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SECTION I:

OVERVIEW:

UNIVERSIDAD DEL TURABO

SISTEMA UNIVERSITARIO

ANA G. MÉNDEZ, INC.
UNIVERSIDAD DEL TURABO

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

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

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

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

UNIVERSIDAD DEL TURABO’S MISSION STATEMENT

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

The University adjusts its resources and programs to the needs, interests, and abilities of its students in order to achieve the following goals:
- Meet the requirements for higher and professional educational needs of primarily the eastern-central Puerto Rican community in Puerto Rico by offering certificate, associate, bachelor, master, and doctoral degrees.
- Selectively promote academic offerings in accordance with institutional internationalization purposes.
- Provide an education to prepare the students for professional life or advanced studies in an atmosphere that promotes their integral development, aiding them in better serving their community, their family, and themselves.
- Offer special attention to exceptional students, both academically disadvantaged and honor students, identifying their needs and aiding these students to satisfy them.
- Maintain a flexible admissions policy, in which each program establishes academic requirements for enrollment on a non-discriminatory basis.
- Offer pre-college programs for the development of skills needed by students seeking a postsecondary education.
- Stimulate research that is pure and applied to improve the services offered to the community, while at the same time maintaining the institution's emphasis on quality teaching.
- Promote ethical and cultural values to enable students to make better use of their judgment, rights, and obligations.
- Develop strategic international alliances for institutional development.
- Promote the uses of non-traditional delivery systems such as off-campus programs, telecommunication, and others in order to meet community needs for credit courses and continuing education opportunities.
- Promote the preservation, development, and diffusion of values inherent to Puerto Rican culture and provide the students with the opportunity to enjoy the rich variety of our cultural expressions.
- Stimulate the relations between the University and the surrounding communities by promoting research, culture, sports, and community development projects.
KEY ADMINISTRATION AND STAFF OF UNIVERSIDAD DEL TURABO

Chancellor
Dennis Alicea Rodríguez, Ph.D.

Vice Chancellor
Roberto Loran, Ph.D.

Vice Chancellor of Student Affairs
Ana Ortega, MS.

Vice Chancellor of Administrative Affairs
Gladys L. Betancourt

Vice Chancellor of Information and Telecommunications
Sarai Lastra de León, Ph.D.

Vice Chancellor of External Affairs
Jacqueline A. Mullen

Assistant Vice Chancellor of Institutional Development and Alumni
Alba N. Rivera

General Manager of Physical Facilities
Edelson León Santiago

Dean of the School of Professional Studies
Mildred Y. Rivera, Ph.D.

Dean of the School of Education
Angela L. Candelario

Dean of the School of Business Administration
Marcelino Rivera, Ph.D.

Dean of the School of Social Sciences
Marcos Gil de la Madrid, Ph.D., DC. MP

Dean of the School of Engineering
Jack T. Allison, Ph.D.

Dean of the School of Science and Technology
Teresa Lipsett, Ph.D.

Dean of the School of Health Sciences
Angel L. Rivera, Ph.D.

Dean of School Design
Aurorisa Mateo Rodríguez

Associate Dean of the School of Continuing Education
Lizbeth Rivera
Dean of the School of Technical Studies
Mariaelena Flores

Dean of the School of the Doctoral Studies
Sharon Cantrell, Ph.D.

Dean of the School of Human and Social Sciences
Felix Huertas, Ph.D.
SISTEMA UNIVERSITARIO ANA G. MÉNDEZ, INC.

PROFILE

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

NON-DISCRIMINATION STATEMENT

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

STATEMENT OF POLICY

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

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

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

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

**Mailing Address: SUAGM**

P.O. Box 21345 San Juan
Puerto Rico 00928-1345

Telephone No.: (787) 751-0178
Fax No.: (787) 766-1706
Website: [www.suagm.edu](http://www.suagm.edu)

**Mailing Address: UT**

P.O. Box 3030 Estación Universidad Gurabo
Puerto Rico 00778

Telephone No.: (787) 743-7979
Fax No.: (787) 744-5394
Website: [www.suagm.edu/ut](http://www.suagm.edu/ut)

**STATEMENT OF ACCREDITATION**

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

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

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

STATEMENT OF LICENSURE

The Universidad del Turabo in Florida is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

325 West Gaines St., Suite 1414
Tallahassee, FL, 32399-0400
(850) 245-3200
(888) 224-6684
www.fldoe.org/cie

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

The Sistema Universitario Ana G. Méndez Inc., is a private not for profit corporation registered under the laws of the Commonwealth of Puerto Rico and registered as a foreign corporation in the State of Florida. The corporation is governed by its Board of Directors under its systemic bylaws. The Sistema Universitario Ana G. Méndez, Inc. is registered with the Florida Department of State, Division of Corporations, to do business in Florida as Universidad del Turabo.

