ACCO 396
Managerial Accounting II
3 Credits

This course provides students with methods to report managerial information to internal users of the firm. Budgeting, standard cost systems, reporting and analyzing performance, management control systems, flexible budget systems, and variance analysis are topics covered. The student taking this course will acquire a basic understanding of the most commonly used methods for using information from the firm’s accounting and information systems to assist in making important managerial decisions. Pre-Requisite: ACCO 395
ACCO 402
Advance Cost Accounting
3 Credits

This course studies the application of principles, systems and procedure of cost, including historic and standard procedures for decision making. Pre-Requisite: ACCO 303

ACCO 420
Accounting for Governmental and Non-Profit Entities
3 Credits

This course includes a study of regulations and procedures applicable to government and nonprofit organizations accounting system. Special emphasis will be given to the accounting principles and financial statements such as: general funds, special funds, capital projects funds, debt equity funds, fiduciary funds, and retirement systems. Particular aspects of accounting for universities and other non-profit organizations will be presented. Pre-Requisite: ACCO 301

ACCO 450
Advanced Accounting I
3 Credits

This course is a study of problems related to partnerships, parent corporations and subsidiaries, selling on consignment, long contracts and consolidated financial statements, foreign operations, concepts of present value, future value, and related accounting theories. Pre-Requisite: ACCO 302

ACCO 453
Accounting Project
3 Credits

This is an accounting application integrative field experience. Students will synthesize and apply the acquired knowledge according to the perspectives of the accounting discipline in simulated situations and according to the practice in different scenarios. Financial decisions will be examined according to an integrated perspectives related to the specialization courses. The course could be done as a research seminar, series of workshops, individual or group project, or as an action research. Pre-Requisite: ACCO 301, ACCO 302
ACCO 455
Advanced Accounting II
3 Credits

This course emphasizes the study and analysis of problems related to partnerships, bankruptcies, trusts, quasi organizations, foreign operation, personal financial statements and other topics of financial accounting. Pre-Requisite: ACCO 450

ACCO 500
Financial Accounting
3 Credits

This course focuses on the study of the foundations of financial accounting geared to provide a broad view, including the forms of business organization, the typical accounting cycle within them, the analysis of financial statements, and the management of different financial instruments.

Pre-Requisite: None

BIOL 103
Biology for Health Science Students
3 Credits

Biology compendium which includes fundamental concepts of the cell, genetics, and the introduction to Anatomy and Physiology.

BIOL 300
Microbiology for Health Sciences Students
4 Credits

The course centers on fundamental concepts of microbiology such as bacteriology, virology, parasitology, and immunology. Emphasis is placed on pathogenic microorganisms and diagnosis of infectious diseases. Prerequisite: BIOL 103
BIOL 303  
Human Biology I  
4 Credits  
The course covers human anatomy and physiology. Emphasis is placed on cellular morphology, tissue structures, and biochemical aspects. Health-related topics are also included. Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIOL 103

BIOL 304  
Human Biology II  
4 Credits  
The course covers human anatomy and physiology. Emphasis is placed on cellular morphology, tissue structures, and biochemical aspects. Health-related topics are also included. Three hours of lecture and one three-hour laboratory per week. Prerequisites: BIOL 303

CHEM 224  
Fundamentals of General Chemistry  
4 Credits  
The course is a study of the principles of General Chemistry, designed for students of health related professions. It includes topics about measurement systems, matter and energy, chemical reactions, atomic and molecular structure, chemical bonds, radioactivity, stoichiometry, solutions, liquid and gas states, chemical equilibrium, chemical kinetics, acids, and bases.

COIS 102-O  
Logical Concepts and Problem Solving  
3 Credits  
This course is a practical and theoretical introduction to basic programming principles. It includes development of logic, as well as the use of flow charts, structured flow charts and pseudo codes. Students will become familiar with editing and compiling programs. Pre-Requisite: COMP 110-O
COIS 201  
Data Processing  
3 Credits

This introductory course acquaints the student with organization, functions, capabilities, limitations, and applications of modern computer systems in the field of Business Administration. Analysis and design methods and techniques for information systems and data processing are explained. It includes hands-on experience using word processing and spreadsheet applications on microcomputers. This course requires computer laboratory. Pre-Requisite: None

COIS 240-O  
Object Oriented Programming  
4 Credits

This course is a study of the fundamental concepts and principles of the programming language C++. The course emphasizes on an individualized style of modular programming, using object programming. It also promotes the use of extensions coding, modules and applications for the development competitive skills for today’s employment market. Requires computer laboratory.  
Pre-Requisite: COMP 110-O

COIS 250  
Systems Analysis and Design  
3 Credits

This course covers the study of the systems development cycle, with emphasis on the present system documentation, using the classic tools and techniques as well as the structured ones. It includes the use of these resources for describing the processes, the data flow, data structures, forms design for data gathering, and reports. It also discusses data gathering activities and information, progress reports, and the transition from analysis to design.  
Pre-Requisite: COIS 102-O
COIS 360
Introduction to Telecommunications and Computer Networks
3 Credits

This is a course in telecommunications and computer networks, designed for individuals in the field of computerized information systems. The historical development, the concepts, terminology, and modern products related to computer networks are described. The criterion for planning, acquisition and installation of computer networks is emphasized. It also includes the study of protocols, software, topologies, and products available. Strategies of centralized and distributed processing are compared. This course requires computer laboratory. Pre-Requisite: COMP 110-O

COIS 420-O
Introduction to Databases and SQL Programming
3 Credits

This is an introductory course on database program development emphasizing loading, editing, and accessing the database. Topics discussed include applications of data structure, index and directory organization of files, hierarchical, and relational models. Requires computer laboratory. Pre-Requisite: COIS 250

COIS 432
Computer Network Design
3 Credits

This is a specialized course oriented to local area network design. In this course the student will be able to learn the necessary methodologies for the design of computer-based networks using wire, wireless and optical media. They will learn to use application software in a simulation environment to prevent errors and time loss before the computer network installation. This environment will provide the students a knowledge base for diagnosing and anticipating problems that increase the costs and production loss in the business. Pre-Requisite: COIS 360
COIS 433
Wireless Local Area Networks
3 Credits

This course describes the technologies involved in all aspects of a local area network and how the personal devices can interact and communicate with each other. Using a practical approach, the students will learn how a wireless device communicates with a wireless network using protocols and a wireless LAN access point. They will learn how to design, install and troubleshoot a wireless LAN network on a safe-based environment applying device security management. Pre-Requisite: COIS 360

COIS 434
Application Development for Mobile Devices
3 Credits

In this course the students initiate in a mobile computing environment. The student will be able to develop tools and applications that access data and information from any device in a network while on the move. The course provides detailed skills for delivering true mobile computing on both the service creation and device fronts. It provides students a guide through the complex web of acronyms and standards that wireless data runs on. The student learns how to detect and diagnose security issues and new emerging technologies. Pre-Requisite: COIS 360

COIS 435-O
Computer Networks Administration and Data Communications
3 Credits

This course concentrates on the fundamental elements for the management of computer networks and data communication. The course emphasizes skills development for the design and management of modern communication networks, using digital technology. It also utilizes the ideal platforms for data transfer and telecommunications, oriented to the client-server services and to the management of applications for the information highway. Pre-Requisite: None
COIS 440
E-Commerce Methodology and Technology
3 Credits

This is a major course that presents the necessary technologies, protocols, and methodologies for the development of e-commerce or e-business. This course surveys the various business models that have been introduced in the last few years and analyze their economic and managerial foundations. It also covers legal and security issues. Pre-Requisite: COIS 250

COIS 441
E-Commerce Applications Development
3 Credits

This is a major course that provides the skills and methodologies needed for the development of e-business or e-commerce application. Pre-Requisite: None

COIS 442
Portal Integration
3 Credits

This is a major course that provides the knowledge and skills to create and deploy portals. This course integrates applications using portals. Pre-Requisite: None

COIS 443
E-Commerce Development
3 Credits

This course emphasizes the organizational aspects of the electronic commerce including the B2B and B2C models, electronic payment mechanisms, infrastructure, information privacy, and competitive advantage. Pre-Requisite: None
COIS 450  
Information Systems Development Project  
3 Credits

This course covers the application of concepts, principles and practices of systems development, and programming techniques in the development of an information system. Project management methodology, scheduling, task control, formal presentations, and group dynamics are used to solve system design problems. Required files are designed and a program to implement the system is developed. This course requires computer laboratory. Pre-Requisite: All Courses

COMP 110-O  
Introduction to Computer and Software  
3 Credits

This course focuses on the study, application and handling of basic computer concepts, and productivity tools. The course integrates the analysis and evaluation of different application software. The main focus of the course is the creation and editing of documents and effective presentation of programs such as: search engine, internet, electronic mail, word processor, and presentations. The course includes computer laboratory experiences and practice in the use of the Internet. Pre-Requisite: None

CRJU 500-O  
Foundations, Practice and Changes in the Administration of the Criminal Justice System  
3 Credits

This course has been designed to familiarize the student with the theoretical, judicial, and practical notions that permeate the administrative process in the Criminal Justice System of Maryland. The course provides the student with the necessary knowledge to analyze and resolve varied and complex problematic situations in criminal justice. Pre-Requisite: MSPA 500
CRJU 505
Fundamental Principles of Law
3 Credits

The course will cover the constitutional rights with emphasis on civil rights, penal law, criminal procedure and the evidentiary proceedings in Maryland. It will also study the sources of law, the United States and Maryland Constitutions, as well as judicial decisions and legal cases. Pre-Requisite: None

CRJU 510
Law and Society
3 Credits

This course covers the relationships between rights and society; focusing on the theoretical vision and investigative approach to the legal system. The course encompasses legislative procedural and substantive aspects, as well as the influence of social factors in the legal development of society while analyzing the relationship between law and social change. Pre-Requisite: None

CRJU 520
Philosophy of Punishment
3 Credits

This course is a study of the significance of punishment according to present day. Theories over the origin of punishment, cultural relativity, and the debate of philosophy versus punishment are addressed. The course will study the different historical arguments that defend or negate punishment from the point of view of retribution, dissuading, social protection and rehabilitation, among others, and the alternative to different methods of punishment. This course also covers the study of sentences and intermediary sanctions as well as probation periods as stipulated in Maryland law. Pre-Requisite: MSPA 500
CRJU 540
The Police and Judicial Changes
3 Credits

This course is a study of the dynamics that involves the function of policies that will be impacted by the changes that occur from the legislative level and the subsequent judicial interpretation. Analysis of the effect that the aforementioned will have on the criminal investigation is studied. The form in which the rights of persons who commit crimes are affected is a focus of the course. Pre-Requisite: None

CRJU 565-O
Seminar: Program Design and Evaluation in the Criminal Justice System
3 Credits

This course is designed to familiarize the student with various aspects of programming and administrative evaluation in the criminal justice system. Theoretical knowledge and analytical problem investigation related with the programming and the evaluation of the Criminal Justice System is integrated. Design and study of evaluation tools of police programs, correctional and criminal justice administration is also integrated. Study, analysis, and management of strategies for the operation of objectives, decision making, and problem solving are emphasized. Pre-Requisite: MSPA 530

CRJU 575
Rehabilitation and Delinquent Treatment Programs
3 Credits

This course is a seminar that analyzes the philosophy of correctional and public policy emphasizing the rehabilitation of the delinquents and the constitutional dispositions and the law. The course examines different programs of treatment and rehabilitation that are offered in the correctional institutions that comply with the correctional public policy. Furthermore, the seminar will evaluate the models that are implemented in the United States and other jurisdictions to include the following: expectations, findings and developmental scientific foundations such as tendencies and reform. Encourage the participation of persons associated with the correctional system, including ex-convicts
and convicts, ex-employees and current employees in addition to experts in the correctional field through guest speakers, seminars, symposiums and conferences. Pre-Requisite: CRJU 500-O

CRJU 600-O
Seminar: Crime, Victims and Society
3 Credits

This is a seminar that focuses on the analysis of the responsibility of the state with its obligation to protect the life and property of its citizens. It focuses on the study of the possibility that the state will compensate, although partially, a victim of a crime, for damages suffered as a result of such criminal act. The study of the restitution doctrine, as part of sentencing and as an alternative and rehabilitative technique is integrated. Comparative analysis of the efforts in other jurisdictions in respect to the aforementioned is integrated in the course. Pre-Requisite: CRJU 500-O

