Metro Orlando University Center

Catalog

2005-2006
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Section I

Overview:

Universidad del Turabo

and

Sistema Universitario Ana G. Méndez
Universidad del Turabo

Profile

Universidad del Turabo, member of the Sistema Universitario Ana G. Méndez is a private non-profit institution of higher education located 15 miles southeast of San Juan. Its 140 acres suburban main campus, and its sixteen buildings provide an ideal atmosphere for the learning experience. Also, the university operates four University Centers (Off-campus centers) in the municipalities of Cayey, Yabucoa, Naguabo, and Isabela.

A professionally oriented institution, Universidad del Turabo offers ten baccalaureate programs, and master’s program in business, education, environmental sciences, counseling psychology, and public affairs. Founded in 1972, Turabo has continued to grow through the 2000’s.

The university students population consist mostly of commuting young adults from the surrounding communities. The 10,612 student body is comprised of 9,239 undergraduates, and 1373, graduate students.

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 have doctorates and the others holds masters 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 Turabo University is to provide higher and professional education to an economically disadvantaged population that otherwise would to 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 the 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 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, 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
Manuel Cordero, MA Ed.

Vice-Chancellor of Information and Telecommunications
Ketty Rodríguez, Ph.D.
Sistema Universitario Ana G. Méndez

Profile

Sistema Universitario Ana G. Méndez (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, 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, SUAGM has established the Metro Orlando University Center as additional locations for its three institutions. Moreover, in establishing a SUAGM: UT-UNE-UMET Metro Orlando University Center, the system furthers its Vision 2005 as a “high-quality, people-centered learning community, of advanced technology, and internationally oriented”. The center in Florida will both serve its community and also serve as a bridge to fulfilling initiatives in serving the needs of Hispanic adults in other communities in Latin America and the United States.

Non-Discrimination Statement

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

Statement of Policy

This catalog includes the main terms concerning the formal relationship between students and 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 SUAGM: UT rules and regulations. This catalog is in compliance with the institution’s bylaws, regulations and administrative orders and duties under Federal Law. It is subject to subsequent amendments.
The first section of this catalog contains an overview of SUAGM. Information that pertains to the Metro Orlando University Center is included in Section II. The other sections detail information specific to the institution: Universidad del Turabo (Section III).

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 PR 00778  
Telephone No.: (787) 743-7979  
Fax No.: (787) 744-5394  
Website: www.suagm.edu/ut

Statement of Accreditation

Universidad del Turabo is accredited by the Middle States Association of Colleges and Schools, a regional accrediting agency recognized by the U.S. Department of Education.

Also 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 Licensure**

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

2650 Apalachee Parkway, Suite A  
Tallahassee, FL 32301  
(850) 245-3200  
(888) 224-6684  
[www.fldoe.org](http://www.fldoe.org)

The Main Campus and additional locations of Universidad del Turabo in Puerto Rico are licensed by the Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education.

**Statement of Legal Control**

Sistema Universitario Ana G. Méndez 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 State of Florida. The corporation is governed by its Board of Directors under its systemic bylaws.

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

Jorge A. Pierluisi, Jr., President of the Board  
Mario F. Gaztambide, Vice-President of the Board  
José F. Méndez, President of the Ana G. Méndez University System  
Juan Manuel García Passalacqua
María Burckhart
Jaime R. Escalona
Antonio J. De Haro
Rita DiMartino
Nestor De Jesús
Ivan A. Pietri
Antonio J. Colorado
Teresita Fuentes
José Domingo Pérez
David Rivé Power
Juan R. Melecio
Zoraida Fonalledas
Florabel García Mullick

Officers of the corporation:

José F. Méndez, President of the Ana G. Méndez University System
Dennis Alicea Rodríguez, PhD, Chancellor Universidad del Turabo
Alberto Maldonado Ruiz, Esq., Chancellor Universidad del Este
Federico M. Matheu, PhD, Chancellor Universidad Metropolitana
Migdalia Torres, Ph.D, Vice President and General Manager Channel 40
Alfonso Dávila, Executive Vice President
Dulcinia Núñez Santos, Ph.D., Vice President of Academic Affairs
Juan A. Vazquén Aldea, Vice President of Financial Affairs
Jorge Crespo, Vice President of Planning and Research
Jesus A. Díaz, Vice President of Administrative Affairs
Francisco Bartolomei, Vice President of Marketing and Student Affairs
Ramón Santiago, Vice President of Human Resources
José De la Cruz Skerrett, Legal Counsel

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 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.
Section II
Metro Orlando University Center
METRO ORLANDO UNIVERSITY CENTER

Introduction

The Metro Orlando University Center represents the continuation of our commitment to provide quality access alternatives to a university education for Hispanic adult students. This center will both serve its community and also serve as a bridge to fulfilling initiatives in serving Hispanic adults in Latin America and the United States.

All degrees are offered in the accelerated studies methodology 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.

The physical facilities of the Center include ten classrooms, two computer laboratories, a library, administration offices, a student and a faculty lounge as well as parking area.

Administration and Staff

Luis Zayas Seijo, Associate Vice-President of Academic Affairs / Dean
Luis A. Burgos, Executive Director and Associate Dean
Carmen Lamboy, Director of Faculty and Curriculum
Steven Pérez, Director of Integrated Services
Silquia Vélez, Director of Student Affairs and Registrar
Fernando Varela, Director of Marketing and Recruitment
Dorie Méndez, Business Manager
Patricia Chila, Director of External Affairs and Continuing Education
Carmen Figueroa, Director for Learning Resources
Fernando Wilches, Information Systems Director
Alexander Pijuán, Assistant to the Information Systems Director
Fidel Távara, Assessment and Placement Coordinator
Rosanilda Torres-Ibáñez, Financial Aid Coordinator
Lourdes Arroyo, Assistant to Financial Aid Coordinator
Gilberto Avilés, Counselor
Yajaira Negrón, Assistant to the Registrar
Margarita David & Rosa Valera, Assistant Librarians  
Iris E. Gutiérrez, Administrative Assistant I  
Carmen Sepúlveda, Administrative Assistant for Faculty  
Lissette Bóssolo, Assistant to the Business Manager  
Somalia Nieto, Integrated Services Officer  
Claudia Camacho, Integrated Services Officer  
Luisa Figueroa, Receptionist  
Luis Gautier, Security and Maintenance Officer  

**Faculty**

The Faculty of the SUAGM: UT Metro Orlando University Center has a minimum of a Masters Degree in their area of expertise and a minimum of two years of professional experience. In addition, faculty 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 Center’s offices.