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

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

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)  
Tel. (787) 751-0178 Ext. 7196  
Miss. Carmen Crespo, IRB Institutional Coordinator– UMET  
Tel. (787) 766-1717 Ext. 6366  
Miss. Josefina Melgar, IRB Institutional Coordinator – Turabo  
Tel. (787) 743-7979 Ext. 4126  
Miss. Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE  
Tel. (787) 257-7373 Ext. 3936

BOARD OF DIRECTORS OF THE SISTEMA UNIVERSITARIO ANA G. MÉNDEZ, INC.

Héctor Jiménez, Chair of the Board of Directors  
Ramiro Millán, Vice Chair of the Board of Directors  
José F. Méndez, DR.H.C, SUAGM President  
Zoraida Fonalledas, Esq.  
Juan R. Melecio, Esq.  
Florabel G. Mullick, Ph.D.  
Víctor Hernández, DMD  
Félix Rodríguez Schmidt, MD  
José F. Méndez, Jr.  
René A. León  
Rafael A. Nadal, Esq.
ADMINISTRATIVE COUNCIL AND ACADEMIC BOARD

ADMINISTRATIVE COUNCIL

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

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

ACADEMIC BOARD

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

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

ACADEMIC AND STUDENT AFFAIRS COMMISSION

The Academic and Student Affairs Commission (A.S.A.C.) consists of fifteen (15) members as follows: eight (8) faculty facilitators and seven (7) administrators. The faculty facilitators include representation from the following areas: one (1) from liberal arts and criminal justice, one (1) from business administration, economics, and hospitality, one (1) from natural and health sciences, one (1) from Education, one (1) from languages, one (1) from Bilingual Education and ESOL, one (1) Campus at Large (South Florida), AND One (1) Campus at Large (Tampa Bay Campus). The composition for the administrators is as follows: three (3) Academic Directors, three (3) Directors of Learning Resource Center, and the A.S.A.C Chair. Special Guests, other officers and facilitators shall be invited to participate in the meetings of the A.S.A.C, when the agenda includes items that touch on those programs. A.S.A.C reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the three affiliated universities in SUAGM operations in Florida.
SECTION II:

METRO ORLANDO CAMPUS

SOUTH FLORIDA CAMPUS

TAMPA BAY CAMPUS
METRO ORLANDO, SOUTH FLORIDA, AND TAMPA BAY CAMPUSES

INTRODUCTION

The Metro Orlando, South Florida, and Tampa Bay campuses represent the continuation of our commitment to provide quality access alternatives to a university education for Hispanic adult students. All campuses will serve its community as a bridge to fulfilling initiatives in serving Hispanic adults in the United States and in Latin America.

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

ADMINISTRATION, STAFF AND FACULTY

METRO ORLANDO CAMPUS ADMINISTRATION AND STAFF

Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Ramón L. Nieves, Esq., Vice-Chancellor Florida Campuses
María M. De Jesús, Campus Director
Claudia Camacho, Associate Director
Vacant, Executive Assistant
Vacant, Academic Director
Awilda L. Narváez, Academic Department Administrative Assistant
Silquia Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Elvira Costa, Registrar
Genevieve Cautiño, Registrar Assistant
Margie Viera, Daytime Program Director
Carmen Rivera, Daytime Program Integrated Services Officer
Vacant, Marketing and Recruitment Director
Ricardo Costa, Operations Manager
Cristian Silva, Technical Support Specialist
Thomas Mestre, Outreach Director
Juan López, Learning Resources Center Director
Luis Fonseca, Librarian/Cataloger
Rubén Ocasio, Library Assistant, (PT)
Lissette Cosme, Library Assistant, (PT)
Magdali Zayas, Financial Aid Coordinator
Stephanie Castro, Financial Aid Officer
Maricelly Alomar, Academic Advisor and Job Placement Officer
Ubaldo Santiago, Academic Advisor and Job Placement Officer
Marlin Brignoni, Integrated Services Director
Rosa Valera, Integrated Services Coordinator
Malenie Acosta, Integrated Services Officer
Karine Jiménez, Integrated Services Officer/Marketing
Susan Rivera, Integrated Services Officer
Giseana Reyes, Integrated Services Officer
María J. Montañez, Integrated Services Officer
Anaida Rivera, Nursing Program Coordinator
Vacant, Learning Resources Specialist
María Soto, Bursar Officer
Lizbeth Sanchez-Vega, Receptionist
Walter Restrepo, Maintenance Employee