CRJU 630
Organizations and Administrative Techniques of the Police System
3 Credits

This course concentrates on the study of the principles of organization and administration of the law enforcement institutions in Maryland. Emphasis will be given to the organizational theory, techniques in the administrative proceedings, administrative programming, and police supervision. Analysis on the areas of alternative objectives, strategies, programs, institutional focus, roles, perspectives, and interagency relationships is incorporated in the course. Pre-Requisite: None

CRJU 635
Mental Health and the Law
3 Credits

This course will provide a critical analysis of the association between the criminal justice system and mental health. It is based on current Maryland legal standards and its application in the administrative processes of justice. It will then proceed to the analysis of the scientific theory utilized in the investigation of human behavior and the development of psychopathology. The student will develop a project in which he or she will implement the acquired knowledge in the course. Pre-Requisite MSPA 520, CRJU 500-O
CRJU 640
Addiction: Legal and Psycho-Social Aspects
3 Credits

This course focuses on a profound exposition discussing the medical legal aspects of narcotic addiction and alcohol abuse. Analysis of the legal structure regarding state and federal laws in reference to narcotics and alcohol use and abuse from a civil and criminal point of view is integrated. The study of corresponding legislation and its different treatment and prevention programs that our system offers, such as intervention programs and judicial processes is studied.
Pre-Requisite: CRJU 500-O

CRJU 645
Comparative Correctional Systems
3 Credits

This course offers a comparative study of the correctional systems in Europe, United States, Canada, Latin America and Japan. The study will be conducted from the perspectives of historical development, administrative organization, correctional, philosophy, human resources, and treatment and rehabilitation programs for inmates. It will also consider the administrative and judicial mechanism to protect the rights of inmates as well as post-prison assistance. Trends and prison reforms in each country will also be reviewed. Pre-Requisite: None
CRJU 650
Special Laws in Criminal Justice Administration
3 Credits

This course analyzes the special laws that regulate our legal conduct, including the basis for their creation, enforcement techniques, and jurisprudence. Students will discuss laws dealing with weapons, confiscations, explosives, controlled substances, elections, transit vehicles, and mortgage institutions, among others. Pre-Requisite: CRJU 500-O

CRJU 715
Seminar: Special Situations in the Administration of Correctional Programs
3 Credits

The course will analyze the correctional scenario from different perspectives, including the psychosocial, ecology, legal and disciplinary perspectives. The course will examine the prison subculture and how it is formed and manifested. The course will study its effects on its resources and correctional personnel that produce unique social scenarios. Analysis of terms, situations, controversies and particular problems of said scenario; evaluation of scientific findings, program dynamics such as political decision or legislation with an impact in respect towards the correctional system will be integrated. Examination of the different factors that perpetuate the positive development of programs as well as those that prevent them will be included. The course will stimulate participation of persons related to the correctional system including ex-convicts and convicts, ex-employees and current employees in addition to experts in the correctional field through guest speakers, seminars, symposiums and conferences. Pre-Requisite: MSPA 510-O and 24 credits.

CRJU 730
Criminality, Crime Control and Criminal Justice
3 Credits

The course focuses on a critical analysis of criminality from a sociological perspective. Particular emphasis is placed on the relation of public policy, criminal justice administration: decision making, program implementation, and evaluation of police participation. Students discuss different strategies and models to reduce crime as well as the new tendencies towards privatization of criminal justice services. Pre-Requisite: None
ECON 121-O
Introduction to Economics: Microeconomics
3 credits

This course will present the study of economics from a practical viewpoint so the student will be able to make knowledgeable and informed business decisions. Some of the aspects to be covered are: the definition of economics, supply and demand theory, price equilibrium, and elasticity of demand, application to market analysis, market structures, definitions, and its effect on consumers.

ECON 122-O
Introduction to Economics: Macroeconomics
3 Credits

This course will present the study of economics from a practical viewpoint so the student will be able to make knowledgeable and informed business decisions. Some of the aspects to be covered are introduction to macroeconomics aggregate supply and demand, limitations of national income accounting, classic supply and demand theory, banking and money supply, federal budget and public policy, and its application to market analysis. Pre-Requisite: ECON 121-O

EDUC 106
Introduction to Education
3 Credits

This course will introduce concepts related to education while each student explores his/her commitment to teaching as a career, and his/her strengths and weakness. Pre-Requisite: TESL 222-0
EDUC 123-O  
Creative Expression in Children  
3 Credits

This course covers a study of the methods, materials and techniques used in developing basic skills in music, art, and drama in young children. Processes used to initiate singing, basic rhythms use of simple instruments, arts, and crafts materials, use of puppets, improvisation and dramatization according to child’s age development and maturity from Kindergarten to sixth grade will be practiced.  
Pre-Requisite: EDUC 171-O

EDUC 135-O  
Philosophical, Sociological and Psychological Foundations in Education  
3 Credits

This course covers a study of the sociological and philosophical principles that contribute to human behavior and their application to the learning process. The relation between the socio-cultural environment and its relationship with the educational process will be examined. The socio-cultural effect on the development of the individual will be analyzed. Different schools of educational philosophy to be studied are Idealism, Realism, Thomism, Essentialism, Progressivism, Perennialism.  
Pre-Requisite: None

EDUC 171-O  
Human Growth and Development  
3 Credits

This course studies the scientific facts that describe growth and development from birth through adolescence and their implications for the teacher and the school and classroom practice. Changes that occur in human beings from the moment of conception and throughout the different stages of life such as prenatal, infancy, childhood, adolescence and adulthood are studied from the physical, psychomotor, social, psychological and moral viewpoints are studied. Ten hours of classroom observations is part of the requirements. The student will complete 15 hours of clinical field experiences and classroom practice. Pre-Requisite: None
EDUC 172
Educational Psychology
3 Credits

This course offers a wide overview of concepts related to learning and intelligence and their relation with human development. Topics discussed are psychometric techniques, styles and theories of learning, emotional development, moral development, and ethical conduct as well as the development of personality, mental, and physical health. Pre-Requisite: EDUC 171-O

EDUC 202-O
Technology and Materials for Teaching and Learning
3 Credits

This course combines graphic and instructional media processes for education and training purposes. It covers a survey of classroom instructional materials and uses of instructional media. It also includes techniques for integrating media into instructional practices as required in Maryland.

Pre-Requisite: EDUC 214

EDUC 211-O
Curriculum and Teaching Mathematics in Elementary School
3 Credits

This course covers the psychological and educational study that is aimed at preparing future teachers for the teaching of mathematics in the elementary school to reflect Maryland requirements. The course familiarizes students with the current techniques, approaches, and methods used to teach math. Pre-Requisites: MATH 111-O, MATH 112-O
EDUC 212-O  
Curriculum and Teaching Sciences in Elementary School  
3 Credits

This course is designed to provide an overview of objectives, methods, materials and activities for teaching science as required in Maryland. It places considerable emphasis on science activities and on teaching strategies that help children learn the processes and concepts of science. Pre-Requisite: SCIE 111-O, SCIE 112-O

EDUC 214  
Computers Systems in Education  
3 Credits

This course introduces general concepts on the structure of computers, their impact on modern society, and their integration to the educational process. The course provides computer laboratory experiences in which the student will practice acquired knowledge in diverse situations related to teaching. The student will learn the use of computers as teaching and learning tools and will integrate the use of other emerging technology to their learning experience in the classroom. The student will complete 15 hours of clinical field experiences. Pre-Requisite: MATH 120, TESL 222-O

EDUC 215-O  
Curriculum and the Teaching Social Studies in Elementary School  
3 Credits

This course introduces students to the content of social studies in elementary school, the competence they must develop, methods, techniques and approaches for teaching social studies as required in Maryland. Pre-Requisite: HUMA 101-O, HUMA 102-O, EDUC 135-O
EDUC 216-O
Teaching Reading: Diagnosis and Correction of Reading Difficulties
3 Credits

The course concentrates on understanding the reading process, beginning reading instruction, assessment, problem identification and prescription, instruction, and teaching reading across the content areas for primary and intermediate grades as required in Maryland. Pre-Requisite: EDUC 135-O, EDUC 172

EDUC 217-O
Teaching Writing: Diagnosis and Correction of Writing Difficulties
3 Credits

This course includes an analysis of theory and practice of the teaching of writing as mandated in Maryland. It provides the future elementary school grade teacher with the basic techniques needed to teach writing in Maryland schools. Interface between natural development and formal instruction, emphasizing implications for instruction is emphasized. Pre-Requisite: EDUC 135-O, EDUC 172

EDUC 222
Teaching of English as a Second Language in Elementary School
3 Credits

This course includes a study of the principles and techniques used in the teaching of English as a second language in elementary school. Discussion and analysis of the English study program and textbooks, lesson planning and observation is included. It focuses on the state mandate to meet compliance requirements. Pre-Requisite: ENGL 152, ENGL 222
EDUC 276
Classroom Management
3 Credits

This course will discuss, analyze and observe the daily occurrences of an elementary or secondary school classroom with the intention of studying techniques and strategies of classroom management, group control and behavior modification. The subject of violence in the schools and how to prevent or deal with it will be widely discussed. This course integrates school safety, law, and ethics pertaining to classroom management as a primary focus to meet Maryland mandates. Classroom observations and participatory experiences equivalent to ten hours of clinical experiences will be required. The student will complete 15 hours of clinical experiences. This course is strongly recommended as an elective for all secondary school majors. Pre-Requisites: TESL 222-0

EDUC 302
Principles of Health, Hygiene, and Nutrition
3 Credits

This course emphasizes the areas of health, hygiene and nutrition as they pertain to those subjects important to healthy living and better environments. Pre-Requisite: EDUC 171-O, EDUC 172

EDUC 322-O
Development of Language and Correction of Speech Difficulties
3 Credits

This course offers future teachers the necessary knowledge on the different stages in languages development, rules, methods, theories about language acquisition, and the nature and needs of different communication disorders. Pre-Requisite: EDUC 172

EDUC 323
Literature for Children
3 Credits

This course covers the study and analysis of literature in elementary school. It also covers an evaluation of materials and their adaptation to differentiate instruction. It also includes the art of narration and integration of different literary genres in the elementary school curriculum. Pre-Requisite: EDUC 217-O
EDUC 333  
Teaching Mathematics in Secondary Schools  
3 Credits  
This course covers an analysis of the different aspects related to the teaching of mathematics in the secondary school. Methods, materials, curriculum, textbooks, teacher guides, and the Standards of Excellence expected for the teaching of Mathematics in the state of Maryland are examined and analyzed. Fifteen hours of participatory clinical experiences will be required. Pre-Requisite: TESL 222-0, 15 credits in major courses.

EDUC 355-O  
Evaluation and Measurement of the Educational Process (K to Grade 6)  
3 Credits  
This course covers the theory and practice of the educational evaluation process in grades K to 6 in Maryland. Emphasis is placed on the taxonomy of objectives and to the skills for stimulating achievement in the student. Current concepts in evaluation criteria, performance, mastery tests, and understanding content measured by state tests and using data to improve learning I a main focus of the course. It also includes traditional concepts of preparation, administration, correction and interpretation of progress tests, and basic concepts of statistics. Includes discussion of other evaluation procedures the prospective teacher should be aware of. Pre-Requisite: EDUC 172, EDUC 363-O, TESL 222-0

EDUC 356-O  
Practicum Seminar*  
1 Credit  
This course integrates academic and professional knowledge obtained throughout the program of study for future elementary education teachers. Innovations in education, methods, techniques, and strategies in elementary education are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher’s certification examination in the state of Maryland. Pre-Requisite: Concurrent with EDUC 447-O.
EDUC 363
Curriculum Planning and Design
3 Credits

This course prepares the future teacher in understanding the development of curricular theories and their impact to classroom practice. It also includes different types of curricula, organization, instructional models and concepts, curriculum development, and implementation practices are the main focus of the course. Pre-Requisites: EDUC 172, EDUC 135-O

EDUC 400
Diagnosis and Correction of the Reading, Writing, and Oral Communication
3 Credits

This course is designed for secondary education majors. It provides future teachers with the necessary skills to identify and correct language difficulties of secondary school students. The application of Spanish and English language skills in reading and writing across the curriculum will be emphasized, as well as the need to manage reading skills to comprehend and interpret material from each discipline. Pre-Requisite: TESL 222-0

EDUC 435-O
Interdisciplinary Seminar
3 Credits

Professional seminar blending socio-humanistic and scientific academic knowledge that students has developed during their teacher preparation courses. Discussion and analysis of trends, methods and innovations related to fundamental knowledge and communication competencies of the future teacher in his/her local and global context as required by state mandates for teacher preparation programs. Emphasis in field experience case studies, problem solving, theme discussions, and application of technology are integrated. Pre-Requisites: All courses except EDUC 436, EDUC 447-O. School authorization is required.
EDUC 436
Pedagogical Integration Seminar*
3 Credits

This course integrates academic and professional knowledge obtained throughout the course of study for future teachers. Innovations in education, methods, techniques and strategies are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher’s certification examination in the state of Maryland. Pre-Requisite: All courses except EDUC 447-O. *Course must be completed with a passing grade before registering for EDUC 447-O.