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
</tr>
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<tbody>
<tr>
<td>Abigail Rios-Lugo</td>
<td>MPA in Administrative Programming, UPR, PR, 1998</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>BS in Political Sciences, UPR, PR, 1989</td>
</tr>
<tr>
<td>Agustin Correa</td>
<td>MBA in Management, Universidad Mundial, PR, 1984</td>
</tr>
<tr>
<td></td>
<td>BBA in Management, UPR, PR, 1964</td>
</tr>
<tr>
<td>Angel Ríos</td>
<td>MA in Administration &amp; Supervision, Pontifical Catholic Univ., PR, 1984</td>
</tr>
<tr>
<td></td>
<td>BA in Elementary Education, Pontifical Catholic Univ., PR, 1983</td>
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<tr>
<td>Antonia Rivera-Torres</td>
<td>MA in Post Secondary Institution Administration, Interamerican University, PR, 1996</td>
</tr>
<tr>
<td></td>
<td>BA in Humanities, Interamerican University, PR, 1993</td>
</tr>
<tr>
<td>Armando J. Sanchez</td>
<td>MS in Computer Modeling &amp; Simulation, UCF, FL, 1997</td>
</tr>
<tr>
<td></td>
<td>BS in Civil Engineering, UPR, R, 1981</td>
</tr>
<tr>
<td></td>
<td>AS in Natural Science, UPR, PR, 1978</td>
</tr>
<tr>
<td>Barbara Richter</td>
<td>Ph.D. in American Literature, New York University, NY, 1970</td>
</tr>
<tr>
<td></td>
<td>MA in American Literature, Fordham University, NY, 1962</td>
</tr>
<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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<td>-----------------------------</td>
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<tr>
<td>Bessie A. Torre</td>
<td>BS in English Education, Louisiana State Univ., LA, 1953</td>
</tr>
<tr>
<td></td>
<td>MA in Organizacional Psychology, Colombia Univ., NY, 2003</td>
</tr>
<tr>
<td></td>
<td>BS in Psychology, UCF, FL, 2001</td>
</tr>
<tr>
<td>Carlos A. Rueda</td>
<td>Ph.D. in Human Services – Criminal Justice, Walden Univ., MN, 2003</td>
</tr>
<tr>
<td></td>
<td>BS in Psychology, Dobbs Ferry, NY, 1986</td>
</tr>
<tr>
<td>Carlos J. Cestero-Badillo</td>
<td>Doctor in Medicine</td>
</tr>
<tr>
<td></td>
<td>Iberoamericana University, D.R., 2002</td>
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<tr>
<td></td>
<td>BS in Biology, George Fox Univ., OR, 1996</td>
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<tr>
<td>Carmen C. Figueroa</td>
<td>MLIS in Library Automation, UPR, P.R. 1989</td>
</tr>
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<td></td>
<td>BASS in Sociology &amp; Social Welfare, UPR, 1982</td>
</tr>
<tr>
<td>Carmen L. Lamboy</td>
<td>Ed.D. in Instructional Technology &amp; Distance Education, Nova Southeastern Univ., FL, 2004</td>
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<td></td>
<td>MA in Tesol, Turabo Univ., PR, 1996</td>
</tr>
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<td></td>
<td>BA in Secondary Education, UPR, PR, 1988</td>
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<tr>
<td>Denismar Medina</td>
<td>MBA in Health Care Management, University of Phoenix, FL, 2003</td>
</tr>
<tr>
<td></td>
<td>BS in Physical Therapy, UPR, PR, 1990</td>
</tr>
<tr>
<td>Diana Malonda</td>
<td>MS in Finance, Universidad Gran Mariscal de Ayacucho, Barcelona, Venezuela (1998)</td>
</tr>
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<td></td>
<td>Civil Engineer Universidad de Oriente, Barcelona, Venezuela (1993)</td>
</tr>
<tr>
<td>Diane Duren-Sollo</td>
<td>MA in TESOL Education, Univ. of Connecticut, 2000</td>
</tr>
<tr>
<td></td>
<td>BA in Communications, Sacred Heart Univ., PR, 1990</td>
</tr>
<tr>
<td>Doel Salcedo</td>
<td>MA in Computer Resources and Information Management, Webster University, Wash. DC, 1993</td>
</tr>
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<td></td>
<td>BA in English Literature, Interamerican Univ., PR, 1983</td>
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<tr>
<td>Dorie M. Mendez</td>
<td>MBA in Accounting, Mercer University of Atlanta, GA, 1994</td>
</tr>
<tr>
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<tr>
<td>Elba L. Merced Adjunct Faculty</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, PR 2000&lt;br&gt;BA in Education, UPR, PR, 1990</td>
</tr>
<tr>
<td>Elvin Ayala</td>
<td>MA in Physical Education Interamerican University, PR, 2001&lt;br&gt;BA in Sports Technology, Interamerican University, PR, 1989&lt;br&gt;BS in Military Management, Interamerican University, PR, 1989</td>
</tr>
<tr>
<td>Eduardo Chaparro</td>
<td>Master in Corporate Environmental Planning &amp; Eco-Audits, Instituto de Investigaciones Ecologíaicas, Spain, 1998&lt;br&gt;Master in Geology, Boston College, Brighton, MA, 1974&lt;br&gt;BS in Geosciences, Univ. of Hawaii, HA 1971&lt;br&gt;Certificate in Chemistry &amp; Biology, Jorge Tadeo Lozano Univ. Colombia, 1968</td>
</tr>
<tr>
<td>Fidel Tavara</td>
<td>MA in Instructional Leadership &amp; Bilingual Assessment, University of Illinois, IL 2002&lt;br&gt;BA in Foreign Language Teaching, National Univ. Pedro Ruiz Gallo, Peru, 1994</td>
</tr>
<tr>
<td>Fernando Wilches</td>
<td>MS in Management System Analysis, Kean Univ. NJ, 1994&lt;br&gt;BS in Computer Science, Trenton State Univ., NJ, 1982</td>
</tr>
<tr>
<td>Gloria Rivadeneyra</td>
<td>MS in Medical Sciences, University of Florida, FL 2000&lt;br&gt;BS in Animal Sciences, University of Florida, FL, 1997</td>
</tr>
<tr>
<td>Graciela Squillaro-Truffa</td>
<td>MA in Spanish, UCF, FL, 2000&lt;br&gt;Licenciate of Science in Hospitality Management, Univ. of Moron, Argentina, 1982</td>
</tr>
<tr>
<td>Grisselle Vidal-Corujo</td>
<td>PhD in Literature 80 credits,</td>
</tr>
<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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<tr>
<td>Hector Hernandez</td>
<td>MBA in Management, Eastern College, PA, 1999&lt;br&gt;BA in Communications, Sacred Heart Univ., PR, 1995</td>
</tr>
<tr>
<td>Hector Lopez</td>
<td>MA in Economics, UPR, PR, 1983&lt;br&gt;BS in Industrial Engineering, Polytechnic Univ. of PR, 1988&lt;br&gt;BA in Economics, UPR, PR, 1979</td>
</tr>
<tr>
<td>Ingrid Cruz</td>
<td>MS in Mass Communications, Florida International Univ., FL, 1997&lt;br&gt;BA in Communications, Sacred Heart Univ., PR, 1988</td>
</tr>
<tr>
<td>Jesus Martí</td>
<td>Juris Doctor, Interamerican Univ., PR, 1982&lt;br&gt;BA in Psychology, UPR, PR, 1979</td>
</tr>
<tr>
<td>Jorge Rivera</td>
<td>MBA in Management, University of Phoenix, 1995</td>
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<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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</tr>
<tr>
<td>Jorge Martinez</td>
<td>BS in Production Management, UPR, PR, 1987 | MBA in General Management, Keller Graduate School of Management, FL, 2004 | BA in Sociology, Sacred Heart Univ., PR, 1984</td>
</tr>
<tr>
<td>Jose A. Martinez</td>
<td>MBA in Finance, Wake Forest University, NC, 1994 | BBA in Accounting, UPR, PR, 1980</td>
</tr>
<tr>
<td>Jose A. Banchs</td>
<td>MBA in Finance, Interamerican University, PR, 2003 | BBA in Accounting, Interamerican University, PR, 1971</td>
</tr>
<tr>
<td>José Alvarez</td>
<td>MBA in Marketing University of Phoenix, PR, 1998 | BS in Biology and Minor in Medical Sales Rep., Interamerican Univ. of PR, 1994</td>
</tr>
<tr>
<td>José Casellas-Bond</td>
<td>MBA in Industrial Management, Interamerican Univ., PR, 2002 | BBA in Accounting, UPR, PR, 1993</td>
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<tr>
<td>Jose J. Gorbea</td>
<td>MA in Mass Communications UCF, FL, 2001 | BBA in Marketing, UPR, PR, 1997</td>
</tr>
<tr>
<td>Judith Cancel</td>
<td>PhD. Bilingual &amp; Bicultural Studies, University of Connecticut, 1987 | MA in Education (Curriculum &amp; Admin.) University of Connecticut, 1982</td>
</tr>
<tr>
<td>Karen B. McFadyen</td>
<td>M Ed. Univ. of North Carolina N.C., 1976</td>
</tr>
<tr>
<td>Linda J. Nazario</td>
<td>MS in Psychology, Caribbean Center of Advanced Psychology PR, 1999 | BA in Psychology, UPR, PR, 1987</td>
</tr>
<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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<tr>
<td>Lorna M. Gardon</td>
<td>MA in Educ. Counseling &amp; Guidance, UPR, PR, 1997</td>
</tr>
<tr>
<td></td>
<td>BA in Psychology, UPR, PR, 1993</td>
</tr>
<tr>
<td>Luis A. Burgos</td>
<td>Ed.D in Educational Administration, Interamerican Univ. PR, 1996</td>
</tr>
<tr>
<td></td>
<td>MBA in Industrial &amp; Interpersonal Relations, Interamerican Univ. PR, 1983</td>
</tr>
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<td>BBA in Human Resources, Interamerican Univ. PR</td>
</tr>
<tr>
<td>Luis A. Mercado</td>
<td>MA in Communications &amp; Public Relations, Sacred Heart University, PR, 1992</td>
</tr>
<tr>
<td></td>
<td>BA in Communications, Sacred Heart Univ., PR, 1989</td>
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<tr>
<td>Luis E. Ramos-Roque</td>
<td>Doctor in Medicine, UPR, PR, 1986</td>
</tr>
<tr>
<td></td>
<td>BS in Chemistry, UPR, PR, 1982</td>
</tr>
<tr>
<td>Luis R. Pastrana</td>
<td>Juris Doctor, UPR Law School, PR, 1986</td>
</tr>
<tr>
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<td>MBA in Industrial &amp; Interpersonal Relations, Interamerican Univ. PR, 1978</td>
</tr>
<tr>
<td></td>
<td>BBA in Management, UPR, PR, 1958</td>
</tr>
<tr>
<td>Lynn Torres</td>
<td>MA in Curriculum, University of Phoenix 1993</td>
</tr>
<tr>
<td></td>
<td>BA in Preschool &amp; Elementary Educ., UPR, PR, 1991</td>
</tr>
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<td>AS in Elementary Educ., UPR, PR, 1982</td>
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<tr>
<td>Lupe I. Torre</td>
<td>MA in Social Work Florida State Univ., FL, 1976</td>
</tr>
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<td>BS in Social Work, Temple Univ., PA, 1975</td>
</tr>
<tr>
<td>Mar Rodriguez</td>
<td>Ph.D. Candidate in Human Factors Psychology, UCF, FL, 2003</td>
</tr>
<tr>
<td></td>
<td>MA in Elementary Education, Texas A&amp;M University, TX, 1986</td>
</tr>
<tr>
<td></td>
<td>BA in Psychology and Biology, UPR, PR, 1984</td>
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<tr>
<td>Mareitssa Griggs</td>
<td>MS in ESOL, Nova Southeastern University, FL, 2004</td>
</tr>
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<td>BA in History, Meredith College, NC, 1989</td>
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<tr>
<td>Marga González</td>
<td>J.D. UPR, PR, 1990</td>
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<td>BBA in Accounting, UPR, PR, 1987</td>
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<tr>
<td>Margarita M. O’Ferral</td>
<td>MS in Urban Education, Chicago State Univ. IL, 1978</td>
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<td>BA in Secondary Education, UPR, PR, 1968</td>
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<tr>
<td>Maria Vazquez</td>
<td>MBA in Material Management &amp; Production Control, Turabo University, PR, 2000</td>
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<td>MBA in Business, Pontifical Catholic Univ, PR, 1987</td>
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<td>Maria T. Diaz-Urbino</td>
<td>MPA in Public Administration UCF, FL, 1991</td>
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<td>Mariella Sullivan</td>
<td>MA in Varying Exceptionalities, Nova Southeastern Univ, FL, 2001</td>
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<td>BA in TESOL, Instituto Pedagogico Nacional Monterrico, Peru, 1986</td>
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<td>Marta Gonzalez</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, FL, 1990</td>
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<td>BA in Elementary Education, Univ. Central de Bayamón, PR, 1998</td>
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<tr>
<td>Michael Santiago</td>
<td>MA in Administration &amp; Supervision, Metropolitan Univ, PR, 1995</td>
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<tr>
<td>Milka I. Colon</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, PR, 1996</td>
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<tr>
<td>Natalia S. Ruiz</td>
<td>MA in Organizational Management, University of Phoenix, AZ, 2004</td>
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<td>Academic Credentials, Institution granting degree and date</td>
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<tr>
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<tr>
<td>Nereida Oliveras</td>
<td>BBA in Marketing, Interamerican Univ. PR, 2001</td>
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<td>Juris Doctor, Interamerican Univ., PR., 1998</td>
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<tr>
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<td>Orlando Portalatín</td>
<td>MS in Industrial – Organizational Psychology, UCF, FL, 2001</td>
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<td>Pablo F. Andrade</td>
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<td>BA in Economics, Univ. of Cuenca, Ecuador, 1994</td>
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<td>Ramon Claudio-Tirado</td>
<td>Ed.D. in Educational Administration, Columbia Univ., N.Y., 1971</td>
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<td></td>
<td>MA in Supervision &amp; Curriculum University of NY., 1963</td>
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<td>Richard Flores</td>
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<td>BS in Natural Sciences – Mathematics, UPR, PR, 1988</td>
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<td>Roberto Rivera</td>
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<td>Rosario Rivera</td>
<td>MA in TESOL, Adelphi Univ., N.Y., 1996</td>
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<td>MA in Bilingual – Bicultural Education Phoenix University, PR, 1990</td>
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<tr>
<td>Roxana Arias</td>
<td>MA in Counseling &amp; Psychology, Troy State University, FL, 2003</td>
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<td>Name</td>
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<tr>
<td>Rubén González</td>
<td>BA in Education &amp; Health, minor in Spanish, UCF, 2002&lt;br&gt;MBA in International Marketing &amp; Introduction of New Products, Nova Southeastern University, FL, 1991&lt;br&gt;BBA in Marketing, UPR, PR, 1984</td>
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<tr>
<td>Sandra Martínez</td>
<td>EdD in Progress, Adult Education &amp; Leadership (9 credits), NOVA Southeastern Univ., FL, 2005&lt;br&gt;MA in Curriculum &amp; Instruction, National Louis University, FL, 2003&lt;br&gt;MA 33 Credits in TESOL, Interamerican University, PR, 1986&lt;br&gt;BA in Education, Turabo University, PR, 1981</td>
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<tr>
<td>Sergio Díaz</td>
<td>MBA in Management, Turabo University, PR, 1994&lt;br&gt;BBA Columbia College, PR, 1984&lt;br&gt;Associate in Accounting, Columbia College, PR, 1978</td>
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<tr>
<td>Silquia Velez</td>
<td>MBA in Human Resources, Turabo University, PR, 1997&lt;br&gt;BS in Secretarial Sciences, Turabo University, PR, 1984</td>
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<tr>
<td>Sylvia T. Caceres</td>
<td>Ph.D. in Educational Organization, University of Buffalo, NY, 1997&lt;br&gt;MBA in Interpersonal Relations &amp; Marketing, Interamerican University, PR, 1976&lt;br&gt;BA in Social Sciences, UPR, PR, 1966</td>
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<tr>
<td>Tere Rodriguez-Baez</td>
<td>MA in Bilingual &amp; Special Education, Governor’s State Univ., IL, 1986&lt;br&gt;BS in Elementary, Special Educ., Spanish</td>
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<tr>
<td>Vilma J. Meléndez</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, PR, 1994&lt;br&gt;BA in Spanish, Univ. Metropolitana, PR, 1990</td>
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<tr>
<td>Victor Santiago</td>
<td>ME in Computer Engineering, Widener Univ. PA, 1998&lt;br&gt;BS in Computer Sciences, Interamerican Univ., PR, 1987</td>
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<tr>
<td>Yvette Pinzon</td>
<td>MS in Pre-Kinder &amp; Primary, Nova Southeastern Univ., FL, 2002&lt;br&gt;BS in Business Administration, New Hampshire College, NH, 1991</td>
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<tr>
<td>Odette Martinez</td>
<td>MA in Art Education, Universidad del Turabo, PR, 2004&lt;br&gt;BA in Plastics Arts, UPR, PR, 2001</td>
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<tr>
<td>Luz Fonseca</td>
<td>MS in Computer Information Systems, St. Mary’s University, San Antonio Texas, 1994</td>
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<td>Carmen Rivera</td>
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<td>Karina Ledesma</td>
<td>MIS Management Information Systems, UCF, FL, 2004</td>
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<td>Computer Science Engineer, Universidad Femenina del Sagrado Corazon, Peru, 1993</td>
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<tr>
<td>Julio C. Pérez</td>
<td>BS in Accounting &amp; Finance, (CPA), New York University, 1956</td>
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<td>Jasmin Suarez</td>
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<td>BA in Human Welfare, UPR, PR, 1983</td>
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<td>Diana Algarín</td>
<td>MA in Exceptional Education, UCF, Orlando, FL, 2003</td>
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<td></td>
<td>BA in Philosophy, World Univ., San Juan, PR, 1979</td>
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<tr>
<td>Nora Colón</td>
<td>ED.S. in Bilingual &amp; Bicultural Education, Seton Hall University, South Orange, New Jersey, 1997</td>
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<tr>
<td></td>
<td>MA in Teaching, Curriculum &amp; Learning Environment, Harvard University, 1991</td>
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<tr>
<td>Pedro Zayas</td>
<td>Ed.D. in Higher Education Administration, Seton Hall University, South Orange, NJ, 1999</td>
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<td>Carlos Rodríguez</td>
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<td>BA in English, Pontifical Catholic Univ., PR, 1994</td>
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<td>Lymarie de la Torre</td>
<td>MS in Elementary Education Old Dominion University, VA, 2001</td>
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<td>BA in Humanities, UPR, PR, 1993</td>
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<tr>
<td>Henry Williams</td>
<td>Ph.D. in Computer Information Systems, NOVA Southeastern Univ., FL 2004</td>
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<td></td>
<td>MS in Computer Information Systems, NOVA Southeastern Univ., FL, 1996</td>
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<td>BS in Computer Science, Louisiana State Univ. LA, 1989</td>
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<tr>
<td>Luis Zayas</td>
<td>Ph.D. Candidate in Political Sciences, University of Chicago, IL, MA in Political Sciences, University of Chicago, IL 1981</td>
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<td>BA in Political Science, UPR, PR 1976</td>
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<tr>
<td>Nelson Placa</td>
<td>MBA in Technology Management, University of Phoenix, FL, 2003</td>
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<td></td>
<td>BA in Foreign Languages &amp; Bicultural Education, Western Illinois Univ., IL,</td>
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Physical facilities

The Metro Orlando University Center is located at 5601 South Semoran Boulevard, Orlando. The Center includes ten classrooms, two computers laboratories, a library, administration offices, a student and a faculty lounge. Also, parking area is available for students and administration.

Address and Telephone numbers

Physical address: 5601 South Semoran Blvd, Suite # 55, Orlando, FL 32822
Mailing address: P. O. Box 574988, Orlando, FL 32857-4998
Phone: 1-888-ESTUDIA / 407-207-3363
Fax: 407-207-3373
Web site: www.suagm.edu/orlando

ACADEMIC CALENDAR

Academic Calendar
Metro Orlando University Center
Summer Semester (2005-03)

<table>
<thead>
<tr>
<th>Activity</th>
<th>E02 May 16 – June 18 (5 weeks)</th>
<th>E03 June 20 – July 23 (5 weeks)</th>
<th>E04 July 25 – August 27 (5 weeks)</th>
<th>E05 May 16 – July 9 (8 weeks)</th>
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<tr>
<td>Last Day to Register</td>
<td>May 13, 2005</td>
<td>June 17, 2005</td>
<td>July 22, 2005</td>
<td>May 13, 2005</td>
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<tr>
<td>Classes Begin and Last day for administrative withdraw</td>
<td>May 16, 2005</td>
<td>June 20, 2005</td>
<td>July 25, 2005</td>
<td>May 16, 2005</td>
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<td>Drop/Add Process (DC)</td>
<td>May 16-17, 2005</td>
<td>June 20-21, 2005</td>
<td>July 25-26, 2005</td>
<td>May 16-17, 2005</td>
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<tr>
<td>Last Day to Withdraw with partial return</td>
<td>May 21, 2005</td>
<td>June 25, 2005</td>
<td>July 30, 2005</td>
<td>May 21, 2005</td>
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<td>ACTIVITIES</td>
<td>E02 AUGUST 29 TO OCTOBER 1, 2005</td>
<td>E03 OCTOBER 3 TO NOVEMBER 5, 2005</td>
<td>E04 NOVEMBER 7 TO DECEMBER 17, 2005</td>
<td>E05 AUGUST 29 TO OCTOBER 22, 2005</td>
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<td>Last Day for Registration</td>
<td>August 26, 2005</td>
<td>September 30, 2005</td>
<td>November 4, 2005</td>
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<td>Classes Begin</td>
<td>August 29, 2005</td>
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<td>November 7, 2005</td>
<td>August 29, 2005</td>
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<td>Withdrawal with partial return (12% “WP”)</td>
<td>August 31 to September 3, 2005</td>
<td>October 5 to 8, 2005</td>
<td>November 9 to 12, 2005</td>
<td>August 31 to September 3, 2005</td>
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<td>Last Day for Students to Remove Incompletes</td>
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<td>Thanksgiving Break: November 21 to 26, 2005</td>
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<td>Thanksgiving Holiday/Thanksgiving Break*</td>
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<td>Thanksgiving Break: November 21 to 26, 2005</td>
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<td>Attendance Rosters and No official Reports</td>
<td>September 12 to 17, 2005</td>
<td>October 17 to 22, 2005</td>
<td>November 28 to December 3, 2005</td>
<td>September 12 to 17, 2005</td>
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<td>to Facilitators (NA)</td>
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<td>E02 AUGUST 29 TO OCTOBER 1, 2005</td>
<td>E03 OCTOBER 3 TO NOVEMBER 5, 2005</td>
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<td>E05 AUGUST 29 TO OCTOBER 22, 2005</td>
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<td>Attendance Rosters Due at Registrar’s Office</td>
<td>September 20, 2005</td>
<td>October 25, 2005</td>
<td>December 6, 2005</td>
<td>September 20, 2005</td>
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<td>Last day for: Partial Withdrawal (“W”)</td>
<td>October 1, 2005</td>
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<td>October 31 to November 5, 2005</td>
<td>December 12 to 17, 2005</td>
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<td>Grade Rosters to Facilitators</td>
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<td>October 31 to November 5, 2005</td>
<td>December 12 to 17, 2005</td>
<td>October 17 to 22, 2005</td>
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<td>October 4, 2005</td>
<td>November 8, 2005</td>
<td>December 20, 2005</td>
<td>October 25, 2005</td>
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<td>and Grade Rosters at Registrar’s Office</td>
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</table>
DC= Drop course
AW= Administrative Withdrawal
WP = Partial Withdrawal
WE o WT – Total Withdrawal
NA- Not attending courses

*Thanksgiving Break (week) only apply for five weeks sessions
* Thanksgiving Holiday for eight weeks sessions
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E02 January 23 to February 25, 2006</th>
<th>E03 February 27 to April 1, 2006</th>
<th>E04 April 3 to May 13, 2006</th>
<th>E05 January 23 to March 18, 2006</th>
<th>E06 March 20 to May 13, 2006</th>
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<td>Holy Week Recess*</td>
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<td>ACTIVITIES</td>
<td>E02 JANUARY 23 TO FEBRUARY 25, 2006</td>
<td>E03 FEBRUARY 27 TO APRIL 1, 2006</td>
<td>E04 APRIL 3 TO MAY 13, 2006</td>
<td>E05 JANUARY 23 TO MARCH 18, 2005</td>
<td>E06 MARCH 20 TO MAY 13, 2006</td>
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<td>Attendance Rosters Due at Registrar’s Office</td>
<td>February 14, 2006</td>
<td>March 21, 2006</td>
<td>May 2, 2006</td>
<td>February 14, 2006</td>
<td>April 11, 2006</td>
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<td>Last day for students to claim courses reported as Not Attending “NA”</td>
<td>February 15, 2006</td>
<td>March 22, 2006</td>
<td>May 3, 2006</td>
<td>February 15, 2006</td>
<td>April 12, 2006</td>
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<td>Grade Rosters to Facilitators</td>
<td>February 20-25, 2006</td>
<td>March 27 to April 1, 2006</td>
<td>May 8-13, 2006</td>
<td>March 13-18, 2006</td>
<td>May 8-13, 2006</td>
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<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>February 28, 2006</td>
<td>April 4, 2006</td>
<td>May 16, 2006</td>
<td>March 21, 2006</td>
<td>May 16, 2006</td>
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</table>

DC= Drop course
AW = Administrative Withdrawal
WP = Partial Withdrawal
WE or WT = Total Withdrawal
NA = Not attending courses

*Holy Week Recess only applies for five weeks sessions
ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

ADMISSIONS

<table>
<thead>
<tr>
<th>Undergraduated General Admission</th>
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</thead>
</table>

**General requirements for admission**

1. Have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. 23 years of age or older
3. 3 years of work experience
4. Attend an information session in order to apply to the Accelerated Studies Program
5. Comply with all the corresponding procedures for admission

**Admissions Process – all applicants are required to:**

1. Attend an information session where the structure, policies and procedures of the programs are discussed.
2. Submit an admissions application.
3. Submit official (school-to-school) academic and financial transcripts from all post-secondary institutions attended.
4. Submit a Dean of Student recommendation letter from the last institution attended. A form letter is provided.
5. Schedule an appointment with the Coordinator of Financial Aid to apply for financial aid.