SOUTH FLORIDA CAMPUS ADMINISTRATION AND STAFF
Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Ramón L. Nieves, Esq., Vice-Chancellor Florida Campuses
Dr. Ramón Garcia, Campus Director
Alexander Easdale, Associate Director
Vacant, Executive Assistant
Vacant, Academic Director
Amparo Durán, Academic Department Administrative Assistant
Jorge Báez, Operations Manager
Silquia Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Katherine Martínez, Associate Registrar
Eric Santiago, Marketing and Recruitment Director
Migdalia Roldán, Promotions and Recruitment Officer
Giancarlos Hurtado, Technical Support Specialist
Rosa Hernandez, Integrated Services Director
Cinthia Tineo, Integrated Services Coordinator
Yuliet Escandon, Integrated Services Officer
Mirian Gómez, Integrated Services Officer
Michel Monal, Integrated Services Officer
Betty Torres, Integrated Services Officer
Amarilys Gonzalez, Undergraduate Nursing Program Coordinator (BSN)
Vacant, Graduate Nursing Program Coordinator (FNP)
Richard Lozada, Outreach Director
Carlos Durán, Outreach Specialist
Nydia Bonilla, Financial Aid Coordinator
María Heredia, Financial Aid Officer
Agustín Gracia, Daytime Program Director
Carlos Álvarez, Document and Scanning Technician
Martha L. Rodríguez, Academic Advisor and Job Placement Officer
Ramon Lopez, Bursar Officer
Vacant, Learning Resources Center Director
Kerelyne Escobar, Learning Assistant Specialist
Martha Campos, Library Assistant (PT)
Vacant, Library Assistant (PT)
Yarelys Mesa, Receptionist
Digno Zamora, Maintenance Employee

TAMPA BAY CAMPUS ADMINISTRATION AND STAFF
Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Ramón L. Nieves, Esq., Vice-Chancellor Florida Campuses
Yvonne Cadiz, Campus Director
Marta Reyes, Executive Assistant
Chalie Colón, Academic Director
María Rodríguez, Academic Department Administrative Assistant
Miriam Avilés, Operations Manager
Vacant, Marketing and Recruitment Director
Dr. Neida Solivan, Learning Resources Center Director
Milaida López, Learning Assistant Specialist
Hilda Rivera, Library Assistant, (PT)
Silquia Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Vidmary Cuevas, Associate Registrar
Suheily Martínez, Integrated Services Director
Rosaida Colón, Integrated Services Officer
Janet Papalardo, Integrated Services Officer
María Mateu, Financial Aid Officer
Edwin De Jesús, Academic Advisor and Job Placement Officer
Emanuel Arzúaga, Technical Support Specialist
Manuel Robayna, Document Control and Scanning Technician
Karen Rodríguez, Receptionist
FACULTY

The Faculty of the SUAGM: UT Metro Orlando Campus, South Florida Campus, and Tampa Bay Campus have a minimum of a master’s degree in their area of expertise and a minimum of three years of professional experience. In addition, faculty members must demonstrate and be certified to have the aptitude and ability to facilitate courses in an accelerated program for adults. An updated list of certified faculty is available in the administrative office at each campus. The Faculty, although assigned to a specific campus, may be shared between the three campuses.