EDUC 447-O
Practicum
5 Credits

This course involves the clinical experience activity in which the student teacher practices knowledge acquired in education courses in a school setting. The student teacher assumes the responsibility of teaching a group of students in a real school setting as required in Maryland. Students must abide with the minimum required hours set by the state for practicum experiences, which are 12 weeks. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. Pre-Requisite: All courses and school authorization are required.

EDUC 501-O
Principles and Development of Curriculum
3 Credits

This course covers the critical analysis of curriculum development theories focusing on various educational philosophies and their relation to the practical aspects of curriculum development. Various instructional models which exemplify the different curriculum theories are studied and analyzed. It also examines the curriculum model presently being used in the Department of Education in Maryland. Students will have the opportunity to examine and evaluate specific curriculum projects. Pre-Requisite: None
EDUC 512-O
Innovations and Education in English as a Second language
3 credits

This course covers the study and analysis of educational innovations in school administration, and supervision, and in the teaching and learning process. It considers innovations and new educational strategies being implemented in the United States and other countries. Emphasis is also given to those practices being developed in the public and private educational systems in Maryland.

Pre-Requisite: None

EDUC 523
School Library Management: It’s Role in Curriculum Development
3 Credits
The course deals with principles of school library management. It includes an overview of theories and models for curriculum development and applications for libraries. Emphasis will be placed on strategies for integrating the school library into the curriculum and to the role of the school librarian in this process.

EDUC 524
Reference and Information Services
3 Credits
The course deals with processes related to reference services in the school library. Emphasis is placed on the integration of reference services to the students learning processes. It includes topics such as: interviews with users, information search strategies, reference sources, information and referral services and the evaluation of reference services.

EDUC 525
Production and Use of Audiovisual Media
3 Credits
The course focuses on processes, equipment and materials related to the use of audiovisual media in libraries. Emphasis is placed on the integration of media to the teaching-learning process. Topics include production techniques, as well as selection and use of media.
EDUC 526
Organization of Bibliographical Resources
3 Credits
The course covers principles of bibliographical organization as an important factor for locating information. Different classification systems, including computerized systems, will be studied and analyzed.

EDUC 527
Development of Bibliographical Collections
3 Credits
The course deals with policies for the development of a bibliographical collection, and the process of selection, acquisition, and evaluation of the collection. Mechanisms for sharing resources, book markets, intellectual freedom and censorship are also discussed in this course.

EDUC 528
Library Services for Children and Adolescents
3 Credits
The course focuses on characteristics of children and adolescents and their implications for school library services. Strategies for assessing needs and interests, as well as activities and services appropriate for this population, will be discussed. Emphasis is placed on information skills, critical thinking and reading programs.

EDUC 550-O
Second Language Acquisition
3 credits
This course covers an analysis of theories related to the process of language development, language learning, language acquisition and the application of classroom practice to impact student achievement. It also includes the study of the influence of language acquisition in learning and literacy to reflect Maryland requirements. Pre-Requisite: None
EDUC 551
Reading Processes in a Second Language Setting
3 credits

This course includes the study and analysis of current theories on the reading processes in a second language. The different approaches to the teaching of reading and their application to the ESL Classroom will be discussed. Students will also be acquainted with the different skills involved in the reading process and with various teaching and evaluation strategies that can be used in the ESL classroom strategies on “Teaching the Transfer” approaches from the native language to the English language are the main focus of the course. Pre-Requisite: EDUC 550-O

EDUC 553-O
ESOL Curriculum and Materials Development
3 credits

This course includes the review of the relationship between language and related issues in curriculum and instruction for students learning in a second language. Students will investigate recent research studies from a linguistics philosophical and psychological perspective. A thorough review of explanatory curriculum practices and materials available is the main focus of the course. Pre-Requisite: None

EDUC 555-O
Development of Communication Skills in English
3 credits

This course will focus on the identification of activities that promote second-language acquisition, emphasizing the active language skills of listening comprehension, speaking and writing. The first part of the course will be dedicated to the discussion of the different acquisition models and their implications and applications in the classroom. The second part of the course will focus on the identification, selection and development of instructional materials and strategies for the teaching of the skills. Some of the areas to be studied will be aural discrimination, attention and recall; vocabulary development, oral production and pronunciation; the mechanics and process of writing. Pre-Requisite: None
EDUC 564
Applied Linguistics for ESOL Teachers
3 credits

This course focuses on linguistic aspects as they apply to second language acquisition and learning. It also includes the application of phonology, morphology, syntax, semantics and pragmatics of the first and second language. The course focuses on contrasting analysis requirements.
Pre-Requisite: None

EDUC 566-O
Methods of Teaching English as a Second Language
3 credits

This course examines the various methods for teaching a second language, as well as its principles and foundations for teaching a second language. It reviews the evaluation, design and adaptation of materials for teaching English-as-a second language. Fundamental to this course is the critical analysis of current research on methods for teaching a second language to impact a second language. Pre-Requisite: None

EDUC 567-O
Cross-Cultural Communication and Understanding
3 credits

In this course, the sociological and cultural issues that impact the development and implementation of both, curriculum and teaching of students will be examined. Emphasis is given to the examination of the results of research conducted in this area. Best practices to embrace multiculturalism and its role in student achievement are integrated in the course. Pre-Requisite: None

EDUC 569-O
Testing and Evaluation of ESOL
3 credits

This course introduces future teachers to second language acquisition and learning classroom-based assessment methodologies to determine proficiency in listening speaking, reading and writing skills. State assessment requirements on integrated in the course. Pre-Requisite: None
EDUC 580  
**Evolutive Psychology: Human Growth and Development**  
3 credits

This course covers the study of theories of human development as seen from different perspectives: biological, social, philosophical, historical, and psychological dimensions. It examines the physical, moral, sexual, social and cognitive development of individuals from conception through the aging process. Human development is analyzed as a continuous process throughout the lifespan, given special attention to the social and cultural contents in which human development occurs. Pre-Requisite: None

EDUC 581  
**Introduction to Guidance and Counseling Services**  
3 credits

This course offers a professional orientation to the counseling field including history, and philosophy, work setting, and roles. It will also introduce the students to theories, approaches and stages of the guidance and counseling process requirements in Maryland. Pre-Requisite: None

EDUC 582  
**Legal and Ethical Issues in Counseling**  
3 credits

This course covers the study of the ethical and legal issues related to the guidance and counseling process. Emphasis is given to legal dispositions related to the services, procedures and the rights of individuals involved in the process. The course also provides the student with knowledge of ethical codes and standards for the counseling profession. Pre-Requisite: None
EDUC 583
Instruments and Techniques for Diagnosis and Appraisal
3 credits

This course includes the study of instruments and techniques used for assessment, measurement, and evaluation. The purpose, characteristics, types of standardized tests, scale observations, and records will be analyzed. Emphasis is placed on aptitude, achievement, intelligence, and personality tests.

EDUC 584
Individual Counseling Techniques
3 credits

This course includes the study and analysis of the support process of individual counseling. Emphasis on the counseling process stages (establishing the relationship, assessing the problem, goal setting, initiating interventions, termination and follow-up) as a helping system are integrated. It also includes the exposition, study, and discussion of different techniques with emphasis on the cognitive/behavioral and affective areas. Pre-Requisite: EDUC 580, EDUC 581, EDUC 582.

EDUC 585
Group Counseling Techniques
3 credits

This course includes the study and analysis of theories, techniques and procedures used in group guidance and counseling. Discussion of topics such as: purposes and goals of group guidance and counseling, advantages/disadvantages, selection of members, roles, and leadership as well as the different phases of the process constitute the main focus of the course. Pre-Requisite: EDUC 580, EDUC 581, EDUC 584.
EDUC 586
Career Counseling
3 credits

This course studies and analyzes theories and principles of career counseling. The course combines theory and practice applied to career counseling. It includes knowledge and use of different occupational resources such as PROICC, standardized tests (Aptitude, Personality, and Occupational Interests) as well as other resources in a Career Center. Pre-Requisite: EDUC 580, EDUC 581, EDUC 582, EDUC 584.

EDUC 587-O
Internship in Counseling
3 credits

This course is a supervised clinical field experience where students apply the knowledge and skills acquired in the program in real life situations. Students will have to complete 150 direct service hours in counseling activities in the selected clinical experience scenario. Pre-Requisite: EDUC 580, EDUC 581, EDUC 582, EDUC 583, EDUC 584, EDUC 585, & EDUC 586.

EDUC 589-O
Consultations in Schools
3 credits

This course examines the theories and modalities of consultation as they apply to the school community. It explores the role of the counselor as a consultant, change agent, and participant within the school community with particular attention to the collaboration with parents, teachers, and other school personnel. Multicultural and ethical issues in consultation are discussed.
EDUC 600
Educational Research Methods*
3 credits

This course is a study of educational research methodologies and theory. It places emphasis on practical applications of research findings and teacher conducted research to classroom practice. Pre-Requisite: All core and specialization courses. * For Guidance and Counseling Program the Pre-Requisite are the following: All core and specialization course except EDUC 587-O.

EDUC 600-O
Educational Research Methods in ESOL*
3 credits

This course is a study of educational research methodologies and theories in ESOL. It places emphasis on practical applications of research findings and teacher conducted research to classroom practice. Pre-Requisite: All core and specialization courses. * For Guidance and Counseling Program the Pre-Requisite are the following: All core and specialization course except EDUC 587-O.

EDUC 602-O
Lecture Seminar in ESOL
3 Credits

This course is oriented towards the research of literature on a topic related to the student’s major. The student submits a written work for the primary purpose of promoting the analysis of a problem based on the review of recent literature and research. Students enrolled in this course have up to one semester to complete the written research application project. If they do not complete course requirements in one semester, they will need to enroll in the continuation of the seminar for 2 credits. Pre-Requisite: EDUC 600-O
EDUC 604-O
Knowledge Integration Seminar in ESOL
3 Credits

This course has been designed to provide students the opportunity to revise, examine, and critically discussed knowledge integration related with the educational system in the United States of America. Emphasis will be given to the evolution of the educational system during the end of the 20th century and the beginning of the 21st century. Challenges and concerns affecting today’s educational system and their impact to academic achievement will be the prime focus for classroom discussions.

Pre-Requisites: All core and specialization courses. Student must be a graduation candidate.

EDUC 617-O
ESOL Seminar in a School Setting
3 credits

This course focuses on research in educational settings. It is the final clinical internship field experience for students enrolled in the Masters of Education: Teaching of English as a Second Language program. This course requires 12 weeks of internship in a school setting. The student will develop a research project where he/she will apply the theoretical and practical knowledge acquired in the program of study. Pre-Requisite: EDUC 600-O

EDUC 617
Classroom Research Seminar
3 Credits

The course centers on the development of a classroom research project in which the student will put into practice the knowledge acquired in the required coursework. This is a research course for all specialties.