<table>
<thead>
<tr>
<th>Graduate General Admission</th>
</tr>
</thead>
</table>

**General requirements for admission**

1. 23 years of age or older
2. 3 years of work experience
3. A bachelors degree with a minimum of 2.75 GPA in the last 60 credits
4. Submit 3 recommendation letters
5. Admission interview
Admissions Process – all applicants are required to:

1. Attend an information 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 bachelors degree was awarded.
4. Submit 3 recommendation letters from your employer or supervisor. A form letter is provided.
5. Admission interview.

Specific requirements for each program

Students should contact the Director of Student Affairs for specific requirements that their chosen program may have as well as attend the information session.

The Accelerated Studies Program Course Format

The Accelerated Studies Program is offered in semester courses that are scheduled in five (5) or eight (8) week sessions. Classes meet once a week for four (4) hours; in the evenings (6-10 p.m.) or Saturdays (8 a.m. –12 m. or 1 p.m. – 5 p.m.). A total of 9 five-week sessions and 5 eight-week sessions are offered throughout the academic year. The students will be required a minimum of 10 hours of individual or teamwork outside the classroom per week. The courses meet four (4) hours weekly for five (5) or eight (8) weeks.

Bilingual nature of degree programs

Degree programs at the Metro Orlando University Center are bilingual. Students are expected to have basic knowledge of English and Spanish. 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.
A graduate of Universidad Metropolitana at the Metro Orlando University Center is expected to be a Dual Language Professional who demonstrates professional competencies confidently in their field of study in Spanish and English. 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:**
6. Spelling & Grammar
7. Translates
8. Summarizes Information
9. Use of Varied Vocabulary
10. Technical Jargon
11. Reads & Understands

**Communication Skills:**
12. Making Coherent Presentations (reports, proposals)
13. Support Opinions
14. Express Ideas (hypothetical & situational)

**Interpersonal Skills**
15. Team-work, cooperative/collaborative
16. Interpersonal Interaction

**Appeals of admission decisions**

Students may appeal admission decisions to the Executive Director/Associate Dean. The Executive Director will require from the student any information needed to evaluate the appeal.
Transfer students from other programs or universities

Requirements

a. Students from other duly accredited universities may be admitted if they fulfill the following requirements:

1. 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.

2. 23 years of age or older

3. 3 years of work experience

4. Attend an information session in order to apply to the Accelerated Studies Program and fulfill the admissions requirements of the program to which they are applying

5. All transfer students must meet the residency requirements prior to graduation

6. Not be on academic or disciplinary probation at the institution from which they are transferring.

7. Submit one (1) official transcript with the Admissions Application

b. Transfer credit will be considered attempted credits and will not be considered for the retention index.
Residency Requirements

a. Each student that transfers to the Accelerated Studies Programs must observe the following rules to establish residency and be eligible for graduation.
   1. Approve a minimum of thirty (30) credits of which (12) credits must be in the major or concentration courses of the bachelor degree programs offered at the University.
   2. A maximum of (12) credits may be transferred from other institutions at the Master’s level.

Validation of transfer credit for courses

a. Validating transfer credits assumes the student was admitted to the university as a transfer student.

b. The validation will take into consideration each of the classes approved and their equivalency with a corresponding subject offered at the University.

c. Undergraduate students’ courses approved with a grade 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 master programs.

 d. The maximum amount of credits that can be accepted will be in accordance with the institution’s Academic Norms, Regulations and Procedures.

e. The Director of Student Affairs will establish equivalencies for the courses, consulting with the faculty specialized in the area and using the transferring institution’s catalog and official course description as a base.

f. The Office of the Registrar will inform the student of the courses accepted for transfer.
Foreign Students

a. Requirements for admission, readmission and transfer will apply to foreign students.

b. Admission for foreign students will be subject to the immigration laws and regulations in effect.

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:

a. Have a cumulative GPA that meets the retention index.

b. Approve the required percentage of credits of the total attempted credits.

c. Have completed the period of suspension due to academic reasons, accumulated credits or for disciplinary reasons, if applicable.

d. 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 and Curriculum of the Center or the Director of Student Affairs.

Admission Validity

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

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

c. 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**

The Universidad del Turabo, Metro Orlando University Center follows the dual language bilingual 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 that can function professionally in both English and Spanish.

The rigorously selected and certified faculty at the Metro Orlando University Center utilize a wide variety of educational materials and resources as well as course modules. The modules contain the information about course objectives, topics, assignments, and most importantly serve as study guides for
teachers and students by including possible learning activities to be carried out in class. Each 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 faculty that has received a specialized training on module development. In order to prepare modules, faculty must be trained and certified as Module Developer.

Modules for the Metro Orlando University Center also determine the percentages of English and Spanish used each week, ensuring equal exposure to both languages in the content area. Content courses are taught in the proposed two-way bilingual format. Each lesson within a module contains specifics about the instrumental 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 links 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 will be presented with the bilingual format, except English and Spanish Courses that are entirely in the corresponding language.
Language Support

A Language Lab that provides students with the means to improve their proficiency in their second language in order to reach the desired level of bilingualism is available. Among the functions of the Language Lab is to offer the preparatory courses for students who do not meet the language requirements to enroll in a degree granting program. Various software alternatives are used. Tutoring is also available in both English and Spanish.
REGISTRATION

**Registration Validity**

- a. The Executive Director of the University Center, together with the Director of Student Affairs, will determine the registration process and will include it on the Academic Calendar.
- b. The receipt of the official notice of admission will be required to begin the registration process.
- c. 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.
- d. 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. It is available at the Office of the Executive Director and the Office of the Director of Student Affairs.

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

Students may obtain credit for prior learning through passing challenge examinations or the evaluation of faculty of portfolios. A challenge examination is an examination of the student’s mastery of course content prepared by a certified faculty member of the institutions. A portfolio is an essay 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 examinations-
   a) The student must obtain authorization from the designated advisor. Once authorization is obtained, and after the corresponding payment has been made, the Director of Student Affairs of the Center will issue a permit for the exam and provide an examination study guide to the student.
   b) The student will take the examination on the advertised date.
   c) A certified faculty member with expertise in the area of the exam will grade the examination and award credit if applicable. A grade of “P” will be awarded.

3) For portfolio-
   a) 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.
   b) Once the course is completed, the student will register for portfolio evaluation and make the corresponding payment.
   c) The portfolio will be presented to the Director of Student Affairs 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.

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.

<table>
<thead>
<tr>
<th>Transferability Of Institutional Credits</th>
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</table>
Courses taken at the three institutions are generally accepted for transfer at other institutions. However, the transferability of credit is solely at the discretion of the accepting institution. It is the student’s responsibility to confirm whether or not credits will be accepted by the institution chosen by the student.
PROGRAM CHANGES, WITHDRAWALS AND SPECIAL PERMITS

Reclassification Of Program Or Major

Active students may apply for reclassification of a program or major after meeting the following requirements by submitting an application for reclassification to the Office of Student Affairs.

Withdrawals

a. To apply for a partial or total withdrawal, students will submit the application for withdrawal to the Office of Student Affairs within the dates specified to be final and official.
b. 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.
c. Withdrawals without reimbursements:
   Courses that the student requests a partial or total withdrawal from, after the established calendar by the Institution for withdrawals with reimbursement, will affect the student’s academic progress.
d. The Institution may drop a student on the recommendation of the Discipline Committee or the Director of the University Center, following the provisions established in the Student Handbook.

Special Permits

a. 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 on to other courses in the following semesters.
b. To apply for a special permit, the student will submit the corresponding application form to the Office of Student Affairs.
c. Students in this situation will receive the recommendation from the Director of Faculty and Curriculum of the Center, before submitting the authorization form to the Office of Student Services.
d. The special permit will be given for an academic semester or summer session.

e. 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

<table>
<thead>
<tr>
<th>Academic Load Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses are scheduled in semester terms. Each semester is divided into five or eight week part of terms.</td>
</tr>
<tr>
<td>a. The regular academic load will be concurrent enrollment in six (6) credits.</td>
</tr>
<tr>
<td>b. 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 and Curriculum or Executive Director of the Center.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Attendance</th>
</tr>
</thead>
</table>

**Admission to the classroom**

a. The professors must verify that each student is officially registered, confirming this on the Invoice Schedule (Student’s Program).

b. Students that are not officially registered in the corresponding section will not be admitted to the classroom.

**Compulsory Attendance**

a. Attendance to class will be compulsory. Students will be responsible for the academic work covered during their absences.

b. Within the term stipulated by the Office of Student Affairs, the professor will inform the Office of the Student Affairs about those students that never attended classes, using the official lists provided the second week after the first day of classes.

c. Cases identified by the professors as “no attendance” for the first three weeks of class will appear with a grade of WN on their academic record, once the term is ended.
EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT

**Evaluation System**

**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**

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

b. 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.

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

d. 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.

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

**Responsibility of the professors**

a. 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.

b. 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.

a. 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>

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

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

A minimum average of “C” is required for all degrees.
A “W” indicates a withdrawal from a course with the approval of the professor, or the Dean of the School or the Program Coordinator, and the official approval of the Registrar.

A “WN” Indicates no assistance to a course within the first few days after classes begin (no grade points). Reported in the official Assistance Register.

A “WF” indicates a student failure to continue attending his classes and does not officially drop the course.

An “I” 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 “WA” indicates an administrative withdrawal approved by the Vice chancellor of Student Affairs given for one of the following reasons:

- Possibility of danger to the health of the student or that of other students if enrollment were to be continued.
- Refusal to obey regulations or serious misconduct on the part of the student.
- Deficient academic work (below required academic standards).
- 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.

Changes, Grade Objections And Additions

a. In the event of a student grade objection, the student is obligated to present the objection at the Office of Student Affairs within thirty (30) calendar days of the first day of class of the term following the objected grade.
b. The professor must submit to the Director of Faculty and Curriculum of the Center 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 and Curriculum of the Center will submit the form to the Office of Student Affairs, which will be responsible for making the change or addition in the Official Grade Register.

c. Changes made outside the established calendar must be justified in writing and approved by the Director of Faculty and Curriculum of the Center.

d. Special cases of grade objections or changes will be resolved by an Appeals Committee composed by the Vice Chancellor or his/her representative, who shall preside, the Director of Faculty and Curriculum of the Center, a professor, the Registrar or his/her representative, and a student appointed by the Chancellor, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Vice-Chancellor of Academic Affairs 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**

a. 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.

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

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

d. The Incomplete (I) may be removed if the student completes the work required in the academic session within 30 days of the first day of class of
the following session and according to the dates established in the academic calendar.

e. A student that because of receiving 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, if it is within the dates established by the Federal Government for assigning aid.

Responsibility of the professors

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

b. 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 Director of Faculty and Curriculum of the Center. The Director of Faculty and Curriculum of the Center will submit them to the Office of the Registrar where the Official Grade Register will be completed and final grades will be given.

c. 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

a. A student that wishes to repeat a course will have the liberty to do so. When a student obtains a C, D, F, W or WF in certain courses required for graduation that must be passed with a minimum of B, it will be compulsory to repeat the course.
b. The Institution will allow a student that has obtained a C, D, F, W, WF or WN in a course to repeat it using financial aid, if he or she has not exceeded 150% of attempted credits.

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

d. 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.

e. 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 Curriculum of the Center and the practice supervisor.

f. No student will repeat a specified course until he or she has received a grade for it.

g. Repeated courses will be considered to determine the student’s academic progress.

### Independent study

Independent study courses will be offered, as an alternative for those students that require a course that is not programmed in 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 of the Center will consider special cases individually on their own merits.
ACADEMIC PROGRESS

### Academic Status Of The Students

a. 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.

b. 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 Student Affairs Office.

c. 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.

d. Students on academic probation are those whose cumulative GPA is lower than the retention index.

### Grade Point Average (GPA)

a. 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.

b. 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 degree program.

### Retention Index

a. 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

a. Accumulated credits are the sum of the credits corresponding to the courses the student registers in annually.
b. To complete a degree, a student must complete the requirements for it in a period of time not to exceed 150% of the total credit hours required to obtain the degree.

c. The total of approved credits to complete the degree must meet a minimum average for graduation as established by major.

d. A student that 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.

<table>
<thead>
<tr>
<th>Probation</th>
</tr>
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</table>
| a. 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.  
  
b. Students that 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. |

<table>
<thead>
<tr>
<th>Suspensions</th>
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</thead>
</table>
| a. 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.  
  
b. 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.
  
c. Students that, upon completing their suspension, are interested in being readmitted will be subject to the requirements for readmission. |
d. Those students that discontinued their studies while on probation will be identified as students on probation when applying for readmission.

e. 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.

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

### Appeals

#### Right to appeal

a. 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.

b. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress:

- an illness of the student or a dependent,
- an illness of the head of the household that created an economic crisis,
- natural disasters, divorce of the parents/student
- death of a parent, mother, spouse or child,
- problems where there was 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: Counselor, Registrar, Financial Aid Coordinator, and the Director of Faculty and Curriculum. It will be presided by the Executive Director or his/her representative.

### Applying for an appeal
A student that 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 that 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 Office of the Vice Chancellor of Student Affairs notifying the student of the outcome of the appeal.
GRADUATION REQUIREMENTS

Eligibility To Obtain An Academic Degree

a. Have approved the courses required for the degree as established by the Institution.
b. 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.
c. For Masters degrees, students must complete the degree's Final Requirements.
d. Transfer students must meet residency requirements.
e. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
f. 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.
g. Have submitted an Application for Graduation to the Office of Student Affairs by the date established in the academic calendar.
h. Until evidence of having no financial debts with the Institution has been presented, no document will be given certifying that the student has completed the graduation requirements.
i. All students applying for readmission to the Institution will be subject to the graduation requirements in effect the year they are readmitted.
j. Commencement will be held only once a year, at the end of the second academic semester. Students that 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.
k. Two degrees may be conferred if they are from different programs or different majors when it is the same program.
FINANCIAL INFORMATION

Fees And Tuition Costs

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.

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

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

Cost per credit

The cost per credit is $275.00 at the undergraduate level, and $320.00 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 that 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:

\[
\frac{\text{TOTAL DAYS ELAPSED}}{\text{TOTAL PART OF TERM DAYS}} = \% \text{ of TOTAL COST}
\]

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 without costs or charges.

Students that 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 that drops a course will be charged 100%.

Non-attendance

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

Identifications

The Institution issues an identification card for each student. The cost of replacing a lost, misplaced or stolen identification card is $25.00. 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 is $3.00.