FACULTY LISTING PER CAMPUS

ACADEMIC YEAR 2013-2014

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<th>FACULTY MEMBER:</th>
<th>SUBJECT AREA:</th>
<th>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</th>
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<tr>
<td>Alomar, Maricelly</td>
<td>GUIDANCE AND COUNSELING</td>
<td>MA in Guidance &amp; Counseling, Universidad Interamericana de Puerto Rico, PR., 1992</td>
</tr>
<tr>
<td>Álvarez, José</td>
<td>MARKETING</td>
<td>MBA in Marketing, University of Phoenix, PR, 1998</td>
</tr>
<tr>
<td>Andrade, Pablo F.</td>
<td>ECONOMICS</td>
<td>MA in Economics, University of Central Florida, FL. 2000</td>
</tr>
<tr>
<td>Aponte, Carmen M.</td>
<td>COMPUTER SCIENCES</td>
<td>MS in Computer Information Systems, University of Phoenix, 2006</td>
</tr>
<tr>
<td>Beltrán, Esther</td>
<td>PUHE</td>
<td>Doctorate in Public Health, University of Texas, 2000</td>
</tr>
<tr>
<td>Blanco, Verónica</td>
<td>TOURISM AND HOSPITALITY MANAGEMENT</td>
<td>MS in Hospitality and Tourism Management, University of Central Florida, FL 2008</td>
</tr>
<tr>
<td>Bonet, Yarisa</td>
<td>GUIDANCE AND COUNSELING</td>
<td>MS in Rehabilitation Counseling, University of North Florida 2004</td>
</tr>
<tr>
<td>Bóssolo, Ivette</td>
<td>CRIMINAL JUSTICE HUMANITIES</td>
<td>Juris Doctor, Florida State University, Tallahassee, FL, 2005</td>
</tr>
<tr>
<td>Bosque, José</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Barry University School of Law, Orlando, FL 2003</td>
</tr>
<tr>
<td>Burgos, Sandra</td>
<td>PSYCHOLOGY</td>
<td>MA in School Psychology, Ball State University, IN, 1987</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
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<tr>
<td>Caballero, Janet</td>
<td>SOCIAL SCIENCES EDUCATION</td>
<td>Master of Social Sciences in Social Work, Hunter College, New York, 1992 (Over 18 Credits in Education at the Doctorate Level)</td>
</tr>
<tr>
<td>Caballero, Lynette</td>
<td>EDUCATION ESOL</td>
<td>MA in Teaching English as a Second Language, Universidad Interamericana, Puerto Rico, 1980</td>
</tr>
<tr>
<td>Caballero, Rafael</td>
<td>GUIDANCE AND COUNSELING</td>
<td>MS in Education in Guidance &amp; Counseling, Brooklyn College, NY, 1993</td>
</tr>
<tr>
<td>Calcaño, José</td>
<td>STATISTICS</td>
<td>MS in Statistics, Iowa State University, 1983</td>
</tr>
<tr>
<td>Camacho, Cristina</td>
<td>ESOL</td>
<td>M Ed in Teaching English as a Second Language, Universidad del Turabo FL, 2005</td>
</tr>
<tr>
<td>Camacho, Evelinda</td>
<td>NURSING</td>
<td>MS in Nursing, University of Phoenix, 2006</td>
</tr>
<tr>
<td>Cardona, Lucette</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Universidad Interamericana, Puerto Rico, 2005</td>
</tr>
<tr>
<td>Castro, Ricardo</td>
<td>MARKETING</td>
<td>MBA in Marketing, University of Phoenix, Puerto Rico, 2001</td>
</tr>
<tr>
<td>Ceglia, Anthony</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Pontificia, Universidad Católica de Ponce, PR 2006</td>
</tr>
<tr>
<td>Cestero, Jessica</td>
<td>MANAGEMENT</td>
<td>MBA University of Phoenix, FL, 2002</td>
</tr>
<tr>
<td>Chittenden, Harold</td>
<td>MANAGEMENT</td>
<td>MA in Organizational Management, University of Phoenix, 2006</td>
</tr>
<tr>
<td>Colón, Nora</td>
<td>EDUCATION</td>
<td>Educational Specialist in Bilingual and Bicultural Education, Seton Hall University, New Jersey, 1997</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
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<tr>
<td>Coriano, Jorge</td>
<td>MANAGEMENT</td>
<td>MBA in Management, Universidad Metropolitana, FL., 2008</td>
</tr>
<tr>
<td>Cravener, Marilyn</td>
<td>ACCOUNTING</td>
<td>Master of Accounting and Financial Management, De Vry University, FL 2008</td>
</tr>
<tr>
<td>Cubero, María</td>
<td>OTEM</td>
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| Ortolaza, Ricardo | EDUCATION    | Doctor of Education in Curriculum and Instruction, Argosy University, FL, 2005  
Educational Specialist in Curriculum and Instruction Argosy University, FL 2004  
M Ed in Teaching English as a Foreign Language, Pontificia Universidad Católica de PR, 2000 |
| Otero, José L.    | NURSING      | MS in Nursing, Universidad de PR 1991  
M Ed in Teaching English as a Second Language (ESOL) Universidad del Turabo, FL, 2005 |
| Pabón, Mireya     | ESOL         | Doctorate of Education in Counseling and Guidance, Universidad Interamericana, PR, 1994  
MPA, Universidad de Puerto Rico, 1982 |
| Pacheco, Magaly   | EDUCATION    | Juris Doctor, Universidad de Puerto Rico, School of Law, PR, 1986  
Doctorate in Science Business Economics Universidad Latinoamericana de Ciencia y Tecnología, Costa Rica, 2010  
MPA, Non-Profit Management De Vry University, FL 2005  