EDUC 618-O
Counseling Children and Adolescents
3 credits

This course examines the theories and techniques of counseling children and adolescents in the school community, private practice, or an agency. It includes the study of counseling children and adolescents with special needs, such as emotional and/or behavioral problems, learning disabilities,
cultural and/or linguistically diversity, and physical challenges. This course also studies other specific issues, such as the use and abuse of controlled substances, school violence, dropouts, child abuse, self-esteem, grief and loss, and divorce. Pre-Requisite: None

EDUC 706
CD-ROMs and Online Databases as Information Tools
3 Credits
The course focuses on processes related to CD-ROM publication, selection, and evaluation. Emphasis is placed on strategies for the use of the thesaurus as a research tool. It includes Boolean search strategies and online database topics. Emphasis will be given to workshops using CD-ROM databases.

EDUC 707
Organization of Bibliographic Resources in Automated Systems
3 Credits
The course covers principles of information resources organization in an automated environment. Different classification systems and cataloging processes will be studied and analyzed, using automated library systems. Emphasis will be placed on workshops.

EDUC 708
Skills Development in Information Literacy
3 Credits
The course centers on the study of information literacy skills. Emphasis will be on the development of an information literacy program according to the client’s needs. It includes the study of different instructional methods, including instructional design.
EDUC 709  
Ethics and Professionalism in Information Literacy  
3 Credits

The course deals with ethical issues pertaining to the information specialist profession. Topics include leadership, legislation related to information rights, equal informational opportunity, and the Privacy Information Act.

EDUC 710  
The Use of Internet as an Information Resource  
3 Credits

The course is an overview of the Internet System and its characteristics. Emphasis will be placed on Internet uses and strategies for information research. Three Internet workshops will be included.

ENGL 050-O (Undergraduate Level Students Only who are not native speakers of English)  
Preparatory English  
3 credits

This course is designed for beginning level students (Level 1 – Starting) of English as a Second Language. It is a conversational/grammar based immersion course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students who score between 0 - 111 points in the English placement test must enroll in this course in the first term of enrollment. This course requires the use of e-lab or the language lab.
ENGL 101-O
Basic English I
3 Credits

This course is designed for students who score between 112-146 points (Level 2 - Emerging) on the English Placement Test. This is an intensive developmental level English course. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also introduced. In both cases, student’s lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s a laboratory practice where students will apply the skills developed in the classroom activities in communicative activities. Laboratory practice is required. Pre-Requisite: None

ENGL 102-O
Basic English II
3 Credits

This course is designed for students who score between 147-180 points (Level 3 – Developing) on the English Placement Test. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and student’s roles in the communication process. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also emphasized. In both cases, students’ lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s laboratory practice where students will apply the skills developed in the classroom activities in communicative activities. Laboratory practice is required.
ENGL 103-O
Intermediate English I
3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 181-214 points (Level 4 – Expanding) on the English section of the Placement Test. Emphasis is placed on the study of grammar and the strengthening of the basic reading comprehension and composition skills. This course requires the use of the language lab. Pre-Prerequisite: None

ENGL 104-O
Intermediate English II
3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 215 to 240 points (Level 5 – Bridging) on the English section of the Placement Test. Priority will be placed on reading and writing skills. Language lab is required. Pre-Prerequisite: None

ENGL 115-O
English Reading and Writing I
3 Credits

This course is designed for students who score between 201-230 points on the English Placement Test. This course focuses on strengthening basic reading comprehension and writing skills. An integrated language arts approach is used. Specific grammatical skills will also be developed integrating oral communication and listening skills. The ability to organize one’s thoughts, to express them simply and clearly, and to observe the standards and conventions of language usage will be developed. Short research projects will be developed through the integration of technology (individual, pair, or group work). This course requires language lab activities and experiences. Pre-Prerequisite: None
ENGL 116-O
English Reading and Writing II
3 Credits

This course is designed for students who score between 231 or above on the English Placement Test and have passed the ENGL 115-O. This course focuses on reading comprehension and writing skills for the English language for university students. It emphasizes on strategies for generating ideas for writing, planning, and organizing materials in English. The course is intended to prepare students for the demand of college writing focusing on reading critically and incorporating source material in student's own writing. Research projects will be developed through the responsible use of technology by individual, pair, and group work with an integrated language approach. Pre-Requisite: ENGL 115-O

ENGL 205
Introduction to Literature I
3 Credits

The course focuses on short story, poetry, essay and drama. Emphasis is given to strategies and approaches for teaching, learning, and mastering the literary genres and their techniques. Pre-Requisites: ENGL 115-O-116

ENGL 221
Reading and Composition I
3 Credits

This course is a continuation of First Year English. The course integrates the development of oral skills, reading, and writing. The student will learn appropriate expression in English and understand spoken English. Grammar and writing practice is integrated in the daily lessons. Pre-Requisite: ENGL 154.
ENGL 222  
Reading and Composition II  
3 Credits

This course is a continuation of First Year English. The course integrates the development of oral skills, reading, and writing. The student will learn appropriate expression in English and understand spoken English. Grammar and writing practice is integrated in the daily lessons. Pre-Requisite: ENGL 154, ENGL 221

ENGL 231-O  
Research and Writing  
3 Credits

This course provides intensive practice in writing essays, monographs, reports, and conducting research as expected for university students in the English language.
Pre-Requisites: ENGL 115-O, ENGL116-O

ENGL 331-O  
Public Speaking  
3 Credits

English 331 is a performance based course that is divided into two parts: foundations of speech and modes of oral communication and speech. Since the course is performance oriented, the theoretical elements of speech communication are a main focus as they provide an adequate framework with which students can function in the classroom. Basic concepts that have important practical value are studied, discussed, and applied. By the end of the course, students should have acquired enough experience and knowledge in this most complex and difficult form of human behavior oral communication in English.
Pre-Requisites: ENGL115-O, ENGL116-O
ENGL 500-O (Graduate Level Students Only who are not native speakers of English)
Graduate Preparatory English
3 credits

This course is a conversational/grammar preparatory course designed to prepare graduate level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program. This course is designed for graduate students who score between 0-150 points (Level 1 – Starting and Level 2 – Emerging) on the English Placement Test. This course requires the use of e-lab or the language lab.

ENGL 501-O
Academic Writing for Graduate Students I
3 credits

This course is designed for graduate students who score between 151-190 points (Level 3 – Developing and Level 4 – Expanding) on the English Placement Test. This is an application English writing class that focuses on strengthening writing skills. It examines and provides strategies for strengthening skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills for graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated in the course. Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills in English. This course requires the use of e-lab or the language lab. Pre-Requisite: English placement test scores.
ENGL 502-O
Academic Writing for Graduate Students II
3 Credits

This course is designed for graduate students who score between 191-240 points (Level 5 – Bridging) on the English Placement Test. ENGL 502 is a writing course designed to improve the academic writing skills of graduate students. The course focuses on organization and development of ideas and on paraphrasing and summarizing of reading selections to develop fluency, accuracy, and maturity in academic writing. A discussion of basic research skills and plagiarism is included. Editing skills are stressed, and a basic grammar review is provided. In addition, a variety of common rhetorical modes are analyzed, including narratives, informational reports, summaries, reviews, and argumentative essays. Students are placed into this course based on their English language placement results. It is an advanced English course that uses an integrated language approach. Role-play, oral presentations and other verbal and writing techniques are used. All phases of the English writing process are discussed and practiced. Students concentrate on writing good topic sentences, supporting details and paragraph unity. This course requires the use of e-lab or the language lab. Pre-Requisite: English placement test scores.

ENTR 360
Entrepreneurship
3 Credits

This course provides students the opportunity to apply the basic concepts of small business management using a teambuilding approach with participants from different disciplines. Different aspects for the small business management will be studied, emphasizing the formulation of solutions applicable to specific entrepreneurship problems. The preparation of a group project including strategies and tactics for the development and administration of a small business will be required. Pre-Requisite: COMP 110-O, MARK 133, MANA 210-0, FINA 202.
ENTR 401  
Entrepreneurial Opportunities  
3 Credits  
This course provides the students, the concepts, techniques, and skills necessary to identify the two approaches to recognize entrepreneurship opportunities. Feasibility studies techniques, development of the new business, and strategies for firm growth will be presented. In addition, personal characteristics to be a successful entrepreneur will be discussed. Pre-Requisites: FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-0, ENTR 360, COMP 110-O

ENTR 402  
Small and Midsize Business Design and Organizational Structure  
3 Credits  
This course focuses on the design and organizational structure for small business. The course will acquaint students with the tools to start a small business and manage it. Students will examine the challenges of entrepreneurship and the strategies to face them. The organizational management theory will be discussed. This course will assist the students to develop a business plan and description of the strategies to develop the organizational structure. Pre-Require: FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-0, ENTR 360, COMP 110-O

ENTR 403  
E-Commerce and Network Design  
3 Credits  
The course provides the principles and practices for the development of e-commerce and the network systems design. It will familiarize the student with the basic concepts of the types of e-commerce applications. Pre-Requisite: FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-0, ENTR 360, COMP 110-O
ENTR 404  
Business Development in Biotechnology and Health Industry  
3 Credits

This course is aimed at providing technical and scientific knowledge needed to establish businesses in different areas of biotechnology and health industry. It analyzes the different areas of biotechnology business management, strategic planning and management of permits and licenses related to the healthcare industry. It assesses the stages and methods of product development, quality control and safety. The process of how products are marketed in biotechnology and health industry will be study as well as the drug approval process. Pre-Requisite: None

EXPL 101  
Experiential Learning: Introduction to Portfolio  
1 Credit

This course involves the evaluation of theoretical and practical experiences for the preparation of a portfolio. It is a presentation of evidence and support documentation related to occupational and personal skills acquired in the student’s life to petition their evaluation for academic credit. Pre-Requisite: None

FINA 202  
Business Finance  
3 credits

This course covers a study of fundamental principles of business finance and its analysis, planning and control functions. Some of the areas studied are: effects of income tax, basic financial ratio earnings, capital budgeting and cost of capital, interest factor in financial decisions, working capital, and assets management. Pre-Requisite: ACCO 111, ACCO 112
FINA 204  
Money and Banking  
3 credits

This course studies the nature and role of financing, varieties of money, theory of the origin of monetary value, monetary systems, commercial banking, Federal Reserve System, economic policies control, and international commerce. Pre-Requisite: ECON 122

FINA 410  
Corporate Finance  
3 credits

This course studies concepts and problems of corporate finance for decision making under certainty and uncertainty. The course examines working capital management and asset pricing and portfolio theories. Topics include capital budgeting, corporate valuation and restructuring, capital structure relevance, and dividend policy. Pre-Requisite: ACCO 302 - FINA 202.

GEOG 205  
Global Communities and Resources: A Critical Analysis  
3 credits

This course is an introduction to the main problems that hit the contemporary world, identifying the common factors of the diverse situations. The physical geography of the world-wide scene and the theories that explain the organization of it are described. The main cultural groups and the diverse forms of organization of humanity will also be discussed. In addition, the main problems considered by humanity these days will also be taught concluding the course by making an analysis of the implications of what these problems represent for the economic and political development of our country. Pre-Requisites: SOSC 101-SOSC 102.
HESC 340  
Health Sciences Research  
3 Credits  
This is a required core course for undergraduate students at the School of Health Sciences. Specific attention is given to the relationship between research outcomes and clinical practice. This course prepares students to analyze research literature in the health sciences critically. Students also have the opportunity to apply the scientific method to clinical research. Funding opportunities available to develop research studies in health sciences are presented and discussed. Prerequisite: MATH 112

HESC 360  
Statistic Applied to Health Sciences  
3 Credits  
This is the third required core course for all students completing BS studies at the School of Health Sciences, except for students of Speech Language Therapy and Dietetics and Nutrition, who are encouraged to take it as an elective. The course provides a discussion of statistical methods applied to the health professions. In this course students expand on the knowledge introduced in HESC 340-Health Sciences Research. Emphasis is placed on qualitative and quantitative statistical analyses applied to clinical research, according to different research designs. Prerequisite: MATH 112

HESC 500  
Statistics Applied to Clinical Research  
3 Credits  
The student has the opportunity to study and apply statistical methods useful in quantitative and qualitative analysis of clinical research. Review of descriptive and inferential statistics with simple univariable procedures. Statistical analyses of multivariables and complex hypotheses testing procedures are also discussed. The material is presented to facilitate students' application of the concepts learned in research courses and focused on research utilization. Pre-requisite: NURS 502 or NURS 502 Concurrent
HIST 273
History of the United States of America
3 Credits

This course is a survey of the political, economical, and socio-cultural development of the United States of America through its history. It covers the hominization process in the continent, its geographical surroundings, and the development of the Amerindian settlements. It also includes a chronological analysis of the major historical processes that contributed in the development of the U.S. from its origins to present.