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 postsecondary education and 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 Financial Aid Coordinator.

**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.

**Loan Programs**

**Federal Direct Loan**
Federal Direct-Ford Loans are offered at a variable interest rate, with a cap of 8.25%. For “Subsidized-Direct” the government pays the interest while you are in school; for “Unsubsidized Direct” you are responsible for paying the interest while you are in school. If you choose not to pay the interest, it will 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 40 hours per week. The student is paid a competitive wage and is able to gain experience in his area of study.

Veterans

UT: Metro Orlando University Center is approved for Veterans Training.

How to apply for Financial Aid

Financial Aid is awarded annually. The student must apply each year. The Financial Aid Application packets will be available after January, from OSFA.

The student must submit the Free Application for Federal Student Financial Aid (FAFSA) or Renewal FAFSA to the U.S. Department of Education. Renewals FAFSA’s will be mailed early to prior applicants. If you do not receive a Renewal FAFSA, please pick up a FAFSA in our Office of Admissions and Financial Aid. Students. Students may also apply for financial aid on the web through www.fafsa.ed.org.

Late applicants will be awarded only on a funds-available basis.

The amount of financial aid may vary each year according to your need, the type of aid you are eligible, your academic performance and available funding.

Eligibility Requirements

In order to meet the eligibility requirements, students must:

- have financial need
- have a high school diploma or a General Education Development (GED) certificate.
- be working toward a degree or certificate.
- be a U.S. citizen or eligible no citizen.
- have a valid Social Security Number.
• not owe a refund on a Federal Grant or be in default on a Federal Educational loan.
• be making Satisfactory Academic Progress.
• be registered with Selective Service (if required).
• be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment.
• not receive 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, and the release of such records, provided that such institutions must furnish parents of students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the ground that they are inaccurate, misleading or otherwise inappropriate; that institutions must obtain the written consent of parents before releasing personally identified data from student records to other than a specified list of exceptions; that parents and students must be notified of these rights; that these rights transfer to students at certain points; and that an office adjudicate complaints and violations of this law.
STUDENT AFFAIRS AND SERVICES

Student Services

The SUAGM: UT- UNE- UMET Metro Orlando University Center 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 Service staff at the Center. The School for Professional Studies personnel also offers orientation about other services available and serve as a liaison to other offices of the System and its member institutions. The Director of Student Affairs, Financial Aid Coordinator and Student Services Officer will be cross-trained to perform these services in an integrated manner. The Metro Orlando University Center has a counselor to meet the counseling and 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: 9:30 a.m.- 6:00 p.m.
- Saturday: 8:30 a.m.- 5:00 p.m.

Academic Advising

Students will have a staff member assigned as advisor. They must complete all the procedures and schedules for academic advising. In addition, they must meet periodically with their advisor.

Student feedback and complaints

Students in each course section will select a student representative that will meet with an Office of Student Affairs 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 Center offices. They may also e-mail the Center staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Student Affairs for referral or resolution.

### 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 polices 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 Executive Director of the University Center.

Disciplinary rules and regulations are ratified by the Ana G. Méndez University System Board of Directors. The students at SUAGM: UT-UNE-UMET 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 Note:**

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 of Student Affairs, sign a receipt for it, and commit himself 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.

- 100 and 200 coded courses are lower level bachelors degree courses
- 300 and 400 coded courses are upper division bachelors degree courses
- 500, 600 and 700 coded courses are masters 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.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCO</td>
<td>Accounting</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
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<td>COIS</td>
<td>Computer Information System</td>
</tr>
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<td>Community Services</td>
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<td>CRJU</td>
<td>Criminal Justice</td>
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<td>ECON</td>
<td>Economy</td>
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<td>Education</td>
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<td>ENGI</td>
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<td>ENGL</td>
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<td>Humanities</td>
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<tr>
<td>INSC</td>
<td>Integrated Sciences</td>
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<td>MAIS</td>
<td>Master in Information Systems</td>
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<td>MANA</td>
<td>Management</td>
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<td>MARK</td>
<td>Marketing</td>
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<td>Mathematics</td>
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<td>MSPA</td>
<td>Master in Public Administration</td>
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<tr>
<td>PADE</td>
<td>Personal and Academic Development</td>
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</tbody>
</table>
PHED – Physical Education
PHSC – Physical Science
QETE – Quality Engineering Technology
QUOME – Quantitative Methods
SOSC – Social Sciences
SPAN – Spanish
SPED – Special Education
STAT – Statistics

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.

Students’ responsibility

It will be the responsibility of the students to know and comply with all the academic and institutional norms. The Institution will not accept a declaration of ignorance of a norm to avoid complying with it.
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 Office of the Registrar and/or to the Director of Student Affairs of the University Center of any change of name or address while he or she is an active student at the Institution.
Section III

Programs of Study
ASSOCIATE OF SCIENCE IN ENGINEERING TECHNOLOGY IN QUALITY CONTROL (AS)
61 Credits

PROGRAM DESCRIPTION:
This program prepares students in the area of quality assurance for an industrial or service environment. Graduates will also have the necessary educational background to continue studies towards a bachelor degree in industrial and management engineering. The program consists of 61 credit hours to be taken over a period of two years (4 semesters). The curriculum is geared towards preparing the student in quality improvement, statistical process control and safety management. The curriculum also provides for developing the student’s knowledge and skills in data analysis, problem solving, computer applications and effective communication in English and Spanish.

PROGRAM OBJECTIVE:

General Objectives:
1. Deliver instruction with current technology, the most modern equipment, test instruments and computers;
2. Help fulfill the need for technicians in the fields of quality assurance, particularly in the eastern and southeastern region of Puerto Rico;
3. Ensure the intellectual development of students enrolled in the program;
4. Develop technicians capable of undertaking leadership roles in professional, civic, and social environments.
5. Communicate effectively in English and Spanish, both orally and in writing.

Specific Objectives:
Upon completion of the Associate degree in Quality Control Engineering Technology the student will be capable of:
1. Handling the necessary theoretical concepts and practical skills in Quality technology and related areas.
2. Being prepared with the problems encountered in the real world of working in industry through laboratory practices that will allow the student to obtain hands-on experience.
3. Having the ability to work as a Quality technician in related service industries, such as transportation and banking.
4. Developing responsibility and awareness of the importance of their assistance to the industrial engineer.
5. Focusing on the organizational goal of producing a quality product or service. Understand the cost of quality and problem solving tools for continuous improvement.
6. Examining processes and systems and make data-based decisions to improve work processes and systems.
7. Applying Statistical Process Control (SPC) techniques, including setting scales, charting, interpreting, and analyzing process capability.
8. Using validation approaches for characterizing processes, process intermediates and final products and determining what levels of validation are required for different phases of development and process improvement.
9. Having working knowledge in Good Manufacturing Practices (GMP's) and the international quality standards known as ISO 9000 through 9004, ISO 10011, 10012, and ISO 14000.
10. Having the required competence to do written and oral reports in English and Spanish.
Program Outcomes:

Graduates from this program will be prepared for reasoning (data analysis and problem solving), implementing and maintaining new and existing quality assurance systems. In addition the graduates are expected to have the following profile:
1. Be an engineering assistant;
2. Be a problem solver capable of applying creative talent;
3. Be aware of the use of applicable codes and standards;
4. Improve the well being of society through effective leadership and an attitude towards service;
5. Communicate fluently in English and Spanish (written and orally);
6. Graduates from the QCE Technology program will have the necessary skills to pursue bachelor degrees in industrial and management engineering.

### Curricular Sequence

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
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<tbody>
<tr>
<td>GENERAL EDUCATION COURSES (28 CREDITS)</td>
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<tr>
<td>SPAN 151 Basic Spanish I*</td>
<td>3</td>
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<tr>
<td>ENGL 153 Intermediate Basic English*</td>
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<td>ENGL 331 Oral Communication</td>
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<td>MATH 121 Intermediate Algebra</td>
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<td>MATH 157 Statistics</td>
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<td>ENGI 161 Engineering Graphics</td>
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<td>QUALITY CONTROL ENGINEERING TECHNOLOGY (21 CREDITS)</td>
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<td>QETE 230 Quality Management Principles</td>
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<td>QETE 234 Statistical Process Control</td>
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<td>QETE 236 Process Validation</td>
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<td>QETE 239 Reliability</td>
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</table>

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
BACHELOR IN BUSINESS ADMINISTRATION (BBA)
Major: Management
126 credits

PROGRAM DESCRIPTION:
The primary target of this concentration is to enable to him 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 managemental 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 OBJECTIVE:
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. Posses 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

General Education 48
Required Courses 45
Major Courses 18
Major Electives 9
Free Electives 6

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<tr>
<th>GENERAL EDUCATION COURSES (45 CREDITS)</th>
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<td>HUMA 115 Western Civilization I</td>
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<tr>
<td>QUME 101 Business Mathematics</td>
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<td>COIS 201 Data Processing Principles</td>
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<td>ENGL 211 Business English I</td>
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<td>MANA 204 Business Law</td>
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<td>MANA 210 Management Theory</td>
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<td>ACCO 112</td>
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<td>MANA 131 Human Relations in Business</td>
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<td>STAT 201 Business Statistics</td>
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<tr>
<td>MANA 213 Personnel Administration</td>
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<td>MANA 210</td>
<td>MANA 316 Small Business Administration</td>
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<td>MANA 321 Supervision and Leadership</td>
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<td>MANA 340 Production and Operations Management</td>
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<td>MANA 401 Business Policies</td>
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<td>MANA 340</td>
<td>MANA 404 Labor Relations</td>
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<th>MAJOR COURSES--ELECTIVES (9 CREDITS)</th>
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<td>FINA 204 Money and Banking</td>
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<tr>
<td>FINA 240 Risk and Insurance</td>
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</tbody>
</table>

FREE ELECTIVES (6 CR.): 3 3

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency.
Bachelor in Business Administration (BBA)  
Major: Marketing  
126 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 withdrawn one can work in publicity agencies, companies of relations you publish, companies of investigation of markets and departments of sales 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 the theories of marketing.
3. To provide the understanding of the processes of marketing.
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.

Curricular Sequence

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
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<th>GENERAL EDUCATION COURSES (45 CREDITS)</th>
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<tr>
<td>BIOL 101 Intro. to Biological Sciences I</td>
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FREE ELECTIVES (6 CR.): 3 3

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
Bachelor in Business Administration (BBA)
Major: Accounting
126 Credits

PROGRAM DESCRIPTION:

This concentration enables the student 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 from: contributing systems of Florida, 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. Knowledge of analysis, design and application techniques of the theories of accountability.
5. 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.
8. Communicate adequately in English and Spanish both orally and in writing.
Curricular Sequence

General Education

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<th>Course</th>
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### GENERAL EDUCATION COURSES (45-45-45 CREDITS)

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### MAJOR--REQUIRED COURSES (18 CREDITS)

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### MAJOR ELECTIVES (9 CREDITS)

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<td>ACCO 420 Government and Non-profit Accounting</td>
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Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency.
Bachelor in Business Administration (BBA)
Major: Computerized Information Systems
126 credits

PROGRAM DESCRIPTION:
This specialty provides ample curriculum so that the student has the opportunity to know the different currents technological and to develop his level of competition in the use of emergent applications, in the field with the information systems. The commitment of this specialty is with the development of withdrawing able to become an effective agent of change, for the benefit of the organization in who it evolves and towards the society in general.

PROGRAM OBJECTIVE:

1. To provide to the 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 persons 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

### Credits
General Education: 48
Require Courses: 44
Major Courses: 19
Major electives: 9
Free Electives: 6
**TOTAL**: 126

### GENERAL EDUCATION COURSES (45 CREDITS)

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Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
Bachelor of Arts in Education (BA)  
Major: General Elementary Education  
128 Credits

PROGRAM DESCRIPTION:
The Bachelor in Education has three components: general education, professional education requirements, and major requirements. It includes the practicum in teaching. 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.

PROGRAM OBJECTIVE:
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:
- Use diverse techniques in teaching at the elementary level.
- Introduce technological techniques in their methodology.
- Develop classroom assessment.
- Develop portfolio.
- Develop lesson plans.
- Enroll in continuing education courses.
- Communicate adequately in English & Spanish both orally and in writing.

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<td>EDUC 202 Prep. of Inst. Materials</td>
<td>3</td>
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<tr>
<td>EDUC 171 Human Growth and Development</td>
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<td>None</td>
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<td>EDUC 172 Educational Psychology</td>
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<td>Education 214 Computers in Education</td>
<td>3</td>
<td>Math 120</td>
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<td>EDUC 363 Curriculum Planning and Design</td>
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<td>EDUC 106 Introduction to Education</td>
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<td>EDUC 276 Classroom Management</td>
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<td>EDUC 135, 202</td>
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<tr>
<td>SPED 315 The Exceptional Child</td>
<td>3</td>
<td>None</td>
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<td>EDUC 447 Practice in Teaching</td>
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<tr>
<td>EDUC 355 Evaluation and Measurement of the Educational Process</td>
<td>3</td>
<td>EDUC 172, 363</td>
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<td>PADE 105 Personal and Academic Development</td>
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### MAJOR--REQUIRED COURSES (33 CREDITS)

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<th>CR</th>
<th>UT-T</th>
<th>PR</th>
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<tr>
<td>EDUC 123 Creative Expression in the Young Child</td>
<td>3</td>
<td>None</td>
<td></td>
<td>EDUC 302 Principles of Health, Hygiene and Nutrition</td>
<td>3</td>
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<tr>
<td>EDUC 222 Teaching English as a Second Language</td>
<td>3</td>
<td>ENGL 152-222</td>
<td></td>
<td>EDUC 323 Literature for Children</td>
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<tr>
<td>EDUC 322 Language Development and Correction of Speech Difficulties in Primary And Secondary Education</td>
<td>3</td>
<td>EDUC 172</td>
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<td>PHED 107 Games and Sports</td>
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<tr>
<td>EDUC 211 Teaching Math in Elementary School</td>
<td>3</td>
<td>MATH 120-126</td>
<td></td>
<td>EDUC 216 Teaching Reading in Elementary School</td>
<td>3</td>
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<td>EDUC 135-172</td>
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<tr>
<td>EDUC 212 Teaching Science in Elementary School</td>
<td>3</td>
<td>INSC 101-102</td>
<td></td>
<td>EDUC 217 Teaching Writing in Elementary School</td>
<td>3</td>
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<td>EDUC 216</td>
</tr>
</tbody>
</table>

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.

### BACHELOR OF ARTS IN SECONDARY EDUCATION IN MATHEMATICS (BA)

#### 130 Credits

**PROGRAM DESCRIPTION:**

The Bachelor in Education has three components: general education, professional education requirements, and major requirements. It includes the practicum in teaching. 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.
PROGRAM OBJECTIVES:

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:

1. The students will be able to:

2. Use diverse techniques in teaching of mathematics.

3. Introduce technological techniques in their methodology.

4. Develop classroom assessment.

5. Develop teaching materials.

6. Develop portfolio.

7. Develop lesson plans.

8. Enroll in continuing education courses.

9. Communicate effectively in English and Spanish, both orally and in writing.

Curricular Sequence

<table>
<thead>
<tr>
<th>COURSES</th>
<th>GENERAL EDUCATION COURSES (59 CREDITS)</th>
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<tr>
<td>PHSC 101 Introduction to Physical Sciences I</td>
<td>PHSC 102 Introduction to Physical Sciences II</td>
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<td>COURSES</td>
<td>CORE/PROFESSIONAL COURSES (44 CREDITS)</td>
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<tr>
<td>EDUC 135 Foundations of Education</td>
<td>EDUC 276 Classroom Management</td>
<td>3</td>
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<tr>
<td>EDUC 171 Human Growth and Development</td>
<td>EDUC 172 Educational Psychology</td>
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<td>Education 214 Computers in Education</td>
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<td>EDUC 106 Introduction to Education</td>
<td>COMS 104 Community Services</td>
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<td>SPED 315 The Exceptional Child</td>
<td>EDUC 400 Diagnosis and Correction of the Reading, Writing, and Oral Communication</td>
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<td>EDUC 355 Evaluation and Measurement of the Educational Process</td>
<td>EDUC 172, 363</td>
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<td>EDUC 447 Practice in Teaching</td>
<td>EDUC 436 Pedagogical Integration Seminar</td>
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<tr>
<td>MATH 173 Plane and Solid Geometry I</td>
<td>MATH 174 Plane and Solid Geometry II</td>
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<tr>
<td>MATH 290 Numbers Theory</td>
<td>MATH 301 Teaching Mathematics in Secondary School</td>
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<tr>
<td>MATH 301 Analytical Geometry and Calculus I</td>
<td>MATH 302 Analytical Geometry and Calculus II</td>
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<td>MATH 305 Probability and Statistics</td>
<td>MATH 345 Abstract Algebra</td>
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<td>MATH 350 Lineal Algebra</td>
<td>Math 301, 302</td>
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</table>

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
MASTER IN EDUCATION (M Ed)
Specialization in Guidance and Counseling
36 Credits

PROGRAM DESCRIPTION:
This specialty is designed to provide candidates with a background in the principles, theories and practice of guidance and counseling. It seeks to prepare counselors who can assume positions of leadership in public or private schools at the secondary or elementary level.