MS in Administration and Supervision, University of Bridgeport, 1979  
MS in Teaching English to Speakers of Other Languages (TESOL), Nova Southeastern University, 2002  
Ph.D. in American Literature, New York University, NY, 1970  
MA in English, Fordham University, NY, 1962  
M Ed in Administration and Supervision, Pontifical Catholic University, PR 1984 |
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<td>Master of Science, Educational Leadership. Nova University, 1999</td>
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<td>Pereira, Michael</td>
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<td>MBA in Leadership and Strategies Management, Metropolitan University, Miramar, FL, 2010</td>
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<td>CRIMINAL JUSTICE, MANAGEMENT</td>
<td>Juris Doctor, Loyola University New Orleans, 2002</td>
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<td>Ponzi-Kay, Marylou</td>
<td>HUMANITIES</td>
<td>MA in Humanities Interdisciplinary. University at Buffalo, NY, 1979</td>
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<td>Master of Arts in Spanish. The University of Iowa, IA, 1974</td>
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<td>Porta, Saidi</td>
<td>MANAGEMENT</td>
<td>MBA in Management, Nova Southeastern University, FL 2004</td>
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<td>Quintero, Vielka I.</td>
<td>MANAGEMENT</td>
<td>MBA in Management, Kaplan University, FL, 2008</td>
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<td>Ramírez, Luis David</td>
<td>MANAGEMENT</td>
<td>MBA in Management, University of South Carolina, SC, 1993</td>
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<td>Ramos, Ivanisse</td>
<td>EDUCATION</td>
<td>M Ed in Interdisciplinary Studies, National Louis University, MO 2003</td>
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<td>Recio, Edward</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Georgetown University Washington DC, 1992</td>
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<td>Rivera, Jimmy</td>
<td>FINANCE</td>
<td>MBA in Finance Inter-American University of Puerto Rico, 2010</td>
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<td>Rivera-Noble, Angie</td>
<td>ESOL</td>
<td>Master Health Services Administration, University of PR, 1989</td>
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<td>Rizo, Axel</td>
<td>BUSINESS ADMINISTRATION</td>
<td>MBA in Public Health Education, Universidad de Puerto Rico, PR, 1975</td>
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<td>Rodríguez, Carmen Gloria</td>
<td>PUBLIC HEALTH</td>
<td>Master of Social Work, Barry University, FL, 2001</td>
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<td>Rodríguez, Martha</td>
<td>SOCIAL SCIENCES</td>
<td>MS in Agricultural Education, Oklahoma State University, 1988</td>
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<td>Rodríguez, Otto</td>
<td>EDUCATION</td>
<td>MS in Teaching English to Speakers of other Languages (TESOL), Nova Southeastern University, FL, 2000</td>
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<td>Rondón, Ramón</td>
<td>MANAGEMENT</td>
<td>MBA in Management, St. Thomas University, FL 2003</td>
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<td>Ruíz Garcia, María Elena</td>
<td>EDUCATION</td>
<td>MS in Mathematics Education, Nova Southeastern University, FL, 2006</td>
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<td>Salme, David J.</td>
<td>MATHEMATICS</td>
<td>MS in Elementary Education, Nova Southeastern University, FL.,1987</td>
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<td>Sánchez, Isabel</td>
<td>ELEMENTARY EDUCATION</td>
<td>Doctor of Education in Instructional Technology and Distance Education, Nova Southeastern University, FL., 2006</td>
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<td>MBA in Management, Universidad del Turabo, PR, 1987</td>
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<td>TECHNOLOGY</td>
<td>(Over 18 Credit Hours in Educational Research at the Doctorate Level)</td>
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<td>Sevillano, María C.</td>
<td>MANAGEMENT</td>
<td>MBA in Management, Nova Southeastern University, FL.,1987</td>
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<td>Shmuels, Diego E.</td>
<td>NURSING</td>
<td>MS in Nursing, AIUB, Brooklyn NY 2007</td>
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| Simón, Pablo            | HISTORY ACCOUNTING MANAGEMENT | MA in History, University of Miami, FL., 2005  
<p>|                         |                      | MBA of Professional Accounting, University of Miami, FL., 1992                                                |
|                         |                      | MS in Management, FL International University, FL 1981                                                        |