HUMA 101-O
World Cultures I
3 Credits

This course is a critical study of the evolution of humanity from its beginnings to the development of the cities and the urban life. The course focuses on the impact of old civilizations at the world-wide level. It promotes the understanding of the moral, social, and cultural values in general at diverse times. Pre-requisites: none.

HUMA 102-O
World Cultures II
3 Credits

This course is a critical study of the evolution of humanity from its beginnings to the development of the cities and the urban life. The course focuses on the impact of old civilizations at the world-wide level. It promotes the understanding of the moral, social, and cultural values in general at diverse times. Pre-Requisite: HUMA 101-O
HUMA 201
Western Civilization I
3 Credits

The course is a continuation of Humanities 101-102. The course covers the Renaissance, the Reformation, the Baroque, and Rationalism and the Enlightenment, the Romanticism, philosophy and art of the XIX century: Darwin, Freud and Marx. The course also covers contemporary art; literature and philosophy, Christianity in the XX century as well as problems of contemporary human beings are emphasized in the courses. Pre-Requisite: None

HUMA 202
Western Civilization II
3 Credits

The course is a continuation of Humanities 101-102. The course covers the Renaissance, the Reformation, the Baroque, and Rationalism and the Enlightenment, the Romanticism, philosophy and art of the XIX century: Darwin, Freud and Marx. The course also covers contemporary art; literature and philosophy, Christianity in the XX century as well as problems of contemporary human beings are emphasized in the courses. Pre-Requisite: HUMA 201

HURM 400-O
Safety and Health Occupation
3 Credits

In this course, the students will learn basic concepts about security and occupational regulations and politics. Emphasis will be placed in the analysis and prevention of accidents, and records for industrial accidents. The course also focuses on theories of industrial accident incidence, workers compensation, functions of the safety and industrial hygiene staff, standards achievement, risk avoidance concepts, industrial accident investigation, information systems, protection systems (security), self-protection and first aid, ergonomics among others. Pre-Requisite: MANA 210-0
HURM 412
Training and Development
3 Credits

This course is a study of the importance of training and development to achieve organizational goals. Includes training program design, training needs assessment and development, and identification of the appropriate training. It also integrates learning theories in the design of training programs. The course emphasizes the importance of learning effects in performance. Different training methods, the utilization of technology in training and comparison of methods with their costs, benefits, and characteristics of the learning process are discussed. It includes employee development and performance appraisal. Special topics like trans-cultural training, career management and organizational challenges like skills obsolesce, employee advising and socialization, the balance between work and family, reductions and displacement, and retirement issues are also discussed. Pre-Requisite: MANA 210-0

INBU 350
International Business
3 Credits

This course focuses on the concepts and administrative implications in the international business practice in the products and services merchandising all around the world. The course will make emphasis in the pros and cons of the economic theories, the government policies, the business strategies and the organizational structure of the international business. Pre-Requisite: None
MANA 131  
**Human Relations in Business**  
**3 credits**  
This course studies the personal and inter-personal relationships in the decision-making process. Analyzes of the dynamics of leadership and group behavior through discussion of different cases is integrated. The course focuses on labor-management relations in production, communication and sales. Pre-Requisite: None

MANA 204-O  
**Business Law and Professional Ethics**  
**3 credits**

This course covers the study of the legal aspects of common business transactions. Special attention is given to contracts, sales and marketable securities, transfer of property, deeds, and mortgages. Pre-Requisite: None

MANA 210-O  
**Business Administration Theory**  
**3 credits**

This course covers the study of the common principles of business administration compared to new concepts. It analyzes the management process through discussions on the four basic principles of business administration: planning, organization, administration, and control. Pre-Requisite: None

MANA 213  
**Human Resources Administration**  
**3 credits**

This course covers the study of the theory and application of fundamental principles of human resources management in an enterprise. It also includes the dynamic role of the manager and his relationship to personnel. The course also looks at issues in human resources management and their relation to the general objectives of the enterprise. Pre-Requisite: MANA 210-0
MANA 230  
Organizational Behavior  
3 credits

This course covers the study of the classical and contemporary organization theories, interpersonal and organizational behavior, motivation, communications, and leadership theories as they impact the decision processes in organizations. Pre-Requisite: MANA 210-0

MANA 302-O  
Labor Legislation  
3 Credits

This course covers the study the fundamental aspects of labor laws at state and federal levels. Analyze the rules governing employers’ labor relations, protective labor legislation, personnel law, social security legislation of the labor law, health and safety at work.  
Pre-Requisite: MANA 213

MANA 316  
Small Business Administration  
3 credits

This course covers the planning, distribution of space and handling of materials, analysis of investments, inventory control, quality control, and the analysis of methods to determine employee efficiency, for small business.  
Pre-Requisite: ACCO 111, FINA 202, MANA 210-0, MARK 133
MANA 321  
Supervision and Leadership  
3 credits

This course provides a general overview of the concepts, methods, and modern supervisory techniques needed to become efficient business managers. The role and functions of the supervisor are highlighted by emphasizing the supervisor’s responsibility and authority. Theory is combined with practical observations, so that the student can become aware of all the fiscal, human, and psychological resources that the supervisor must use in order to administer efficiently and effectively.  
Pre-Requisite: MANA 210-0

MANA 340  
Operations Management  
3 Credits

This course focuses on the analysis, planning and control of production facilities and operations. It includes the use of techniques and models for decisions related to: demand forecasts, product mix, plant location, quality control, inventory control, and the human factor in the production process.  
Pre-Requisite: STAT 201-0
MANA 401-O  
Business Strategies  
3 Credits

This course helps integrate knowledge acquired in the first three years of business administration courses. It also includes a study of business in all its stages and its social and environmental impact. Pre-Requisite: STAT 201-0

MANA 404  
Labor Relations  
3 Credits

This course covers a multinational approach to labor relations. It includes an analysis to the origins of labor unions, labor laws, and Federal laws. It also covers the study of arbitration and complaint procedures and the selective analysis of current situations in labor. Pre-Requisites: MANA 210-0, MANA 213

MANA 422-O  
Compensation Administration  
3 Credits

Principles and techniques used in the design and the administration of a compensation system. It will include aspects concerning legislation, base pay structure, job evaluation, performance analysis, as well as incentive plans, benefits and services. Pre-Requisite: MANA 213
MANA 450
Management Project
3 Credits

The focus of this course is to apply all the knowledge gained in the management program as a final project. The student must dedicate a minimum of 45 hours supervised by the professor during the academic term for the course to develop a management project or assigned task. The student may design his own business or serve as a management consultant. The student will utilize the strategic plan components as the integrated vehicle for the final project. Pre-Requisite: ACCO 111, FINA 202, MANA 210-0, MARK 133

MARK 133
Marketing Principles
3 credits

This course analyzes the processes involved in the distribution of goods and services from producer to consumer. It studies the comprehensive system of marketing, including management-controlled variables: product, price, promotion and distribution; and external variables such as government, the economy and society. It also studies consumer behavior, modern marketing trends, market definition, and placement and information systems. Pre-Requisite: None

MARK 135
Retail Sales
3 Credits

This course covers an analysis of the theory and practical principles used in organizing and managing retail business. It includes the planning and organization of retail business, merchandise purchases and handling; sales and promotion, business control of the business operations. Pre-Requisite: MARK 133
MARK 206  
Consumer Behavior  
3 Credits  

This course studies consumer motivation, decision making in selection of goods or services, market definition, and site. It considers the role of anthropology, sociology, and social psychology in analyzing and understanding consumer behavior. It includes psychological principles that facilitate the understanding of individual traits such as learning experience, perception, attitudes, motivation, and personality. Pre-Requisite: MARK 133

MARK 251  
Advertising and Promotion  
3 credits

This course covers the basic principles of advertising. It also covers the ethics, social, and economic problems related to business advertising. It includes the study of basic principles applicable to promotional writing and the selection of the methods used in transmitting information. Pre-Requisite: MARK 133

MARK 301  
Marketing Management  
3 credits

This course studies marketing as a process and analyzes the application of its theories to management. Topics include: the role of marketing in organization, development, implementation, and control of the marketing plan. Pre-Requisite: MARK 133

MARK 305  
Individual Sales  
3 credits

This course focuses on individual sales with a study of strategic and tactics applicable to personal selling. It emphasizes basic principles of sales, select and quality prospects, research, and selling techniques. Pre-Requisite: None
MARK 318-O  
Sales Management  
3 credits

This course focuses on the shift of industry from a production to a consumer oriented approach. The course studies the role of sales management in a production oriented firm and a customer-oriented firm. Changes in the nature of sales management and managerial challenges in sales management are addressed. Pre-Requisite: MARK 301

MARK 320  
Market Research  
3 credits

This course covers the application of the scientific method to collect, analyze, and use of market data. It also includes the review of literature and experimental exercises in solving marketing problems. It studies the importance of individual and organizational initiative, and the traditions, methods and objectives of research in marketing. Pre-Requisite: STAT 201-0

MARK 340  
Media Planning  
3 Credits

This course focuses on the process of choosing a course of action. Students will be able to understand the role of strategic media planning in the overall context of marketing and advertising decisions. Audience research will be utilized for the selection, evaluation, and planning of all advertising media. Pre-Requisite: MARK 133.

MARK 350  
Distribution Channels  
3 Credits

This course provides an explanation of various issues involved in global marketing. It emphasizes the analytical approach to strategic marketing problems and issues facing the firms competing in global and local markets. The course highlights key analytical and decision-making frameworks concerning the global marketing environment, the marketing mix, the distribution channels and their impact on the firm’s performance. Pre-Requisite: MARK 133.
MARK 401-O  
Business Strategies  
3 Credits  
Business Policies is an advance course in which the students will learn the concept of top management analysis. It is designed to expose students to corporative problems in various business scenarios. In addition the class will integrate skills developed in previous core courses like Human Resources, Accounting, Economics, Finance, Information Management, and Marketing. Pre-Requisite: MANA 340.

MARK 402-O  
Marketing Integrated Communications  
3 credits  
This course studies the role of promotion, personal selling, advertisement, and public relations in the marketing objectives of an organization. The nature of communication; marketing resources, effect of society, attitudes and individual preferences in communication; media, and the relevance of public relations are integrated in the curriculum. Pre-Requisite: MARK 301

MARK 403  
Product Management  
3 credits  
This course focuses on the development of new products and management strategies for existing products. The scope, importance and development process of new products will be considered. Emphasis will also be given to the process of changes or modification of existing products. Pre-Requisite: MARK 402-O
MARK 404  
Negotiations  
3 Credits  
This course studies techniques to enhance negotiation outcomes, and reviews the latest ideas in negotiation. It focuses on the value of the deal and examines the different issues that interfere with successful outcomes in marketing. Key topics covered in this course include negotiating in the global marketplace, negotiation ethics, negotiating using the Internet, and the advantages and disadvantages of using arbitrators and/or mediators. Pre-Requisite: MARK 133.