PROGRAM OBJECTIVE:
1. Knowledge and understanding of the theories in Guidance and Counseling.
2. Practice of individual and group counseling techniques.
3. Knowledge, and understanding of the process of guidance and counseling.
4. Knowledge of human development theories, and career development issues.
5. Knowledge of ethical issues in the counseling process.
6. Knowledge of specific strategies for the counseling of elementary or secondary school students.
7. Knowledge of the legal aspects of the practice of counseling in schools.
8. Knowledge of assessment techniques in counseling.
9. Understanding of specific cultural idiosyncrasies of different populations.
10. 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 at the elementary or secondary level.
2. Offer group counseling and guidance to students at the elementary or secondary level, parents or community members.
3. Offer standardized test to students.
4. Offer guidance in career selection to students.
5. Design counseling plan for individuals.
6. Conduct workshops with different populations.
7. Develop community projects within a diversity population.
### Curricular Sequence

<table>
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<tr>
<th>COURSES/DESCRIPTIONS</th>
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<td><strong>MEDULAR COURSES</strong></td>
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<td>EDUC 580 Educational Psychology: Human Growth and Development</td>
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<td>EDUC 581 Introduction to Guidance and Counseling</td>
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<tr>
<td><strong>SPECIALTY COURSES</strong></td>
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<tr>
<td>EDUC 582 Legal and Ethical Issues in Counseling</td>
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<td>EDUC 583 Instruments and Techniques for Diagnosis and Appraisal</td>
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<td>EDUC 584 Individual Counseling Techniques</td>
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<tr>
<td>EDUC 585 Group Counseling Techniques</td>
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<tr>
<td>EDUC 586 Career Counseling</td>
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<tr>
<td>EDUC 587 Internship in Counseling</td>
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<tr>
<td><strong>RESEARCH</strong></td>
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<tr>
<td>EDUC 600 Research Methods in Education</td>
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<tr>
<td>EDUC 602 Readings and Research in Educational Problems</td>
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<tr>
<td><strong>ELECTIVES</strong></td>
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</tbody>
</table>

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
MASTER IN EDUCATION (M Ed)
Specialization in the Teaching of English as a Second Language)
36 credits

PROGRAM DESCRIPTION:
This specialty is designed to provide candidates with a background in the principles, theories and practice of second language acquisition, learning and teaching. It seeks to prepare educators who can assume positions of leadership in ESL education as teachers, or English supervisors in public or private schools and as professors in higher education institutions.

PROGRAM OBJECTIVE:
1. Knowledge and understanding of the theories, goals, and research on ESL/Bilingual education.
2. Knowledge and understanding of curriculum development, theories and applications.
3. Knowledge and understanding of the process of language development and language acquisition.
4. Knowledge of the classroom-based language assessment strategies and will demonstrate application of those strategies.
5. Knowledge and understanding of methods of teaching ESL.
6. Knowledge of specific strategies for teaching reading in a bilingual setting to 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 strategies to integrate cognitive and affective learning based on expanded awareness of one’s approach to diversity.
10. Understanding of specific cultural idiosyncrasies and knowledge of basic functional Spanish.
11. Knowledge of writing learn strategies.
12. Knowledge and understanding of principles and procedures of educational research and its relevance to the instructional process.

PROGRAM OUTCOMES:
Students will be able to:
1. Develop classroom research projects on TESOL
2. Develop lesson plans for the teaching of reading, writing using different strategies.
3. Design curriculum units for LEP students
4. Develop portfolio assessments on TESOL
5. Conduct in training workshops on TESOL
6. Develop community projects within a diversity population
7. Communicate adequately in English & Spanish both orally and in writing.
Curricular Sequence

Core Courses 6
Specialty Component 24
Rerarcr Courses 6
TOTAL 36

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
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<td>CORE COURSES (6 Credits)</td>
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<tr>
<td>EDUC 501 Principles and Development of Curriculum</td>
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<td>EDUC 512 Educational Innovations and Strategies</td>
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<td>SPECIALTY COMPONENT (24 Credits)</td>
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<td>EDUC 550 Second Language Acquisition</td>
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<td>EDUC 551 Reading Processes in a Second Language Setting</td>
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<tr>
<td>EDUC 553 Language, Cognition and ESL Curriculum Development</td>
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<tr>
<td>EDUC 555 Development of Communication Skills for ESL Students</td>
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<td>EDUC 566 Methods of Teaching a Second Language</td>
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<td>EDUC 567 Socio-cultural Aspects of Curriculum and Teaching a in Bilingual Settings</td>
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<td>EDUC 564 Applied Linguistics</td>
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<td>EDUC 569 Classroom-based Assessment Methods</td>
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<td>RESEARCH COURSES (6 Credits)</td>
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<td>EDUC 600 Research Methods in Education</td>
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<td>EDUC 617 Classroom Research Project</td>
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</table>

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
MASTER OF SCIENCE IN PUBLIC AFFAIRS IN CRIMINAL JUSTICE (MS)
39 Credits

PROGRAM DESCRIPTION:

The program trains professionals to assume a multiplicity of roles such as analysts, evaluators and planners in the public administration field in both the public and private sectors. The academic and professional orientation of the program enables the students analyze the doctrines and principles of public administration in was which are involved in the implementation and evaluation of public policy.

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

PROGRAM OBJECTIVE:

1. Offer students a quality education giving them the professional tools to meet the challenges of public administration.
2. Develop competent professionals with effective leadership in the implementation of programs and services in Florida.
3. Up grade the professional preparation of administrative personnel working in public and private agencies, enabling them to explore and utilize effective strategies in the decision making process.
4. Knowledge and understanding of the theories in Criminal Justice.
5. Knowledge, and understanding of the process in the Criminal Justice System.
10. Knowledge and understanding of principles and methods of research.

PROGRAM OUTCOMES:

Students will be able to:

1. Work as analysts, evaluators and planners in the public administration field in both the public and private sectors.
2. Develop and implement public policy.
3. Evaluate public policy.
4. Maintain an ethical conduct.
5. Conduct research in the field.
6. Communicate effectively in English and Spanish, both orally and in writing.
Curricular Sequence

Core Courses 21
Specialty Courses 15
Electives 3
TOTAL 39

<table>
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<tr>
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<tr>
<td><strong>CORE COURSES</strong> (21 Credits)</td>
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<tr>
<td>MSPA 500 Theory, Practice and Change in the Administration of Public Policy</td>
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<td>MSPA 505 Computer Education for Public Administrators</td>
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<td>MSPA 510 Research and Quantitative Method in Public Administration</td>
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<td>MSPA 520 Administrative Law and Ethics</td>
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<tr>
<td>MSPA 530 Planning and Evaluation: Theories, Methods and Techniques</td>
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<tr>
<td>MSPA 540 Seminar: Planning, Development and Evaluation of Human Resources</td>
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<td>MSPA 520</td>
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<td>MSPA 550 Fiscal Resources Management</td>
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<td><strong>SPECIALTY COURSES</strong> (15 Credits)</td>
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<tr>
<td>CRJU 500 Foundations, Practice and Changes in the Administration of the Criminal Justice System</td>
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<td>CRJU 520 Philosophy of Punishment</td>
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<td>CRJU 565 Seminar: Program design and evaluation in the Criminal Justice System</td>
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<td>CRJU 715 Seminar: Special Situations in the Administration of Correctional Programs</td>
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<td>MSPA 510 + 24 CREDITS</td>
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<td>MSPA 710 Research Seminar in Criminal Justice</td>
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<td><strong>OR</strong></td>
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<td>MSPA 720 Internship</td>
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<td>CRJU 505 Fundamental Principles of Law</td>
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<td>CRJU 510 Law and Society</td>
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<td>CRJU 540 The Police and Judicial Changes</td>
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<td>CRJU 575 Rehabilitation and Delinquent Treatment Programs</td>
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<td>CRJU 600 Seminar: Crime, Victims and Society</td>
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<td>CRJU 630 Organizations and Administrative Techniques of the Police System</td>
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<td>CRJU 635 Mental Health and the Law</td>
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<td>CRJU 640 Addiction: Legal and Psycho-Social Aspects</td>
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<td>CRJU 645 Comparative Correctional Systems</td>
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<td>CRJU 650 Special Laws in Criminal Justice Administration</td>
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<tr>
<td>CRJU 730 Criminality, Crime Control and Criminal Justice</td>
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</table>

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency.
Master in Business Administration in Computerized Information Systems (MBA)
45 Credits

PROGRAM OBJECTIVE:

1. To provide to the 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 persons 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 effectively in English and Spanish, both orally and in writing.

PROGRAM DESCRIPTION:
This specialty provides ample curriculum so that the student has the opportunity to know the different currents technological and to develop his level of competition in the use of emergent applications, in the field with the information systems. The commitment of this specialty is with the development of withdrawing able to become an effective agent of change, for the benefit of the organization in who it evolves and towards the society in general.
Curricular Sequence

<table>
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<tr>
<th>Courses/Descriptions</th>
<th>CR</th>
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<th>UT</th>
<th>Pre-Requisite</th>
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<tr>
<td><strong>Core Courses (21 Credits)</strong></td>
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<tr>
<td>ECON 519 Managerial Economics</td>
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<td>MATH 555</td>
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<td>FINA 503 Managerial Finance</td>
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<td>ACCO 500</td>
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<td>MATH 555 Statistics for Decision Making</td>
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<td>ACCO 500 Accounting Finances</td>
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<tr>
<td>MAIS 525 Computer Science Technology for Administration</td>
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<tr>
<td>MANA 705 Production Management</td>
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<td>MARK 711 International Marketing</td>
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| **Specific Specialization Requirements (18 Credits)** |    |    |    |              |
| **Courses/Descriptions** | CR | TR | UT | Pre-Requisite |
| MAIS 605 Application Development Technology | 3  |    |    |              |
| MAIS 615 Systems Analysis and Design | 3  |    |    |              |
| MAIS 625 Object Oriented Programming | 3  |    |    |              |
| MAIS 635 Database Management | 3  |    |    |              |
| MAIS 645 Business Data Communications & Networks | 3  |    |    |              |
| MAIS 655 E-commerce Technology | 3  |    |    |              |

**Additional Specialization Requirements (6 credits) (Selected from this group)**

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<tr>
<th>Courses/Descriptions</th>
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<tr>
<td><strong>Computer Science Technology:</strong></td>
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<td>MAIS 704 Information Technology: Policy and Administration</td>
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<td>MAIS 708 Information Technology: Project Management</td>
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<td><strong>Database:</strong></td>
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<td>MAIS 734 Development of Applications</td>
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<td>MAIS 738 Data Warehousing Management</td>
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<td><strong>Telecommunications and Networks of Computers:</strong></td>
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<tr>
<td>MAIS 744 Optical Networks for the Data Communications</td>
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<tr>
<td>MAIS 748 Mobile and Wireless Data Communications**</td>
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Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency.
## Course Descriptions

**ACCO 111-112**  
Introduction to Accounting I and II  
8 credits

A study of the fundamentals 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.  
(ACCO 111 – Prerequisite: None)  
(ACCO 112 – Prerequisite: ACCO 111)

**ACCO 301-302**  
Intermediate Accounting I and II  
8 Credits

A review of the principles of accounting for corporations, inventory, fixed assets, accounts receivable and payable, theories of income determination.  
(ACCO 301 – Prerequisite: ACCO 112)  
(ACCO 302 – Prerequisite: ACCO 301)

**ACCO 303**  
Cost Accounting  
4 Credits

A study of the principles of accounting related to costs and its functions. Cost and non-cost systems. Methods of determining the basis to cost. Cost classification, preparation of cost reports and fixed standard costs. Prerequisite: ACCO 301

**ACCO 305**  
Puerto Rico Income Tax System  
3 Credits

A study of income tax, its history and its purposes. The tax laws of Florida, inclusions and exclusions, allowable deductions, practice in filing individual, corporate and partnership returns. Prerequisite: None  
(This course will be substituted with ACCO 320 for the Metro Orlando University Center Students)

**ACCO 350**  
Computerized Accounting Systems  
3 Credits

The use of computers and microcomputers to record accounting data. Use of available software in recording transactions in registers and journals and posting to general and subsidiary ledgers. Computer preparations of trial balance, financial statements and payroll. Emphasis on accounting principles in the development of data entry skills. Requires laboratory. Prerequisite: ACCO 112
ACCO 304
Auditing
3 Credits

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. Prerequisite: ACCO 302

ACCO 306
Accounting Information Systems
3 Credits

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. Requires laboratory. Prerequisite: ACCO 112

ACCO 308
Contemporary Accounting
Credits

Studies accounting theory and its effect on the profession, recent changes in accounting practices, procedures and conflicting points of view. Interpretation and critical analysis of reports, statements and other accounting activities. Prerequisite: ACCO 201

ACCO 320
Federal Income Tax
3 Credits

A study of the history and objectives of the federal income tax system. 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. Prerequisite: ACCO 205

ACCO 321
Federal Income Tax II
3 Credits

Study of the Federal Income Tax, as well as the regulations applicable to corporations and partnership. It includes, in addition, topics related to the tax on inheritance and donations. Pre-Requisite ACCO 320
ACCO 395  
Managerial Accounting  
3 Credits  
Study of accounting foundations geared at providing with 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. Prerequisite: ACCO 112

ACCO 402  
Advance Cost Accounting  
3 Credits  
Studies the application of principles, systems and procedure of cost, including historic and standard procedures for decision making. Prerequisite: ACCO 303

ACCO 420  
Government and Non Profit Accounting  
3 Credits  
Study of regulations and procedures applicable to government and nonprofit organizations accounting. 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. Prerequisite: ACCO 301

ACCO 450  
Advanced Accounting I  
3 Credits  
A study of problems related to partnerships, parent corporations and subsidiaries, selling on consignment, long contracts and consolidated financial statements, foreign operations, concepts of prevent value, and related accounting theories. Prerequisite: 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. Prerequisite: ACCO 450
ACC 500
Financial Accounting
3 Credits

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. Prerequisite: None

ART 101
Art Appreciation
3 Credits

Concepts of aesthetic organization: composition, elements, perspective, form, value, texture and theory of color. Pictorial techniques. Drawing. Prerequisite: None

ART 105
History of Art
3 Credits

Visual arts and their relation to history and culture. Appreciation of the leading artist and their works. Stylistic forms in the main historical periods. Prerequisite: None

BIOL 101-102
Introduction to Biological Science I and II
6 Credits

Fundamental concepts of cell structure and a discussion of essential concepts of how normal organisms function. Human Physiology and anatomy, genetics, evolution and ecology. (BIOL 101 – Prerequisite: None / BIOL 102 – Prerequisite BIOL 101)

COIS 102
Programming Principles
3 Credits

Practical and theoretical introduction to basic programming principles. Includes development of logic, as well as the use of flow charts, structured flow charts and pseudocodes. Students will become familiar with editing and compiling programs. COIS 201

COIS 106
Business Programming in BASIC
4 Credits

Programming principle emphasizing practical applications in business using BASIC. Structures programming techniques will be developed along with appropriate documentation for the programs, including flowcharts, hierarchy charts, documentation sheets for the program and its modules. Requires laboratory. Prerequisite: COIS 102
COIS 107
Programming in COBOL
4 Credits

Introduction to computer programming in a business environment, emphasizing structural design of programs, development, testing implementation and documentation of common business applications in COBOL. Requires laboratory. Prerequisite: COIS 102

COIS 201
Data Processing Principles
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. Includes hands-on experience using word processing and spreadsheet applications on microcomputers. Requires laboratory. Prerequisite: None

COIS 213
Advanced Programming in COBOL
3 Credits

Introduction to advanced programming techniques in COBOL. Topics discussed are program design, module design, sequential and indexed file maintenance table, advanced data structure, character handling, design and production of reports and program maintenance. Prerequisite: COIS 107

COIS 250
Systems Analysis and Design
3 Credits

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 sources 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. Prerequisite: COIS 102

COIS 350
Structured Design with Object Programming
3 Credits

Study of fourth generation programming languages oriented toward systems development in an object/event driven environment. Students will have the opportunity to use different modeling methodologies in objects/events programming. The course will emphasize the development of application programs on a graphical, visual interface, using any of the object oriented programming languages currently available. Requires laboratory. Prerequisite: COIS 250
COIS 360  
Telecommunications and Computer Networks  
3 Credits

Course in telecommunications and computer networks, designed for individuals in the field of computerized information systems. The historical development and 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. Requires laboratory. Prerequisite: COIS 101

COIS 370  
Productivity Programs for Microcomputers  
3 Credits

Study of processing, analysis and presentation media and techniques for problem solving using the computer. The course emphasizes advanced skills dealing with productivity programs including word processing, spreadsheets, and database application. It also includes the design and development of material for slide presentations, and production of graphs or charts using special effects. Prerequisite: COIS 201 or equivalent.