| Slutz, David            | ELEMENTARY EDUCATION READING | M Ed in Curriculum and Instruction: Reading Grand Canyon University, CO, 2008                                   |
| Soriano, Larry Henry    | PUBLIC ADMINISTRATION | Master of Public Administration, The University of Oklahoma, OK 1994                                           |
|                         |                      | Certified Pharmacy Technician, Everest Institute, Miami, FL, 2004                                               |
| Tomecek, Karl           | MANAGEMENT           | MBA in Management, Nova Southeastern University, FL, 2004                                                       |
| Torres, Alejandro       | PSYCHOLOGY COUNSELING | Master of Psychology in Marriage and Family Counseling Carlos Albizu University-Miami-2000                  |
|                         |                      | MBA Universidad del Este, Miramar-FL-2010                                                                        |
| Troche, Sonia           | PSYCHOLOGY COUNSELING | Doctor of Philosophy in Industrial Organizational Psychology, Pontificia Universidad Católica de Puerto Rico, PR, 2009 |
|                         |                      | M Ed in Guidance and Counseling, Pontificia Universidad Católica de Puerto Rico, PR, 1996                      |
| Túa, Olga Vanessa       | HUMAN RESOURCES      | MBA in Human Resources Universidad Metropolitana, PR, 2003                                                       |
| Tudela, María Elena     | SPANISH              | MS in Spanish Language Education, Nova Southeastern University, FL, 2008                                        |
|                         |                      | Doctor of Psychology in Clinical Psychology, Carlos Albizu University, FL, 2003                                |
| Val Court-Rodríguez, María L. | PSYCHOLOGY              | MS in Clinical Psychology, Carlos Albizu University, FL, 2001                                                  |</p>
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<td>Varela, Alfredo</td>
<td>COMMUNICATION</td>
<td>MA in Communication Sciences, Michigan State University, MI 1979</td>
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<td>Vásquez, José</td>
<td>COMPUTERS</td>
<td>Master of Software Engineering, Embry Riddle Aeronautical University, FL 1996</td>
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<td>Vázquez, Elizabeth</td>
<td>ENGLISH</td>
<td>Master in ESOL, University of Phoenix, PR. 2006</td>
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<td>Vega, Arturo</td>
<td>SPANISH</td>
<td>Master of Spanish Literature and Cultures, Universidad de Salamanca, Spain, 2001</td>
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<td>Vélez, Gustavo</td>
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<td>MS in Nursing, Florida Atlantic University, Florida, 2011</td>
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<td>COMPUTER SCIENCES</td>
<td>MS in Information Technology, Capella University, MN, 2007</td>
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<td>Wise, Leonel F.</td>
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<td>MBA in Management, Kaplan University, FL 2008</td>
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<td>COMPUTERS</td>
<td>M Ed Technology, National University of CA 2003</td>
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<td>Acosta, Glenda</td>
<td>CRIMINAL JUSTICE</td>
<td>Masters In Criminal Justice, Capella University 2009</td>
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<td>Arroyo, Juan E.</td>
<td>HUMAN RESOURCES</td>
<td>MA In Labor Relations, Inter American University, PR 2006</td>
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<td>Bolívar, Marga</td>
<td>STATISTICS MATH</td>
<td>MS Degree In Engineering Management, University Of South FL, 2004</td>
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<td>Cádiz, Yvonne R.</td>
<td>ENGLISH</td>
<td>MA Degree TESOL, New York University, 1984</td>
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<td>Carbajal, Florence</td>
<td>ENGLISH</td>
<td>M Ed in ESOL At Ana G. Méndez University, Orlando FL 2010</td>
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<td>Castro Sánchez, Jesús, Dr.</td>
<td>PSYCHOLOGY</td>
<td>Doctor of Psychology Argosy University Tampa, FL 2012</td>
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<td>Colón, Charlie</td>
<td>MANAGEMENT</td>
<td>MA Clinical Psychology, Argosy University, 2009</td>
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<td>Centeno Rivera, Sorania</td>
<td>MANAGEMENT</td>
<td>MA in Global Sustainability, University of South Florida, Tampa FL 2012</td>