MARK 405  
Public Relations  
3 credits  
This course emphasizes the importance of public relations in contemporary society and application of its principles in business society, economy, culture, politics, and education. It also covers the origins of public relations in the United States. It studies the role and traits of public relations people, their function in society and business, as well as the ecology, environment, and public relations ethics. It includes research, planning, use, and evaluation of communication media. This course covers the importance of public opinion in the public relations industry. It also covers the use of promotion and advertising. Pre-Requisite: MARK 402-O

MARK 410  
International Marketing  
3 credits  
This course covers the history and basic principles of marketing as applied to international marketing. It emphasizes cultural, political, and the legal framework. It also covers managerial considerations, pricing systems and distribution channels. Pre-Requisite: MARK 301, MARK 320
MARK 450-O
Internship
3 Credits

This course involves students in a working experience related to the marketing strategy in which principles acquired in the classroom will be applied. Strategies in drafting marketing policies at the management level will be studied: organization, demand analysis, product planning, pricing system, logistics, and sale promotion. It will also expose the student to actual work situations that will develop the assurance and self-confidence required in professional life. The internship experience will also aid the student on focusing in a specific area of the marketing field. This course requires one hundred and sixty (160) full-time work hours. Pre-Requisite: MARK 133, MARK 301, MARK 320

MARK 455
MARKETING PROJECT
3 CREDITS

In this course the student will apply all knowledge acquired through the marketing program. The student can apply different topics including the role of marketing in organization, development of a marketing plan and implementation, and control of the marketing plan, among others. Pre-Requisites: MARK 133, MARK 206, MARK 301, MARK 318-O, MARK 320

MATH 103-O BASIC MATHEMATICS I
3 CREDITS
Study of the fundamental concepts in basic mathematics: operations with whole numbers, fractions and decimals, ratio, proportions, percentage, integer numbers, measurement, and applications. Prerequisite: Math Placement Test

MATH 104-O BASIC MATHEMATICS II
3 CREDITS
Elementary algebra and introduction to geometry, statistics and probability, exponential laws, polynomials, linear equations, and basic concepts of geometry. Prerequisite: Math Placement Test
MATH 111-O  
Intermediate Algebra I  
3 Credits

This course covers the rational exponents and radicals, linear graphs and quadratic equations, inequalities, systems of equations and their applications; special products factoring, and rational expressions. Pre-Requisite: None

MATH 112-O  
Intermediate Algebra II  
3 Credits

This course covers the rational exponents and radicals, linear graphs and quadratic equations, inequalities, systems of equations and their applications; special products factoring, and rational expressions. Pre-Requisite: MATH 111-O

MATH 120  
Basic Algebra  
3 credits

This course is the continuation for a course of basic mathematics. It includes the following topics: set theory, the real numbers, algebraic expressions, linear equations, linear inequalities, polynomials and its operations, and factorizations. Pre-Requisite: None

MATH 121-O (Business Administration Courses Only)  
Intermediate Algebra  
3 Credits

This course covers factorization of polynomials, linear inequalities, problem-solving; absolute-value equations and inequalities; operations and simplifications with algebraic fractions; linear equations graphics, linear equations systems and solution methods; graphics, substitution and elimination. Inequalities for two variables and rational exponentials are integrated. Solution of radicals and quadratic inequalities are studied. The course focuses on problem solving strategies.
MATH 126
Fundamental Topics in Mathematics
3 credits

This course includes problem solving, theory of sets, functions and logics, linear geometry, constructions, geometric transformations, measurement, probability, statistics, theory of numbers, and a brief introduction to BASIC (optional). Pre-Requisite: MATH 120

MATH 151
Pre-Calculus I
4 credits

This course covers the Real Number System and its properties: Properties of Exponent, Solving inequalities (including absolute value, quadratic and linear inequalities) and interval notation, solution of equations, Relations, Functions, Graph properties of Functions, Rational Functions, Logarithmic and Exponential Functions, and Solution of Linear Systems of Equations using determinants. Pre-Requisite: None

MATH 152
Pre-Calculus II
4 credits

This is a course of trigonometry and analytic geometry, designed for students majoring in the different fields of the natural sciences. Its main goal is to provide an adequate preparation for other courses, such as calculus, in which a firm base in trigonometry and analytic geometry is fundamental. The topics are: trigonometric functions and their graphs, trigonometric identities and equations, applications of trigonometry, and the following topics from analytic geometry: circles, parabolas, ellipses, and hyperbolas. Pre-Requisite: MATH 151
MATH 157
Statistics
3 Credits

This course introduces the methods of statistics including sampling from normally distributed populations, estimation, frequency distribution, descriptive statistics, elementary probability, normal distribution, applications, sampling distribution, regression, testing of hypotheses, point and interval estimation methods. It also presents elementary statistical methods and concepts including descriptive statistics, estimation, hypothesis testing, linear regression, and categorical data analysis. Pre-Requisite: None

MATH 173
Plane and Space Geometry I
3 credits

The first semester of the course covers the following topics: Basic concepts of geometry including the straight line, angles, triangles, elementary constructions. This course includes demonstrations using postulates, definitions and theorems, Theorem of Congruency; regular polygons, Pythagoras Theorem and its applications. Pre-Requisite: MATH 151, MATH 152

MATH 174
Plane and Space Geometry II
3 credits

The second semester of the course covers the following areas: circumference; areas; polygonal regions; Cartesian geometry of the plane, space geometry, solid bodies and surfaces, surface areas, volume and basic non-Euclidean geometry. Pre-Requisite: MATH 151, MATH 152, MATH 173
MATH 199-O
Quantitative Methods I
3 credits

This course studies the following topics: functions and its properties; linear and quadratic equations and its graph, linear inequalities, quadratic inequalities, exponential and logarithmic functions, solution to liner systems of equations, and mathematical progressions. Pre-Requisite: MATH 121

MATH 290
Theory of Numbers
3 credits

This course covers topics such as: divisibility, congruency, Gauss integers and Diophantine equations. The course will be delivered by proving theorems as study guides.

Pre-Requisite: MATH 301

MATH 301
Calculus I
4 Credits

This course covers the intuitive concept of the limit of a function. It also covers the derivative and applications, as well as anti-differentiation. This course also includes the definite integral, areas and volumes, and the fundamental theorem calculus. Pre-Requisites: MATH 151, MATH 152

MATH 302
Calculus II
4 Credits

This course is an integration of transcendental functions. It includes integration techniques, indeterminate forms and improper integrals, sequences and series, analytic Geometry, planes, curves, and polar coordinates. Pre-Requisite: MATH 301
MATH 305
Probability and Statistics
3 credits

This course covers the basic principles of statistics: data collection and classification, measurement of central tendency, variance, probability, and distribution (the normal, the Poisson, the binomial and others), sampling theory in finite populations, principles of experimental design.
Pre-Requisite: MATH 301

MATH 345
Abstract Algebra
3 credits

This is an introductory course of abstract algebra for students specializing in mathematics. It covers: Sets, Functions, Binary Operations, Integers, Groups Rings, Domains; Fields and Polynomials. The course makes emphasis in theorems and application problems.
Pre-Requisite: MATH 301, MATH 302

MATH 350
Linear Algebra
3 credits

This course is for students specializing in mathematics. It covers two variable linear equations systems, “n x m” linear systems, and homogeneous and heterogeneous systems. It also includes matrix operations and vector spaces. Quadratic forms, linear transformation, and linear programming are integrated. Prerequisite: MATH 301, MATH 302
MSPA 500
Theory, Practice, and Change in the Administration of Public Policy
3 Credits

This course deals with modern theories and ideologies that define and delineate the formulation, administration, and evaluation of public policy. It makes reference and aim to the understanding of concepts such as individualism, collectivism, and community as developed by philosophers. The course analyzes the conceptual requisites for planning as well as methods and applications. It focuses on critical analysis of alternate methods in which public and social policy are developed into practical actions.

MSPA 505-O
Computer Education for Public Administrators
3 Credits

This course has been designed with the objective of familiarizing the Master’s Level student in Public Affairs with the use of computers as an effective decision making tool. It offers students an opportunity to familiarize themselves with basic concepts in the management and use of computers. At the end of the course students will be able to develop and apply specific skills in three areas of knowledge: (1) the ability to utilize advances in technology, (2) the ability to incorporate technological development in the assigned areas, and (3) the ability to implement strategies and policies focused on management improvement. Pre-Requisite: None
MSPA 510-O
Research and Quantitative Methods in Public Administration
3 Credits

This course encompasses the statistical concepts and investigative methodology that are applicable in the public affairs program. It presents itself with a multidisciplinary focus that is appropriate for professions in the area of public affairs. The course develops in students the capacity to implement objective decision making policy with a minimum amount of prejudice and subjectivity. It emphasizes the practical elements of the methodology and applied statistics. Students will be able to apply and study investigative research methodology. Pre-Requisite: None

MSPA 520
Administrative Law and Ethics
3 Credits

The course focuses on the study of the collaboration of norms, doctrines and the positive dispositions concerned with organizations, institutions, and agencies of public administration and the criminal justice system. The course covers the procedural and substantive dispositions that govern the administrative proceedings while studying ethical models in public administration.
Pre-Requisite: MSPA 500

MSPA 530
Planning and Evaluation: Theories, Methods and Techniques
3 Credits

The focus of this course is to prepare students to confront administrative challenges, find solutions, and evaluate the results once the studied alternatives have been implemented. Under the assumption that the student who is enrolled in the course does not have the basic background in the theory of the subject matter, the course will be presented with a panoramic vision of the diverse theories of planning to further divulge into practical implementation and evaluation practices.
Pre-Requisite: MSPA 510-O
MSPA 540
Seminar: Planning, Development and Evaluation of Human Resources
3 Credits

The course covers the study of concepts and theories covering communication, leadership, human motivation, perception, emotions, personality, mental health, decision making processes, and living patterns in the administrative system. It addresses fundamentals of administration and organization, analysis of the components that integrate human resources administration such as: recruitment and selection of personnel, classification and evaluation of positions, retribution systems, human resources evaluations, training, retirement of employees, motivation and, human relations in public administration. Pre-Requisite: MSPA 520

MSPA 550
Fiscal Resources Management
3 Credits

The course covers the study of the administration and formulation of fiscal public policy. Evaluation of problems, covering efficiency, effectiveness, costs and benefits analysis, and fiscal decision making in the public budgetary administration, and in the nonprofit organizations is integrated. Analysis and evaluation of concepts, theories, models, and strategies in fiscal resources management and administration is studied. Pre-Requisite: MSPA 530

MSPA 710
Research Seminar in Criminal Justice
3 Credits

This course is a seminar that offers an opportunity for the student to complete an investigation, integrating the acquired knowledge through the analysis of the administrative systems and the contingencies of the fulfillment of functions that affect public and private organizations. The student will analyze planning, organization, design, formulation, and decision making activities in the organizational setting. Pre-Requisite: MSPA 510-O and 24 credits.
MSPA 720-O
Internship
3 Credits

This course is the requirement for the supervised internship in administrative functions in a public or non-profit organization. The student will complete 130 internship hours applying knowledge, theories, values, methods and administrative skills.

NURS 201
Fundamentals of Nursing
5 Credits

This theoretical and clinical course provides an introduction to the historical, sociopolitical, and legal concepts of the nursing profession in Maryland and the United States. Emphasis is placed on the development of basic nursing skills, which are needed for promotion of health and maintenance of individuals, families and communities. The student is guided to consider the individual’s motivation in seeking health care and how these problems interfere with the person’s daily activities. Clinical practice provides opportunities for development of the skills needed in hospital and community settings to carry out the nursing role. Emphasis is placed on the client as a holistic being and the use of critical thinking when intervening in health and illness with a variety of individuals from different cultural/social backgrounds and age groups.
Prerequisites: SOSC 111-112, ENGL 115-116, 231, CHEM 224, PSYC 123, QYLE 110, MATH 112, SPAN 115-116, HUMA 101, BIOL 303-304, 103
NURS 202
Health and Physical Assessment
4 Credits
This course focuses on concepts of health promotion and disease prevention in conducting physical examinations and health assessments. Multidisciplinary and interdisciplinary collaboration, cultural competence, and professional interpersonal skills are modeled in order to achieve the goals of Healthy People 2010. Practice in the skills laboratory provides an opportunity for the students to examine and implement the nursing process with individuals, families and communities throughout the life span as consumers and resources of health care. The nursing diagnosis process, health screening, referrals process, and physical examination techniques are discussed, applied, and practiced in laboratory experiences.