COIS 390  
Programming in Pascal  
3 Credits

Study of the concepts, structures and specific commands of Pascal, directed at programming business application. Topics discussed include top down design, logical and arithmetic operations, types of structured data, recursion and file management. Prerequisite: COIS 102

COIS 410  
Information System for Decision Making  
3 Credits

Analysis of high-level information system which provides quantitative data from one or more internal or external data banks of the organization to facilitate management decision-making. Theoretical concepts are applied to real life through analysis of specific organizations. Requires laboratory. Prerequisite: ACCO 250

COIS 420  
Data Base Program Development  
3 Credits

Introductory course on data base 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 laboratory. Prerequisite: COIS 250
COIS 421
Data Base Program Development
3 Credits

Study and practice of program development techniques related to a Database Management System. Emphasizes will be given to functions such as table files..., append from..., copy to..., sort..., report generator..., queries..., and many others. Object Linking Embedding (OLE) and Dynamic Data Exchange (DDE), are included as an essential part of the course, in terms of knowledge integration with topics presented in other courses. Requires laboratory. Prerequisite: COIS 420

COIS 422
Database Performance Tuning, Backup and Recovery
3 Credits

Major elective course in which the student will built all the necessary expertise on handling the critical tasks of planning and develop database backup and recovery strategies. Students will be exposed to exercises using backup methodologies based on business requirements in a typical enterprise. Utilize multiple strategies to recover from different types of failures. Also gain hands-on experience learning a series of steps for optimize the performance of the database. Learn how to implement tuning techniques for improving data access and storage, support, practice diagnosing and resolving a variety of performance problems using real-world scenarios. Prerequisite: COIS 421

COIS 423
Database User Interface, Forms and Reports Development and Application
3 Credits

Major elective course in which the student will built all the necessary expertise on handling the critical tasks of planning and develop database backup and recovery strategies. Students will be exposed to exercises using backup methodologies based on business requirements in a typical enterprise. Utilize multiple strategies to recover from different types of failures. Also gain hands-on experience learning a series of steps for optimize the performance of the database. Learn how to implement tuning techniques for improving data access and storage, support, practice diagnosing and resolving a variety of performance problems using real-world scenarios. Prerequisite: COIS 422

COIS 430
EDP Audit and Control
3 Credits

Introduction to the principles of auditing in computerized information systems, emphasizing control, types of auditing, auditing techniques and their effecting system development. Topics studied include concepts of auditing computing, equipment and operations auditing, security, integrity and privacy of the system. Requires laboratory. Prerequisite: COIS 250
COIS 450
Software Development Project
3 Credits

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. Requires laboratory. Prerequisite: COIS 420

Community Services 104
Community Voluntary Services
1 Credit

This course is designed with two specific goals: First, to provide the student practical experiences in real scenarios similar to the ones s/he will encounter after graduation; Second, and probably more important than the first, to develop a sense of civic responsibility and involvement in the student. A minimum of 15 hours of voluntary service in a non-profit agency, organization or institution is required. Prerequisite: None

CRJU 500
Foundations, Practices and Changes in the Administration of the Criminal Justice System
3 Credits

This course has been designed to familiarize students with the theoretical, judicial and practical principles inherent in the criminal justice system in Puerto Rico. Students will be involved in problem solving situations which will permit them to analyze, evaluate and propose alternative solutions to concrete administrative problems. Prerequisite: MSPA 500

CRJU 505
Basic Legal Principles in Criminal Justice
3 Credits

The course deals with constitutional rights with emphasis on civil rights, penal rights and criminal procedures in Puerto Rico. It will also include the sources of positive right, the constitution and jurisprudential decisions. Prerequisite: None

CRJU 510
Law and Society
3 Credits

Students will acquire an understanding of the relation that exists between law and society and a theoretical and investigative vision of our legal system and procedural and substantive aspects of the legislative process. It will also analyze the influence of social factor in the approval process of the law, vs. a vs. the influence of the law on societal changes. Prerequisite: None
CRJU 520
Philosophy of Punishment
3 Credits
This course will review the meaning of punishment throughout history, theories on its origin, its cultural relativity and dominant philosophies on punishment. Students will view the different arguments proposed historically to defend or reject punishment from the points of view of retribution, deferrement, social protection and rehabilitation, among others, and the alternative methods of punishment.
Prerequisite: MSPA. 500

CRJU 540
The Police and Juridical Changes
3 Credits
Study of the dynamics involved in the functioning of the police as it is impacted by changes operating at the legislative level and subsequent judicial interpretations. The course will analyze the effects that these have on criminal investigations and how they affect the rights of delinquent persons. Prerequisite: None

CRJU 565
Seminar: Program Design and Evaluation in the Criminal Justice System
3 Credits
This course is designed to familiarize students with the various aspects of administrative programming and evaluation. It involves theoretical and research concepts and problem analysis related to programming and program evaluation in the Criminal Justice System. It also includes design and study of evaluation instruments for police programs. Students will engage in analysis and management of strategies for operational zing objectives, decision-making and problem solving.
Prerequisites: MSPA 530

CRJU 575
Criminal Treatment and Rehabilitation Programs
3 Credits
Analysis of the corrective philosophy and existing public policy regarding the rehabilitation of criminals and the relevant legal and constitutional dispositions. It will also analyze the different treatment and rehabilitation programs currently in effect at the various penal institutions in response to the public policy. In the same manner, it will examine the treatment and rehabilitation models proposed and/or currently operating in Puerto Rico, the United States and other countries; their expectations, findings, and scientific groundings. Students will also look at trends and reforms in rehabilitation programs for inmates. Prerequisite: CRJU. 500

CRJU 600
Seminar: Crime, Victims and Society
3 Credits
Analysis of the responsibility of the State in protecting the life and property of its citizens. It will examine the possibility of the State compensating the victim of a crime for damages resulting from the criminal act. It will also look at the doctrine of restitution, compensation for damages by the offender, as part of a sentence intended to alleviate the impact of the damages and as part of the rehabilitation process of the criminal. Policies and practices regarding this issue in other jurisdictions will be comparatively analyzed. Prerequisite: CRJU 500

CRJU 630
Organizational and Administrative Techniques of the Police
3 Credits
Study of the organization and administration of the Florida Police Force. Emphasis is given to organizational theory, administrative techniques, procedures, and police administration and supervision programs. It analyzes the alternative objectives, strategies, programs, institutional approaches, roles, perspectives and interagency relations of the police. Prerequisite: None

CRJU 635
Mental Health and the Law
3 Credits
Analysis of the relationship between the mental health system and the law. It takes an in-depth look at the application of the techniques used by the behavioral sciences to the legal framework. It also discusses the aspects of diagnosis, risk, treatment, hospitalization, and mental disability viewed from a psycho legal perspective, as well as the rights and responsibilities of institutional clients, their employees and the state. Prerequisite: MSPA. 520, CRJU. 500

CRJU 640
Addiction Problems: Legal and Psycho-social Aspects
3 Credits
Study of the medical-legal aspects of drug addiction and alcohol abuse. It includes an analysis of the legal structure, from the framework of state and federal laws in the use and abuse of drugs and alcohol. It also discusses the legislation, treatment and prevention programs. Prerequisite: CRJU. 500

CRJU 645
Comparative Correctional Systems
3 Credit Hours
Comparative study of correctional systems in Europe, United States, Canada, Latin America and Japan. The study will be carried out 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. Prerequisite: None
CRJU 650
Special Laws in Criminal Justice Administration
3 Credits
Analysis of the special laws which regulate our legal conduct, including the basis for their creation, enforcement techniques, and jurisprudence. Students will discuss such laws as: Weapons Law, Confiscations, Explosives, Controlled Substances, “Bolita”, Electoral Law, Transit Vehicles, and Mortgage Institutions among others. Prerequisite: CRJU 500

CRJU 715
Seminar: Special Situations in the Administration of Correctional Programs
3 Credits
Analysis of the correctional scenario including the psychological, administrative, and disciplinary perspectives. The students explore the subculture of the penitentiary and how it is manifested. This course will focus on themes, situations; controversies, and problems inherent to this scenario, scientific finding, program dynamics and decisions or legislation which impact the correctional system. Prerequisite: None

CRJU 730
Criminality, Crime Control and Criminal Justice
3 Credits
Critical analysis of criminality from a sociological perspective. Particular emphasis is placed on the relation of public policy, criminal justice administration: decision making, programs implementation and evaluation of police participation. Students discuss different strategies and models for reduce crime as well as the new tendencies towards privatization of criminal justice services. Prerequisite: None

ECON 519
Managerial Economics
3 Credits
Study of the application of microeconomic theory and the tools of analysis of decision sciences to achieve efficient solution in an organization. The fundamental topics included are demand theory, production and cost theory, and market structure. Prerequisites: MATH 555

EDUC 106
Introduction to Education
3 Credits
This is the first professional course I the curriculum for students in the Bachelors – Masters Degree Program. It will introduce concepts related to education while each student explores his/her commitment to teaching as a career, and his/her strengths and weakness. Prerequisite: None

EDUC 123
Creative Experience in Young Children
3 Credits

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 Pre-school to sixth grade will be practiced. Prerequisite: None

EDUC 135
Foundations of Education
3 Credits

Study of the sociological and philosophical principles that contribute to human behavior, and their application to the learning process. The relation between the sociocultural environment and its relationship with the educational process will be examined and its effect on the development of the individual will be analyzed. Different schools of philosophy to be studied are Idealism, Realism, Thomism, Essentialism, Progressivism, Perennialism. Prerequisite: None

EDUC 171
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. 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. Ten hours of classroom observations is part of the requirements. The student will complete 15 hours of clinical experiences. Prerequisite: 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. Prerequisite: EDUC 171

EDUC 202
Preparation of Instructional Materials
3 Credits

A laboratory course which combines graphic and instructional media processes for education and training purposes. Survey of classroom uses of instructional media. Techniques for integrating media into instruction. Prerequisite: None

EDUC 211
Teaching Mathematics For elementary school
3 Credits

A psychological and educational study aimed at preparing future teachers for the teaching of mathematics in upper grades of the elementary school and at familiarizing them with the techniques and methods used. Prerequisites: MATH 120-126

EDUC 212
Teaching Science for the elementary School
3 Credits

Designed to provide an overview of objectives, methods, materials and activities for teaching science from Fourth to Sixth Grades. Considerable emphasis is placed hands on science activities and on teaching strategies that help children learn the processes and concepts of science. Prerequisite: BIOL 101-102

EDUC 214
Computers 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 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. The student will complete 15 hours of clinical experiences. Prerequisite: MATH 120

EDUC 215
Critical Thinking and the Teaching of Social Studies in Elem. Education
3 Credits

This course introduces students to the content of social studies in elementary school, the competence they must develop, and methods and techniques for teaching social studies. Prerequisite: EDUC 135, EDUC 172

EDUC 216
Teaching of Reading in elementary school
3 Credits

A study in theory and practice of the essential aspects of a good reading program. Analysis of the meaning and importance of the process, the principles regarding its teaching, the stages through which the Reading Program of the upper elementary school develops. Prerequisite: EDUC 135, 172

EDUC 217
Teaching of Writing in elementary school
3 Credits
Analysis of theory and practice of the teaching of writing. Provides the future elementary grade teacher with the basic techniques needed to teach writing. Interface between natural development and formal instruction, emphasizing implications for instruction. Prerequisite: EDUC 216

EDUC 222
Teaching of English as a Second Language in elementary school
3 Credits

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. Prerequisite: ENGL 122, 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 is strongly recommended as an elective for all secondary school majors. Classroom observations and participatory experiences equivalent to ten hours of clinical experiences will be required. The student will complete 15 hours of clinical experiences. Prerequisites: EDUC 135, EDUC 202, and 9 crs. in Major Courses

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. Prerequisite: EDUC 172

EDUC 322
Language Development and Correction of Speech Difficulties in Primary and Secondary Education
3 Credits

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

EDUC 323
Literature for Children
3 Credits

A study and analysis of literature from preschool level to the sixth grade. Evaluation of materials and their adaptation. The art of narration and integration of different literary genres to the elementary school curriculum. Prerequisite: None

EDUC 333
Teaching Mathematics in Secondary Schools
3 Credits

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 are examined and analyzed. Fifteen hours of participatory clinical experiences will be required. Prerequisite: 15 major credits

EDUC 355
Evaluation and Measurement of the Educational Process
3 Credits

Theory and practice of the educational evaluation process. Emphasis is placed on the taxonomy of objectives and to the skills for stimulating achievement in the student. Current concepts in evaluation criteria and in performance and mastery test, among others. 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. Prerequisite: EDUC 172, 363

EDUC 363
Curriculum Planning and Design
3 Credits

This course prepares the future teacher in the development of curricular theories. Types of curricula, and the organization, models and concepts, curriculum development and implementation. Prerequisites: EDUC 135, EDUC 172

EDUC 400
Correction of Reading and Writing Difficulties in Secondary School Students
3 Credits

Course 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 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. Prerequisite: None

EDUC 436
Pedagogical Integration Seminar
3 Credits
This course integrates academic and professional knowledge obtained throughout the course of study of 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. Prerequisite: To be completed during the semester just preceding practice teaching.

EDUC 447
Practice in Teaching
5 Credits
Clinical activity in which the student teacher practice knowledge acquired in education courses. The student teacher assumes the responsibility of teaching a group of students in a real school setting. Prerequisite: None

EDUC 449
Secondary School Practicum
5 Credits
Laboratory experience for students whose major is one of the content areas for teaching in secondary school in which the student teacher will participate in a real educational setting to practice knowledge acquired in education courses. The student teacher will gradually assume the responsibility of teaching in a real classroom. Prerequisite: None

EDUC. 501
Principles and Development of Curriculum
3 Credits
Critical analysis of the curriculum development theories departing from the various educational philosophies and their relation to the practical aspects of curriculum development. Various models which exemplify the different curriculum theories are presented and analyzed. It also examines the curriculum model presently being used in the Department of Education of Florida. Students will have the opportunity to examine and evaluate specific curriculum projects. Prerequisite: None

EDUC. 512
Educational Innovations and Strategies
3 credits
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 United States and other countries. Emphasis is also given to those practices being developed in the public and private educational systems of Florida. Prerequisite: None

EDUC. 550
Second Language Acquisition
3 credits
Analysis of theories related to the process of language development, language learning, and language acquisition. Study of the influence of language acquisition in learning and literacy. Prerequisite: None
EDUC 551
Reading Processes in English as a Second Language Classroom
3 credits

Study and analysis of current theories on reading processes. 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. Prerequisite: None

EDUC 553
Language, Cognition and ESL/Curriculum Development
3 credits

An examination of the relationship between language and cognitive human related issues in curriculum and instruction. Students will investigate seminal and recent studies from linguistics philosophy and psychology as these relate to the problem of curriculum and instruction. Prerequisite: None

EDUC 555
Development of Communication Skills in the ESL Students
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. Prerequisite: None

EDUC 566
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. 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 research on methods for teaching a second language. Prerequisite: None

EDUC 567
Socio-cultural Aspects of Curriculum & Teaching in Bilingual Settings
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. Prerequisite: None

EDUC 568
Applied Linguistics
3 credits

Linguistic terminology and methods. The application of phonology, morphology, morphosyntaxis and semantics. Prerequisite: None

EDUC 569
Classroom-Based Assessment Methods
3 credits

Introduction to classroom-based assessment methodologies to determine oral language proficiency, reading progress, writing skills, mathematics development, learning styles, and social development. Prerequisite: None

EDUC 581
Introduction to Guidance and Counseling Services
3 credits

This course offers a professional orientation to the counseling profession including history and philosophy, work setting and roles. It will also introduce the students to theories, approaches and stages of the helping process. Prerequisite: None

EDUC 580
Educational Psychology: Human Growth and Development
3 credits

Study of theories of human development as seen from different perspective: Biological, social, philosophical, historical and psychological. 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 development occurs. Prerequisite: None

EDUC 582
Legal and Ethical Issues in Counseling
3 credits

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. Prerequisite: None
EDUC 583
Instruments and Techniques for Diagnosis and Appraisal
3 credits
Study of instruments and techniques used for assessment, measurement and evaluation. The purpose, characteristics and kinds of standardized test, scales observations and records will be analyzed. Emphasis is placed on aptitude, achievement, intelligence and personality tests. Prerequisite: None

EDUC 584
Individual Counseling Techniques
3 credits
Study and analysis of the helping 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. Exposition, study and discussion of different techniques with emphasis on the cognitive/behavioral and affective areas. Prerequisite: None

EDUC 585
Group Counseling Techniques
3 credits
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, leadership as well as the different phases of the process. Prerequisite: None

EDUC 586
Career Counseling
3 credits
Study and analysis of 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, Occupational Interests) as well as other resources in a Career Center. Prerequisite: None

EDUC 587
Internship
3 credits
Supervised clinical experience where students will put into practice the knowledge and skills acquired in the program. Students will have to complete 150 direct service hours in counseling activities in the selected scenario. Prerequisite: None

EDUC 600
Educational Research  
3 credits  

Study of educational research methodologies and theory. Emphasis is given to practical applications of research findings and teacher conducted research. Prerequisite: None  

EDUC 602  
Seminar: Readings and Research in Educational Problems  
3 credits  

Course oriented towards a research of the 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 same. If they do not complete course requirements in one semester, they will need to enroll the Continuation of the seminar for 2 credits. Prerequisite: None  

EDUC 602  
Continuation Seminar: Readings and Research in Educational Problems  
2 credits  

Course oriented towards a research of the 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. If a student does not finish EDUC 602 in a semester, they enroll the continuation of this course for two credits. Prerequisite: None  

EDUC 617  
Classroom Research Project  
3 credits  

The research Internship in Educational Settings in the last clinical experience for students enrolled in the Masters in Teaching Program. The student will develop a research project where he/she will apply the theoretical and practical knowledge acquired in the program of study. Prerequisite: None  

ECON 121-122  
Economic Principles and Problems I and II  
6 Credits  

Economic Theories and practice: value and price, exchange, distribution, production, employment, national income, international commerce, public expenses, economic cycles, social welfare and influence of government on the economy. Prerequisite: SOSC 102  

ENGI 101  
Introduction to Engineering Technology  
3 credits
Two hours of lecture-discussion and two hours of workshop-discussion per week. Introductory required course for all first year associate degree students in engineering technology. Introduction to the various specialties within the engineering and technical profession. Basic concepts of engineering design and technical communication. Laws and ethics of the engineering and technical profession. Prerequisite: Admission to Associate Degree Program in Engineering Technology

**ENGI 121**  
Introduction to Computers  
3 credits

Three hours of lecture-discussion per week. Introductory course required only for pre-engineering students. Introduction to computer related concepts, such as terminology, basic components and functionality and actual models comparison. Fundamentals of modern and common operating systems like DOS, Windows, MacOS and UNIX. Introduction to common software tools, such as word processors, spreadsheets, presentations aids, CAD systems and Internet main services. Prerequisite: Admission to Associate Degree Program in Engineering Technology

**ENGI 161**  
Engineering Technology Graphics  
3 credits

Two hours of lecture and one three hours lab per week. Includes principles of engineering drawing with sketching and computer graphics (AutoCAD) with an introduction to descriptive geometry. The fundamentals of orthographic projection, pictorials, auxiliary views, sectioning, dimensioning, tolerance, threads and working drawings are presented.  
Prerequisites: MATH 121 Intermediate Algebra.

**ENGL 151-152**  
Basic English I and II  
6 Credits

First year English for students with low-level English skills. Three hours of instruction and one hour weekly of laboratory. Emphasizes reading and vocabulary skills. Prerequisite: ENGL 151 for ENGL 152

**ENGL 153-154**  
Intermediate Basic English I and II  
6 Credits

First year English for intermediate level students. Emphasizes writing paragraphs, reading and writing skills, as well as the spoken language. This course may be taken instead of English 151-152 if the student qualifies. Includes one hour weekly of laboratory. Prerequisite: ENGL 153 for ENGL 154

**ENGL 211-212**  
Business English I and II  
6 Credits
Required introduction to Business Communication for students majoring in Business Administration. Emphasizes grammar, and oral and written business English. If the student is fluent in English, emphasis will be given to the improvement of grammar and composition. Prerequisite: ENGL 101-102, 103-104 or 105-106

**ENGL 221-222**
Second Year English I and II
6 Credits

Continuation of English 101-102. Development of oral skills and reading and writing. The student will learn to express himself correctly in English and understand spoken English. Grammar and writing practice. Prerequisite: ENGL 101-102

**ENGL 231**
Research and Writing
3 credits

Required for English majors, bilingual students, and Engineering students. Provides intensive practice in writing essays, monographs, reports, and conducting research. Prerequisite: ENGL 152-153

**ENGL 331**
Oral Communication
3 credits

Required of all English majors, bilingual students, and Engineering students. Emphasis on the practice of various forms of oral communication. Studies the practice of various forms of oral communication. Studies foundations of speech and ways of communications. Prerequisite: ENGL 152-153

**EXPL 101**
Experiential Learning: Introduction to Portfolio
1 credit

Evaluation of theoretical and practical experiences for the preparation of a portfolio. 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. Prerequisite: None

**FINA 202**
Business Finance
3 credits

A study of fundamental principles of business finance and its analysis, planning and control functions: effects of income tax, basic financial ratio earnings, capital
budgeting and cost of capital, interest factor in financial decisions, working capital and assets management. Prerequisite: ACCO 112

**FINA 204**  
Money and Banking  
3 credits

A study of 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, international commerce. Prerequisite: ECON 122

**FINA 240**  
Risk and Insurance  
3 credits

A study of the different classes of risk, the methods for dealing with them and, very specially, the insurance institution as an instrument for dealing with risk. The course will examine in detail what makes a risk insurable, the different types of insurers and their marketing systems, what factors should be considered in selecting an insurable, the functions and organization of the insurer, the legal principles applicable to the insurance contract, and the main types of insurance contracts. Prerequisite: STAT 201

**FINA 503**  
Managerial Finance  
3 credits

The methodology and concepts relevant to the financial decision making process are studied. Within the framework of modern financial theory, this course examines how to manage the sources and uses of capital to achieve corporate goals. It specifically includes the study of financial analysis and financial planning techniques, long-run investment decisions, short-run liquidity needs, and long run financial strategies and instruments. Prerequisites: ACCO 500

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

An introduction for studying human problems of the contemporary world. Physical geography and different theories are considered about this phenomena. Examines implications of the problems related to the economical and political development of the American society. Prerequisite: SOSC 101-102

**HIST 261-262**  
Latin American History I and II  
6 Credits

Historic evolution of Latin American countries from Pre-Columbian cultures to the present. Prerequisite: HUMA 101-102, 201-202
HIST 271-272
History of the United States of America I and II
6 Credits
Political, social, economic and cultural development of the United States from colonial times to the present. Prerequisite: HUMA 101-102, 201-202

HIST 273
History of the United States of America
3 credits
A Compendium of History 271-272 only for Education students.

HIST 305
History of the Caribbean
3 credits
Political, economic, social and cultural development of the Caribbean countries. Prerequisite: HUMA 101-102, 201-202

HUMA 115-116
Introduction to Western Civilization I and II
6 Credits
Introduction to Greek and Roman culture: drama, literature, art and philosophy. History of Christianity, Medieval culture: feudalism, guilds, scholasticism, and Romanesque and Gothic style literature. Prerequisite: HUMA 115 for HUMA 116

HUMA 201-202
Western Civilization I and II
6 Credits

INSC 101-102
Integrated Natural Sciences
6 Credits
Integration of basic biology, physics and introductory chemistry for teachers. (INSC 101 – Prerequisite: None / INSC 102 – Prerequisite INSC 101)

MAIS 605
Application Development Technology
3 credits
This core course studies the development and application of information technology resources in business organizations. The techniques for increasing competitiveness, and the array of technologies available to support and facilitate organizational goal are also studied. Prerequisite: None

**MAIS 615**  
*Systems Analysis and Design*  
3 credits

Major course that provides the skills, background and understanding to effectively participate in the coding and testing phase of system development life cycle. The course focuses on the use of algorithms, data structures, procedural abstraction and the mechanisms provided in modern programming languages. Prerequisite: None

**MAIS 625**  
*Object Oriented Programming*  
3 credits

This course studies advanced topics with programming languages. Provides the opportunity to explore new business applications of emerging hardware and software technologies. The course expands the vision of object oriented programming as a computing paradigm, by exploring its role in modeling, analysis, design, programming, database and information systems organization structure and process for software development. Prerequisite: None

**MAIS 645**  
*Business Data Communications & Networks*  
3 credits

The course gives to the students a foundation for the design of computer networks. Covers the current methodologies, topologies, and practices in the computer communication networks. Prerequisite: None

**MAIS 635**  
*Database Management*  
3 credits

The course covers the techniques for managing the design and development of large database systems, including creating and using logical data models, client/server applications and object oriented programming. Prerequisite: None

**MAIS 655**  
*E-Commerce Technology*  
3 credits

This course explores the management opportunities, challenges and strategies involved in successfully developing and maintaining electronic commerce. The course
includes topics in infrastructure design, server management, security, implementation, marketing, and strategies for E-business. Prerequisite: None

**MAIS 704**  
Information Technology: Management & Policy  
3 credits

Major elective course that integrate the information technology and information systems with the business operation and management. It emphasizes the importance of the technology for the end-users in business. It also presents important concepts of information systems and business. Prerequisite: None

**MAIS 708**  
Information Technology: Project Management  
3 credits

Major elective course that develops the skills and abilities needed by project managers, to achieve a higher competitive level in today’s organizations. It includes the business operational environment to develop the roles, strategies and competitive projects. Prerequisite: None

**MAIS 734**  
Database object Oriented Applications Development  
3 credits

Major elective course in which the student will develop the necessary skills, for the design and creation of graphic interactive applications on a relational database. It also emphasizes the use of multiple strategies to support management decisions within the organization. Prerequisite: None

**MAIS 738**  
Data Warehousing Management  
3 credits

The course is designed to prepare the students for the management of data warehousing, using databases. The student will learn how to plan, design and develop all the methodology to build a successful data warehouse. Prerequisite: None

**MAIS 744**  
Optical Networks for Data Communications  
3 credits

The course introduces the student to the optical networks technology for the effective business data communications. It includes the modern methods for multiwavelength optical networks and emphasizes the effective techniques for routing, switching and data manipulation on optical networks. Prerequisite: None

**MAIS 748**  
Mobile & Wireless Data Communication  
3 credits
This course introduces the student to the designing of wireless information technology. It includes the methodology to design user interfaces for mobile applications and Web sites that works in the mobile environment. It also provides a guide for redefining existing Web sites, to work with wireless devices, cellular phones, and PDAs, and taking advantage of the special properties of the current and next generation of mobile networks. Prerequisite: None

MANA 131
Human Relations
3 credits

Studies the personal and inter-personal relationship in the decision-making process. Analyzes the dynamics of leadership and group behavior through discussion of different cases, examines labor-management relations in production, communication and sales. Prerequisite: None

MANA 204
Business Law
4 credits

A study of the legal aspects of common business transactions with emphasis on Puerto Rican legislation. Special attention is given to contracts, sales, marketable securities, transfer of property, deeds and mortgages. Prerequisite: None

MANA 210
Management Theory
3 credits

A study of traditional principles of business administration compared to new concepts. Analyzes the management process through discussions on the four basic principles of business administration: planning, organization, administration and control. Prerequisite: None

MANA 213
Personnel Administration
3 credits

A study of the theory and application of fundamental principles of human resources management in an enterprise. 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. Prerequisite: MANA 210

MANA 230
Organizational Behavior
3 credits

Study of the classical and contemporary organization theories; interpersonal and organizational behavior; motivation, communications, and leadership theories; and decision processes in organizations. Prerequisite: MANA 210
MANA 316
Small Business Management
3 credits

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. Prerequisite: MANA 210

MANA 321
Supervision and Leadership
3 credits

This course provides a general view 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. Prerequisite: None

MANA 340
Production and Operations Management
3 credits

Analysis, planning and control of production facilities and operations. 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. Prerequisite: STAT 201

MANA 401
Business Policies
3 credits

Helps integrate knowledge acquired in the first three years of business administration. Includes a study of business in all its stages and its social and environmental impact. Prerequisite: MANA 340

MANA 404
Labor Relations
3 credits

A multinational approach to labor relations, but giving special attention to Puerto Rico. Analysis to the origins of labor unions in Puerto Rico. Labor laws in Puerto Rico and Federal laws related to the Island. A study of arbitration and complaint procedures and the selective analysis of current situations in labor. Prerequisite: MANA 213

MANA 705
Production and Operations Management
3 credits
This course deals with concepts, techniques and decision-making in the production operations management. Among the specific topics included are: acquisition and utilization of raw materials, short and long term projections, job programming, purchasing and inventory control production scheduling according to demand, quality standards and incentive systems. Prerequisite: None

**MARK 133**  
Principles of Marketing  
3 credits

The processes involved in the distribution of goods and services from producer to consumer. 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. Also studies consumer behavior, modern marketing trends, market definition, placement and information systems, among others. Prerequisite: None

**MARK 135**  
Retail Sales  
3 credits

An analysis of the theory and practical principles used in organizing and managing retail business. Includes the planning and organization of retail business, merchandise purchases and handling; sales and promotion, business control of the business operations. Prerequisite: MARK 133