NURS 203
Pharmacology
3 Credits
This course presents students with the opportunity to develop critical thinking related to pharmacology concepts applied to the nursing process. The content focuses on principles of pharmacology, drug classifications, administration routes, dosage calculations, therapeutic use, disinfection procedures, basic concepts of nontraditional medicine and drug interactions. Advantages and disadvantages of pharmacotherapy and the patient’s well-being are discussed. In addition, the course includes content on bioterrorism agents, drugs for HIV/AIDS, medication errors and gene therapy. Prerequisite: NURS 201, NURS 202

NURS 204
Technical Skills Laboratory
2 Credits
This course provides students with the development of basic technical nursing skills required at the baccalaureate level. Students are expected to assess the client, formulate nursing diagnoses, perform different nursing procedures, evaluate patient outcomes, and document pertinent data following NANDA, NIC and NOC.
NURS 205
Pathophysiology
3 Credits
This course presents the basic concepts of human pathophysiology and explains the processes of specific diseases. The course is divided in two parts: the microsystem and the macrosystem. Part one reviews cellular responses to infection, environmental factors, genetics, diet, cancer, and stress. Part two is organized by body systems. Students are expected to have a basic knowledge of microbiology, chemistry, anatomy and physiology. Relevant case studies are discussed in class, and aspects such as risk factors pertinent to pediatric, aging and women’s health are presented. Prerequisites: NURS 201, NURS 202

NURS 303
Medical Surgical Nursing
5 Credits
This theoretical and clinical course prepares students to intervene with individuals in adult and elderly stages who present physiological alterations affecting their homeostasis. The focus is on the development of knowledge based on application of the nursing process, communication skills, critical thinking and therapeutic interventions, as essential to ensuring optimal care. The course includes theory, nursing skills laboratory, clinical experiences (hospitals and communities), and seminars. The hospitals used for clinical practice are at secondary and tertiary levels of care. Prerequisite: NURS 201, 202
NURS 304
Maternal & Child Nursing
5 Credits
This theoretical and clinical course focuses on concepts of the childbearing patient, her infant and the impact on her family. The nursing process is presented as a guide for intervention with families during the normal human development process including: pregnancy, delivery, postpartum, and care of the newborn. Health promotion is emphasized. Epidemiology, infectious, acute, and chronic diseases are discussed, taking into consideration maternal and newborn needs in community and hospital care settings, from a bio-psychosocial perspective. At the beginning of the course, specific maternal and childcare skills are practiced in a nursing skills laboratory. After this practice, students participate in different experiences within the clinical setting. Prerequisite: NURS 303

NURS 305
Nursing Care of Children and Adolescents
5 Credits
This theoretical and clinical course focuses on the care of children and adolescents. The student is introduced to the concepts of nursing care from the first year of life through adolescence. Basic nursing skills are developed for the prevention of illness, health promotion, and health maintenance in this age group. Emphasis is placed on the client as a holistic being, on applying critical thinking, and on promoting the use of nursing diagnosis according to the North American Nursing Diagnosis Association (NANDA), with nursing interventions (NIC) and outcomes (NOC) adequate to this age group.
NURS 403
Community Health Nursing
5 Credits
This theoretical and clinical course focuses on the study of principles and practices involved in community health nursing and the development of skills for health education in community settings.

Students are familiarized with models, theories, concepts and skills related to community interventions. Public Health concepts are discussed and applied to the health improvement of different communities. Community physical and social environments are analyzed, including the role of the different organizations. Emphasis is given to priorities for health promotion and maintenance according to Healthy People 2010, including health disparities and the essential role of the nursing professional. Prerequisite: NURS 304 & NURS 305

NURS 404
Mental Health Nursing
5 Credits
The focus of this theoretical and clinical course is the promotion of health and provision of opportunities for clients to maximize their ability to live, work, socialize, and learn in the communities of their choice. The practice of mental health nursing is presented from the perspective of helping people manage difficulties, solve problems, decrease emotional pain, and promote growth, while respecting their rights to their own values, beliefs and decisions. Nursing students are encouraged to engage in self-analysis in order to increase their understanding and self-acceptance. This is important because nurses who are able to clarify their own beliefs and values are less likely to be judgmental or to impose their own values and beliefs on clients. Neurobiological, psychosocial, sociological, and spiritual theories are discussed, to help students understand clients and their experiences and to help them engage in the healing process. Emphasis is given to development of effective communications skills, application of the nursing process, community mental health, critical thinking and cultural diversity.
NURS 405
Nursing Leadership
3 Credits
The focus of this course is on the basic concepts of effective nursing leadership and management within today's dynamic health care system where nursing roles are evolving. The impact of economics, information, technology, and politics on the health care system is discussed and analyzed. Problems and challenges are viewed as opportunities for growth and improvement for the health care team where nursing plays a key role. The student has the opportunity to critically analyze case studies in various health care settings. A variety of concepts and theories from research and literature are analyzed and applied to practice. Participation in local, national, and international nursing and non-nursing organizations is encouraged. Prerequisite: NURS 403 & NURS 404

NURS 406
Practicum
4 Credits
In this course the student has the opportunity to integrate knowledge from previous courses with the purpose of promoting professional attitudes, internal motivation, development of responsibility, and accountability for practice. Emphasis is placed on the development of skills in the clinical area selected by the student in agreement with the professor. The goal is to increase clinical skills and apply critical thinking, using nursing diagnoses according to the North American Nursing Diagnosis Association (NANDA, NIC and NOC). In addition, students have the opportunity to practice the employer-employee relationship and leadership skills. In addition to the clinical experiences, the group meets once a week for two hours to discuss issues relevant to this stage of their professional development.
NURS 407
Knowledge Integration in Nursing
3 Credits
The focus of this course is integration of knowledge in preparation for local and/or national professional examination tests. Students have the opportunity to become familiar with the requirements for practicing the nursing profession in Maryland and the National Council Licensure Examination (NCLEX). In addition, students will review and practice the basic components included in the examination test required by the Department of Health to practice the profession of Nursing and the NCLEX.

NURS 500
Theoretical Foundations of Advanced Practice Nursing
3 credits
Discussion and analysis of a wide range of theories from nursing and other sciences. Scientific knowledge of care is presented as the central concept and essence of nursing. Emphasis is given to clinical care and research focused on a comprehensive and holistic approach. The practice of nursing is viewed as directly related to the development and revision of nursing theory where advanced practice nurses can make important contributions.

NURS 501
Public Health Policies, Ethics and Systems
3 credits
The nature of the U.S. health care delivery system including Maryland, is explored. The social, economic, cultural and political forces that impact the delivery of primary health care are discussed with emphasis on how they influence nursing. Discussion and analysis of professional aspects of advanced practice nursing including how to implement the role. Public policies and legislation are discussed at local, national and global levels. The student examines health care policy development and analyzes the effects of policy on the health status of local communities. This course provides an opportunity for the student to design innovative strategies that may influence the direction of public policy to improve the health care locally and advance the profession of nursing in Maryland. Discussion and analysis of factors influencing human essential moral status and the ethics of the health care
systems. Different dilemmas are selected and analyzed to justify the most appropriate decisions and actions to solve them in an ethical manner.

**NURS 502**  
*Nursing Science and the Research Process*  
*3 credits*

Discussion of professional nursing practice that is based on evidence to achieve optimal outcomes. Pragmatic considerations of scientific inquiry in the use and conduct of research in practice. The scientific method is presented as it relates to nursing research. Experimental and non-experimental methods of conducting clinical research are examined, with ethical implications. Emphasis is given to the writing of a research proposal as the plan for a scientific project. Successful grantsmanship is presented as an art that requires sound planning for the project development of a well written proposal, and selection of an appropriate funding source.

**NURS 503**  
*Nursing Research Project: Proposal to Publication*  
*3 credits*

The research proposal for this study must have been approved in the previous course (NURS 502). The implementation phase of a clinical nursing research project focused on evidenced-based. This phase is presented as requiring a set of thoughtful, careful, organized and sequential activities to conduct a research project which improves the quality of care. Ethical conduct of research with human subjects, animal subjects and research staff is discussed. In this course the student demonstrates the implementation of a study that has received institutional approval and contribute to the advancement of nursing practice. Emphasis is given on preparation of a scientific paper about the research and submission for publication as an essential step of the research process in order to contribute to the development of a foundation for practice, to provide visionary leadership, and to achieve personal satisfaction.
NURS 504
Advanced History Taking and Physical Assessment
3 credits
Discussion, performance and interpretation of the theoretical knowledge and development of psychomotor skills for advanced health assessments and techniques with clients of all ages and cultural backgrounds. Develop a client database and a differential diagnosis of common client complaints encountered in primary health care practice settings. Demonstrate the ability to obtain and record a comprehensive adult, elderly, adolescent and well-client database.

NURS 505
Health Promotion and Disease Prevention: Transcultural Considerations
2 credits
Discussion of health priorities according to Healthy People 2010. Analysis of human caring as an essential dimension of advanced practice nursing work, especially dealing with life crises, health maintenance problems, and change in health practices. Discussion of demands made by changing life-styles and disease patterns, new and complex technologies, shifting demographics, global economies, dramatic health system changes and sociobiological and environmental threats to health and safety. Development of culturally competent holistic plans of care that address the health promotion and disease prevention needs of client populations. Theoretical models are presented as the means by which health care practitioners can give structure and organization to disease prevention and health promotion programs.
NURS 506
Advanced Pathophysiology
3 credits
A course analyzing the complex interrelationships and interdependence of pathophysiological concepts that produce alterations in the human functioning across the life span. This serves as a primary component of the foundation for clinical assessment, decision making and management for advanced nursing practice. Interpretation of the natural history and clinical manifestations for specific illness in terms of their etiology and pathogenesis. Description of the relationship between pathologic changes in body defense and the illness experience. Discussion of the features of pathophysiologic processes involved in the body’s reactions to injury and infection, the immune response, circulatory disturbances and abnormalities of cellular growth. Description of the relationship between pathophysiologic process and alterations in body fluids and the pathophysiologic process involved in altered endocrine, exocrine and neuromuscular functions.

NURS 507
Advanced Pharmacology
3 credits
Analysis of the essential pharmacotherapeutics for advance nursing practice. Study of the actions and effects of drugs on human systems across the life-span. Analysis of the scope of legal professional nursing responsibilities related to pharmacology in an expanded role. Description and identification of the actions, effects, uses and potential interaction of the major categories of drugs. Discussion of the pharmacologic process of absorption, distribution, metabolism, excretion and the factors that influence the pharmacokinetics of drugs. Analysis of the physiologic effects of the drugs in the individual across the life-span and the factors, which influence the patient response to therapeutic agents, adverse drug reactions and appropriate interventions. Description of the controversies related to the biodisponibility and bioequivalence of the drugs.
NURS 508
Diagnostics and Differential Diagnosis
3 credits
Presentation of the critical thinking process necessary to form differential diagnoses. These differential diagnoses are established after analyzing the findings from the history and physical assessment and results of laboratory findings (diagnostic findings). This course emphasizes the importance of ordering the correct diagnosis. Discussion and practice of proper specimen collection, handling of specimens, analysis of microscope slides and radiologic examinations.

NURS 509
Pharmacology for FNP's
3 credits
Practical exposure to the general principles of providing and monitoring drug therapy for FNP's. Identification of a disease, review of the drugs used to treat the disease, select treatments, special patient considerations and therapy adjustment. Finally, learned how to provide a primary, second and third line therapy when the first line fails. Discussion of the prescription, monitoring and evaluation of pharmacologic agents utilized to treat common disease states. Description of the teaching needed by individuals and families to properly adhere to prescribed pharmacology therapy. Identification of the roles and responsibilities of the FNP in prescribing pharmacologic agents, monitoring and evaluating patient responses. The collaborative role of the FNP with the physician when consulting in providing, monitoring and evaluating the pharmacologic agents is identified and discussed.
NURS 510
Primary Care I
4 credits
This course is the first of a three part series focusing on established primary care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms, behavioral problems, mental health and HEENT. The clinical portion of the course will consist of 19 hours per week for the duration of this 8 week course making a total of 150 hours.

NURS 511
Primary Care II
4 credits
This course is the second of a three part series focusing on established primary care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Pulmonary and Cardiovascular Disorders, Gastrointestinal Diseases, Metabolic and Endocrine Disorders. The clinical portion of the course will consist of 19 hours per week for the duration of this 8 week course making a total of 150 hours.
NURS 512
Primary Care III
4 credits
This is the third course of a three part series focusing on established primary care patient care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Genitourinary Disorders, Prenatal Care, Postpartum and Family Planning, Women’s Health Issues, Sexually Transmitted Diseases, Hematologic Disorders, Musculoskeletal Disorders and Ambulatory Emergencies. The clinical portion of the course will consist of 19 hours per week for the duration of this 8 week course making a total of 150 hours.