**MARK 206**  
Consumer Behavior  
3 credits

Studies consumer motivation; decision making in selection of goods or services; market definition and site. Considers the role of anthropology, sociology and social psychology in analyzing and understanding consumer behavior. Includes psychological principles that facilitate understanding of individual traits such as learning experience, perception, attitudes, motivation and personality. Prerequisite: MARK 133

**MARK 251**  
Advertising and Promotion  
3 credits

Basic principles of advertising. Ethics, and social and economic problems related to business advertising are considered. Study of basic principles applicable to promotional copy writing and the selection of the methods used in transmitting information. Prerequisite: MARK 133

**MARK 301**  
Marketing Management  
3 credits
Studies marketing as a process and analyzes the application of its theories to management. Subjects include: the role of marketing in organization, development, implementation and control of the marketing plan. Prerequisite: MARK 133

MARK 318  
Sales Management  
Three Credit Hours  
3 credits

Description of the shift of industry from a production to a consumer oriented approach; role of sales management in a production oriented firm and a customer-oriented firm; changes in the nature of sales management; managerial challenges in sales management. Prerequisite: MARK 301

MARK 320  
Marketing Research  
3 credits

Application of the scientific method to the gathering, analysis and use of market data. Review of the literature and experimental exercises in solving marketing problems. Studies the importance of individual and organizational initiative, and the traditions, methods and objectives of research in marketing. Prerequisite: MARK 201

MARK 402  
Marketing Communication  
3 credits

In this course is studied the role of promotion, personal selling, advertisement and public relations in the marketing objectives of an organization. Nature of communication; marketing resources, effect of society, attitudes and individual preferences in communication; media and the relevance of public relations. Prerequisite: MARK 301

MARK 403  
Product Management  
3 credits

Focuses on the development of new products and strategies for existing products. The scope and importance of new products will be considered, as well as their objectives and development processes. Emphasis will also be given to the process of changes or modification of existing products. Prerequisite: MARK 402

MARK 405  
Public Relations  
3 credits

Importance of public relations in contemporary society and application of its principles in business society, economy, culture, politics and education in Puerto Rico. Origins of public relations in the United States and Puerto Rico. Role and traits of public
relations people, their function in society and business. Ecology, environment and public relations ethics. Research, planning, use and evaluation of communications media. Importance of public opinion, public relations industry and the public. Use of promotion and advertising. Prerequisite: MARK 301

**MARK 410**
**International Marketing**
3 credits

History and basic principles of marketing as applied to international marketing. Emphasizes cultural, political and legal framework. Covers managerial considerations, pricing systems and distribution channels. Prerequisite: MARK 320

**MARK 450**
**Marketing Internship**
6 Credits

Course involves student in a working experience related to marketing strategy in which principles acquired in the classroom will be applied. Strategies in drafting marketing policies at management level will be studied: organization, demand analysis, product planning, pricing system, logistics and sale promotion. Will also expose the student to actual work situations that will develop the assurance and self-confidence required in professional life. The experience will also aid the student in deciding on a specific area in the marketing field. Requires one hundred and sixty (160) full-time work hours during the semester. Prerequisite: MARK 320

**MARK 711**
**International Marketing**
3 credits

Systematic study of the international market. It views the market on a global scale and discusses the advantages that this evaluation may represent for business enterprises. It provides the conceptual framework of reference and the analytical tools, which enable the manager to explore the alternatives and possibilities on a world scale and to understand its diversity and complexity. Prerequisite: None

**MATH 120**
**Basic Algebra**
3 credits

This course is the natural continuation of a course of basic mathematics. Includes the following topics: set theory, the real numbers, algebraic expressions, linear equations, linear inequalities, polynomials and its operations and factorizations. Prerequisite: None

**MATH 121**
**Intermediate Algebra**
3 credits

This course covers polynomials factorizations, linear inequalities, plus problem solving; absolute-value equations and inequalities; operations and simplifications with
algebraic fractions; linear equations graphics, linear equations systems and solution methods; graphic, substitution and elimination. In-equalities for two variables, and rational exponentials. Solution of radical expressions, equations involving radicals, and quadratic inequalities. Emphasis in problem solving. Prerequisite: MATH 121

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, brief introduction to BASIC (optional). Prerequisite: MATH 120

Math 151
Algebra and Trigonometry I
4 credits

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, Solution of Linear Systems of Equations using determinants. Prerequisites MATH 121.

MATH 157
Statistics
3 Credits

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. Presents elementary statistical methods and concepts including descriptive statistics, estimation, hypothesis testing, linear regression, and categorical data analysis. Prerequisite: None

MATH 173
Plane and Space Geometry I
3 credits

The first semester covers the following: Basic concepts of geometry including the straight line, angles, triangles, elementary constructions. Demonstrations using postulates, definitions and theorems, Theorem of Congruency; regular polygons, Pitagoras Theorem and its applications. Prerequisite: MATH 151-152

MATH 174
Plane and Space Geometry II
3 credits

During the second semester the following areas are covered: circumference; areas; polygonal gerions; Cartesian Geometry of the plane; space geometry; Solid Bodies
and Surfaces, Surface areas, Volume and Basic Non-Euclidean Geometry. Prerequisite: MATH 173

MATH 199
Quantitative Methods
3 credits

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 leer systems of equations; and mathematical progressions. Prerequisite: MATH 121

MATH 200
Quantitative Methods II
3 credits

Studies linear programming, simplex method, limits, differential calculus, optimization and introduction to the integral calculus. Prerequisite: MATH 199 or a minimum of 3 in the CEEB Advancement Test (Level 2)

MATH 290
Theory of Numbers
3 credits

This course covers: Divisibility, Congruency, Gauss Integers and Diophantine Equations. The course will be developed by proving theorems. Prerequisite: MATH 301

MATH 301
Analytic Geometry and Calculus I
4 Credits

Intuitive concept of the limit of a function. The derivative and applications. Antidifferentiation. The definite integral, areas and volumes. Fundamental theorem calculus. Five hours of lecture weekly. Prerequisites: MATH 151-152

MATH 302
Analytic Geometry and Calculus II
4 Credits

Integration of transcendental functions. Integration techniques. Integration techniques. Indeterminate forms. Improper integrals. Sequences and series. Analytic Geometry, planes, curves and polar coordinates. Five hours of lecture weekly. Prerequisite: MATH 301

MATH 305
Probability and Statistics I
3 credits
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. Prerequisite: 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. Prerequisite: MATH 301-302

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. Matrix operations and vector spaces. Quadratic forms, linear transformation and linear programming. Prerequisite: MATH 301-302

MATH 555
Statistics for Decision-Making
3 credits
Study of the concepts and statistical methods useful to administrators in their decision-making processes. The course covers descriptive statistics and inferential statistics. Computer applications are part of the course. Prerequisites: MATH 505

Music 101
Music Appreciation
3 credits
Music as a source of aesthetic enjoyment. Students learn to recognize the forms of musical composition (folk and art songs, the fugue, the sonata, the symphony, the opera, etc.) through lectures, recordings and demonstrations by the professor, other students or guest artists. Prerequisite: None

Music 105
History of Music
3 credits
The main stylistic trends in the evolution of music. An introduction to the great composers and their relation to the development of Western culture. Prerequisite: None

MSPA 500
Theory, Practice and Change in the Administration of Public Policy
3 credits
This course deals with modern age theories and ideologies which guide and shape the development, administration and evaluation of public policy. It focuses on an understanding of the concepts of individualism, collectivity and community development by behavioral philosophers and scientists. It provides for an analysis of the conceptual requirements of planning, as well as its methods and applications. The course also presents a critical analysis of the various models which translate public policy and its application into specific approaches and concrete actions. Prerequisite: None

**MSPA 505**  
**Computer Education for Public Administrators**  
3 credits

The course offers students an opportunity to develop basic knowledge in the use of computers (computer literacy). It covers three basic knowledge areas: (1) develop the ability to use the technological innovations, (2) develop the ability to incorporate the technological innovations to a particular area of interest, (3) develop the ability to implement strategies and policies geared to the improvement of the administration team. Prerequisite: None

**MSPA 510**  
**Research and Quantitative Methods in Public Administration**  
3 credits

This course gathers the concepts in research methodology and the statistic related to the process which are applicable to the Public Affairs Program. It presents a multidisciplinary approach appropriate for the professions in Public Affair. It also develops in students the capacity for objective decision making with a minimum of prejudice and subjectivity. The course emphasizes practical elements of methodology and applied statistics. Prerequisite: Statistics 300 (Elements of Statistics)

**MSPA 520**  
**Administrative Law and Ethics**  
3 credits

Students become familiar with the set of legal norms and regulations concerning the various organizations, institutions and public agencies and with the criminal justice system; the ordinances of services legally pertaining to these agencies and the relations between these agencies and the individuals receiving those services. It includes the dispositions which govern the administrative processes as well as ethical models in public administration. Prerequisite: MSPA 500

**MSPA 530**  
**Planning and Evaluation: Theories, Methods and Techniques**  
3 credits

This course prepares students to face administration problems, to find possible solutions and to evaluate results once a particular alternative is implemented. It presents a broad view of the various planning theories in order for them to enter into the process of implementation and evaluation. Prerequisite: MSPA 510
MSPA 540  
Seminar: Planning, Development and Evaluation of Human Resources  
3 credits

The course will cover (1) concepts and theories on communication, leadership, human motivation, perception, emotions, personality, mental health and decision-making process; (2) principles of organization and administration in Puerto Rico; (3) analysis of the components which comprise the administration of human resources such as: recruitment and selection of personnel, job classification and evaluation, retribution systems, human resources evaluation, personnel training, retirement, motivation and human relations in public administration as well as patterns of individual and group associations in the organizational scene. Prerequisites: MSPA 520

MSPA 550  
Fiscal Resources Management  
3 credits

Study of the administration and formulation of fiscal policy in the public sector and in nonprofit organizations. Analysis and evaluation of concepts, theories, models, scopes and strategies in the budgetary process. Prerequisite: MSPA 530

MSPA 710  
Seminar: Criminal Justice Investigation  
3 Credits

This course offers an opportunity for students to integrate previously acquired knowledge through an analysis of the administrative systems and the interrelationship of functions which affect public and private organizations. Students will consider the activities of planning, organization, design and formulation and adoption of decisions. They will also study problems related to the impact of government regulation on the private sector and its effect on the administrative activity, as well as theories and concept of human relations and behavior. The course provides the student with the tools needed for carrying out research in the specialty area. Prerequisite: MSPA 510, plus 24 credits

MSPA 720  
Internship  
3 Credits

Supervised guided experienced in select organizations and programs. Students will have to complete 130 hours in administrative functions. Prerequisite: MSPA 510 plus 24 credits.

PADE 105  
Personal and Academic Development  
3 credits

In essence, the course pretends to offer the student some options that will permit him to take effective and realistic decisions in terms of his personal and academic life within the social context. This course with a formative educational characteristic is a requirement of all incoming students who are registered at Universidad del Turabo. Prerequisite: None
PHED 107
Games and Sports
3 credits

This course is a study of the history and evaluation of games as a teaching vehicle. Also studies the methodology used for the teaching of games at the elementary level. Prerequisite: None

PHSC 101-102
Introduction to Physical Science I and II
6 credits

From Greek philosophers through Newton, structure and methodology of the physical science, laws of conservation, origin of the laws of chemistry, laws of gases and their behavior, atomic theory and periodic tables, electrostatics, and theory of light. Bohr’s theory and nuclear physics. Prerequisite: None

QETE 230
Quality Management Principles
3 credits

Three hours of lecture per week. Focuses on the organizational goal of producing a quality product or service. The meaning and benefits of quality, the cost of quality and problem solving tools for continuous improvement. Topics include overview of quality philosophy; principles of quality, commitment to continuous improvement, customer focus and paradigm shift, understanding process variation and employee involvement. Prerequisites: MATH 121 Intermediate Algebra

QETE 232
Quality Improvement Tools
3 credits

Three hours of lecture per week. These tools provide the basics for examining processes and systems and making data based decisions to improve work processes and systems. Covers the 7-step improvement process, includes flow-charting, Pareto charts and cause and effect diagrams. Prerequisites: MATH 121 Intermediate Algebra

QETE 234
Statistical Process Control
3 credits

Three hours of lecture per week. Provides the basic concepts and applications of Statistical Process Control (SPC). The course covers control charts; including setting scales, charting, interpreting, and analyzing process capability. Prerequisites: QETE 230 Quality Management Principles

QETE 235
Introduction to metrology
3 credits
Two hours of lecture and one three-hours lab per week. Studies principles of measurement and calibration control, application of statistics to measurement process, and standards of measurement in calibration. May include the use of gauges and instruments in modern production and dimensional control concepts. Prerequisites: QETE 234

QETE 236
Process Validation
3 credits

Three hours of lecture per week. The course covers validation approaches for characterizing processes, process intermediates and final products emphasizing cost effectiveness while determining what levels of validation are required for different phases of development and process improvement. Includes topics such as validation of water systems, cleaning validation, computer systems validation, equipment validation and recent trends in process validation. Prerequisites: QETE 230 Quality Management Principles

QETE 238
GMP and ISO Standards
3 credits

Three hours of lecture per week. The study of Good Manufacturing Practices (GMP’s) and the series of international quality standards known as ISO 9000 through 9004, ISO 10011, 10012, and ISO 14000. These standards have been adopted worldwide by manufactures and businesses as a means of ensuring quality workmanship. Provides an understanding of documentation system for validation of equipment, utilities, analytical methods and processes in a medical manufacturing environment. Prerequisites: QETE 230 Quality Management Principles

QETE 239
Reliability
3 credits

This course prepares the student to work as a design team member to incorporate reliability considerations into a basic design. Provides information on application of proven techniques to achieve quality product results. Prerequisites: QETE 235

QUME 101
Business Mathematics
3 credits

Basic Course in mathematics for students in business administration. Basic operation with natural numbers, cardinal numbers, fractions and decimals are studied. Percentages and algebraic expressions are studied in relation to the applicability of these to financial areas, compound and simple interest. Prerequisite: None

SOSC 101 - 102
Introduction to the Study of Social Sciences I - II
6 credits
Human society: the individual and his or her relation to society, collective behavior, United States of America and its relation to the social and historical development of Western Civilization; economic, psychological, sociological, anthropological and political problems of the contemporary world. Prerequisite: SOSC 101 for SOSC 102

**SPAN 151-152**  
Basic Spanish I and II  
6 credits

Vocabulary enlargement and grammar. Develops communication skills emphasizing grammar and redaction. Prerequisite: SPAN 151 for SPAN 152

**SPAN 201-202**  
Business Spanish I and II  
6 credits

Communication skills directed at business correspondence. Studies the contribution of logic, psychology, ethics and grammar to communications. Prerequisite: SPAN 101-102 or 103-104 or 105-106

**SPAN 215**  
Advanced Composition  
3 credits

Emphasizes the development of the skills needed to write logically and correctly. Research techniques. Prerequisite: SPAN 151-152

**SPAN 221-222**  
Spanish Literature I and II  
6 credits

Introduction to the history of Spanish literature, an overview from the Middle Ages to the Renaissance. Familiarizes the student with cultural movements and representative works of each period. Prerequisite: SPAN 213-214

**SPAN 463**  
Spanish-American Literature  
3 credits

This is course is designed for student to study Hispanic/Spanish literature from the beginning, emphasizing authors and representatives literary Works of each period. Pre-requisites SPAN 152

**SPED 315**  
Teaching Exceptional Children  
3 Credits
Introductory course in special education. Analysis of social, emotional and educational needs of children with different exceptional qualities. Diagnosis, educational and rehabilitation services, family and community attitudes and civil rights. Emphasis on the educational needs and learning styles of exceptional children; teaching methods, techniques and curricular content. Prerequisite: Requirement for all education majors.

STAT 201
Business Statistics I
3 credits

Introductory course of a statistics 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. Prerequisite: MATH 199