NURS 513
Residency
4 credits
Culminating clinical experience consisting of 240 hours of clinical practice in an ambulatory setting providing comprehensive primary care services to underserved communities. Students will be paired with qualified and credentialed nurse practitioners or physicians who will be oriented and trained and certified to serve as preceptors. Provides a depth of practice during 8-hour clinical days. Students develop and refine FNP competencies through clinical hours/experience. Weekly seminar conferences provide a forum for clinical case study discussions, case presentations and preparation for the mock FNP certification test, which is required to be taking and passed in order to approve the course.

PHED 107
Games and Sports
3 credits
This course is the study of the history and evaluation of games as a teaching tool. This course focuses on the methodology used for the teaching of games at the elementary level.
Pre-Requisite: None
POSC 373 (Business Administration Courses Only)
Political System of the United States
3 Credits

The course focuses on the historical background of the American political system. The study of political theory, the Constitution, and government organization is integrated in the course. Emphasis on political parties, political participation, and international relations are addressed.
Pre-Requisites: None

PSYC 123
General Psychology (Compendium)
3 Credits

This course is a condensed version of PSYC 121 and PSYC 122. It is an introduction to basic theories of human behavior and their relation to social progress and individual growth. Prerequisites: SOSC 111 and SOSC 112.

QYLE 110-O
Attitude Development and University Adaptation
3 Credits

This course focuses on the analysis and evaluation of values, attitudes, and prejudices in university life and the world of work. The course studies the effect that our behavior has on others and how it also affects us. Evaluation of different types of ethical conduct from different philosophical perspectives that allow for the selection of those which give the individual more self control with emphasis on the university surroundings is integrated throughout the course. Application of concepts through the use of concepts maps, self-reflections, case studies, role playing, team work, and the responsible use of technology. This course is a requirement for all incoming students. The course must be completed within the first term of enrollment in the institution.
SCIE 111-O
Integrated Sciences I
3 Credits

This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied.
Pre-Requisite: None

SCIE 112-O
Integrated Sciences II
3 Credits

This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied.
Pre-Requisite: SCIE 111-O

SOSC 101
Introduction Study of Social Sciences I
3 Credits

This course focuses on the human society. The main topics addressed in the course are the individual and his or her relationship to society, collective behavior and Maryland and its relationship to the social and historical development of western civilization. Economic, psychological, sociological, anthropological and political problems of the contemporary world are integrated and applied to real life scenarios.
SOSC 102
Introduction Study of Social Sciences II
3 Credits

This course focuses on the human society. The main topics addressed in the course are the individual and his or her relationship to society, collective behavior and Maryland and its relationship to the social and historical development of western civilization. Economic, psychological, sociological, anthropological and political problems of the contemporary world are integrated and applied to real life scenarios. Pre-Requisite: SOSC 101

SOSC 111-O
Individual, Community, Government, and Social Responsibility I
3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions.

SOSC 112-O
Individual, Community, Government, and Social Responsibility II
3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions. Pre-Requisite: SOSC 111-O
SOSC 228 (Business Administration Courses Only)
Interpersonal Relations
3 Credits

This course focuses on the philosophical and theoretical study of human and interpersonal relations from behavioral perspective. Critical analysis and evaluation of human conduct starting with the individual and ending with his/her relationships with others is integrated in all topics studied. Emphasis will be on motivational skills, conflict management, decision making, problem solving, and ethical reflections. The course will be carried out through case analysis, research, reflective exercises, group dynamics, and team work. The responsible use of technology is encouraged in the course. Pre-Requisite: None

SPAN 050-O (Undergraduate Level Students only who are not native speakers of Spanish)
Basic Preparatory Spanish
3 Credits

This is a preparatory Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score of 295 or below (Level 1 – Starting) will need to enroll in this course.

SPAN 080-O
Intermediate Spanish Immersion
3 Credits

This is an intermediate immersion Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score of 296-382 (Level 2 Emerging will need to enroll in this course.
SPAN 100-O
Communications Skills for Spanish as a First Language
3 Credits
This course is designed for students who are native speakers of Spanish and score between 0-40 percent on the SUAGM Spanish Placement Test. English dominant students who score between 383-469 on the Spanish Computer Adaptive Placement Exam (SCAPE) must enroll in this class. These students are considered to be at Level 3 – Developing Stage. At this level English dominant students are placed with Spanish dominant students.
This course focuses on the development of oral and written basic skills. The development of these basic skills is achieved through the integration of a comprehensive approach using reading and interpreting contemporary college level textbooks in Spanish. The enrichment of vocabulary, correct grammatical rules for the Spanish language and critical language lab practice is incorporated in the course. This course requires the use of e-lab and/or the language lab.

SPAN 101-O
Introductory Spanish Language- Basic Level I
3 Credits
This course is designed for students who score between 41 to 60 percent on the SUAGM Spanish Placement Test. The course covers the history and evolution of the Spanish language. English dominant students who score between 470-556 on the Spanish Computer Adaptive Placement Exam (SCAPE) must enroll in this class. These students are considered to be at Level 4 – Expanding Stage. At this level English dominant students are placed with Spanish dominant students.
The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of e-lab and/or the language lab. Pre-Requisite: none
SPAN 102-O
Introductory Spanish Language- Basic Level II
3 Credits

This course is designed for students who score between 61 to 75 percent on the SUAGM Spanish Placement Test. The course covers the history and evolution of the Spanish language. English dominant students who score between 557-641 on the Spanish Computer Adaptive Placement Exam (SCAPE) must enroll in this class. These students are considered to be at Level 5 – Bridging Stage. At this level English dominant students are placed with Spanish dominant students. The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of e-lab and/or the language lab.

SPAN 103-O
Introductory Spanish Language Course
Intermediate Level I
3 credits

This course is designed for students who score between 76 to 90 percent on the SUAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.

SPAN 104-O
Introductory Spanish Language Course
Intermediate Level II
3 credits

This course is designed for students who score between 91 to 100 percent on the SUAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.
SPAN 115-O
Reading, Writing, and the Oral Communication in Spanish I
3 Credits

This course focuses on the comprehension and use of the Spanish language from a communicative approach. The study and analysis of the written text taking into consideration the aspects of comprehension and the reading process are integrated. Analysis and interpretation of readings using the following as a framework: vocabulary in context, main idea, secondary idea, relationship of ideas, types of discourse, and types of language. Construction of the written message from the sentence to the paragraph is studied in every class. Development of techniques for oral presentations integrating technology in an expository discourse is integrated in the course. The course will be conducted with the use of reflections, discussions of readings, critiques, investigations, the writing of essays and oral presentations with the use of technology. This course requires laboratory experience and activities.

SPAN 116-O
Reading, Writing, and the Oral Communication in Spanish II
3 Credits

The study and analysis of the written text taking into consideration the aspect of comprehension and the reading process is integrated in the course. Analysis and interpretation of reading using the following as a reference frame: evaluation of the content of the message (inferences, critical analysis, distinguish amongst facts, opinion, and assumptions). To go beyond the meaning of the text and author’s techniques, and resources. Construction of the written message from the paragraph and sequence of paragraphs for coherence of the message is emphasized. Practice and use of grammatical structures dealing with imprecise or incorrect use of the language (barbarisms, solecisms, ambiguities, concordance, tautology etc.) are integrated. Development of techniques for oral presentations for an argumentative discourse is used to improve oral skills. The course will be conducted with the use of reflections, discussions of readings, critiques, investigations, the writing of essays and oral presentations with the use of technology. Pre-Requisite: SPAN 115-O
SPAN 215
Advanced Composition I
3 credits

This developmental course emphasizes the development of the skills needed to write logically and correctly in Spanish. It focuses on research techniques. Pre-Requisite: SPAN 151, SPAN 152

SPAN 250-O
Techniques for Writing in Spanish
3 Credits

This course will provide the essential tools to develop Spanish writing skills for letters, paragraphs and essays. Pre-Requisite: SPAN 115-O, SPAN 116-O

SPAN 255-O
Spanish for Writing and Research
3 Credits

The course will provide the necessary tools for the development of oral and writing skills as a stepping stone to advanced writing in Spanish. Pre-Requisite: SPAN 115-O, SPAN 116-O, SPAN 250-O

SPAN 463
Spanish-American Literature
3 credits

This course focuses on the study of Hispanic/Spanish literature from its early beginnings, emphasizing authors and classic literary works of each period. Pre-Requisites SPAN 152
SPAN 500-O
Graduate Preparatory Spanish
3 Credits

This is a preparatory Spanish course for graduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete graduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish Placement Test (for native speakers of Spanish) and scores between 0 and 40% must register for this course. English dominant students who score between 0-214 on the Spanish Computer Adaptive Placement Exam (SCAPE) must enroll in this class. These students are considered to be at Level 1 Starting and Level 2 Emerging will need to enroll in this course within the first semester. English dominant students are placed with native speakers of Spanish. This course requires the use of e-lab or the language lab.

SPAN 501-O
Academic Writing for Graduate Students I
3 credits

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. An English dominant student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score between 215 to 429 points (Level 3 – Developing and Level 4 – Expanding) will need to enroll in this course within the first semester of enrollment. English dominant students are placed with native speakers of Spanish. This course requires the use of e-lab or the language lab.
SPAN 502-O  
**Academic Writing for Graduate Students II**  
3 credits

A native speaking student who takes the SUAGM Spanish placement test and receives a score of 65 to 100 percent will need to enroll in this course within the first semester of enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on written assignments.

An English dominant student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score between 430 to 641 (Level 5 – Bridging) will need to enroll in this course within the first semester of enrollment. English dominant students are placed with native speakers of Spanish. This course requires the use of e-lab or the language lab.

SPED 315-O  
**Teaching Exceptional Children**  
3 Credits

This is an introductory course in special education. The course covers the analysis of social, emotional, and educational needs of children with different exceptional qualities. It also includes diagnosis, educational and rehabilitation services, family and community attitudes, and civil rights. It places emphasis on the educational needs and learning styles of exceptional children; teaching methods, techniques, and curricular content. Pre-Requisite: None

STAT 201-O  
**Administration Statistics I**  
3 credits

This is an introductory statistics course dealing with frequency distribution, presentation of statistical data, measure of central tendency, and dispersion. The concept of probability, and probability distributions used commonly in business analysis is emphasized. Pre-Requisite: MATH 199-0.
**STAT 202-O**  
Administration Statistics II  
3 Credits

This course focuses on the study of sampling distributions, estimating with confidence internals, hypothesis testing, analysis of variance, simple regression and correlation, decision analysis, and techniques of quality control. Chi-square and other nonparametric test are studied in the course.  
Pre-Requisite: STAT 201-O

**TESL 222-O**  
Methods of Teaching ESOL Students in Schools  
3 credits

This course is a survey of the historical law, and current approaches, methods, and techniques of teaching English to Speakers of Other Languages. Successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL requirements and Maryland TESOL Program Goals. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP). The course focuses on cross cultural understanding strategies, and methods of teaching, curriculum, assessment and linguistics research based practices to improve student achievement. This course is considered the ESOL required course. This course must be taken before the student takes any other ESOL integrated course. Pre-Requisite: ENGL 231-0
TESL 223-O
Applied Linguistics in ESOL
3 credits

This course is designed to provide students with the essential foundation on which they can build future studies of language learning, language acquisition, and teaching. It examines major areas of linguistics (e.g., phonology, syntax, semantics, pragmatics, and sociolinguistics) and focus on various aspects of language structure and use. What does it mean to be proficient in a language? How are young children able to produce an infinite number of sentences given a relatively limited set of lexical items? What are the types of variation found in language? How do second language learners approach the complex task of second language acquisition? These are only some of the questions that this course will address. This course should be taken as a capstone ESOL course.

Pre-Requisite: TESL 222-0

TESL 522-O
Theory and Practice of Teaching ESOL Students in Schools
3 Credits

This course has been designed for graduate students in the area of Guidance and Counseling and Educational Leadership to meet the requirements of the state of Maryland regarding ESOL. This course focuses on the application of the historical processes and research based on proven practices for ESOL students to achieve academic performance in school from the perspective of the guidance counselor and school administrators’ expectations and roles. The course is a survey of law, linguistics, culture, methodology, curriculum, and assessment practices that impact student achievement and school administrators. Students will develop a clinical field experience project that applies to their area of expertise. Pre-requisite: None.
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