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<td>Cruz Matos, David</td>
<td>ACCOUNTING</td>
<td>MBA In Taxing, Nova Southeastern University, 2003</td>
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<td>Cruz-Monge, Verónica</td>
<td>ENGLISH</td>
<td>M Ed in English Curriculum, Caribbean University</td>
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<tr>
<td>Cruz Tovar, Andrea</td>
<td>CHEMISTRY/ COMPUTER</td>
<td>Master Of Computers Applied To Chemical Engineering, Instituto Sarria, Barcelona, España 1988</td>
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<tr>
<td>De Jesús, Edwin</td>
<td>GUIDANCE AND COUNSELING</td>
<td>MA in Guidance And Counseling, Universidad Del Turabo, 2010</td>
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<td>Engel, Luz</td>
<td>SPANISH</td>
<td>MA in Education Major Language Arts, Carrosha, WI 2003</td>
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<td>Fret, Juan</td>
<td>ACCOUNTING</td>
<td>MBA Major in Accounting Interamerican Univ. 1980</td>
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<td>Fuentes Jaimán, Rafael</td>
<td>PSYCHOLOGY</td>
<td>MS in Human Services Springfield College, 2006</td>
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<td>Galletti, Alexandra</td>
<td>PSYCHOLOGY</td>
<td>MS in Educational Psychology, Capella University 2007</td>
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<td>García Laza, Alberto, Dr.</td>
<td>PSYCHOLOGY</td>
<td>Doctor Of Psychology, New York University 1980</td>
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<td>Goodley, Elia</td>
<td>MANAGEMENT</td>
<td>MBA Tampa College 12/1987</td>
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<td>Hernández, Adriana</td>
<td>MATHEMATICS</td>
<td>MS In Industrial Engineering &amp; Management University of South Florida, 1994</td>
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<td>Herrera, Manuel J.</td>
<td>COMPUTER INFORMATION SYSTEMS</td>
<td>MBA Bowling Green University, OH 1984</td>
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<td>Hued, Mauricio</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Florida State University 2001</td>
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<td>Jiménez Gómez, Amilcar</td>
<td>MARKETING</td>
<td>MBA, Interamerican University of Puerto Rico, 1999</td>
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<td>Landrón, Martha Lucía</td>
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<td>MA in Spanish Language, Universidad De León, León, España 2009</td>
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<td>Lugo, Orlando</td>
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<td>Masters In Project Management Keller Graduate School Of Management 2000</td>
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<td>Martínez, Janny</td>
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<td>M Ed, University Of Cienfuegos 2001</td>
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<td>Maurer, Indira Enlil</td>
<td>SCIENCES NURSING</td>
<td>MS In Nursing Family Nurse Practitioner and Healthcare Leadership, Clarkson College, Omaha, NE 2010</td>
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<td>Meléndez, Elsa Enid</td>
<td>SOCIOLOGY</td>
<td>Juris Doctor, Pontificia Universidad Católica, Ponce, PR 2005.</td>
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<td>CRIMINOLOGY</td>
<td>Doctor Of Ministry, Life Change University, Tampa, 2012</td>
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<td>Oberhausen, Adriana</td>
<td>PSYCHOLOGY</td>
<td>MA in Mental Health, Argosy University 2005</td>
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<td>Ocasio Pérez, Lissette</td>
<td>ACCOUNTING</td>
<td>MBA in Accounting, Universidad Metropolitana, Tampa, FL 2012</td>
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<td>Ortiz Torres, Irma</td>
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<td>M Ed in Curriculum/Instruction Grand Canyon University, 2006</td>
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<td>Paneque, Yudiely</td>
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<td>MA Spanish Literature and Linguistics</td>
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<td>Master Of Educational Leadership And Master Of Educational Counseling, U Of South Florida 2009, NW State University, 2003</td>
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<td>Rivera, Janet</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Interamerican University Law School, 1997</td>
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<td>Rodríguez, María C.</td>
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<td>MBA, Human Resources, University Of Phoenix, 2008</td>
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<td>Román Delgado, Elizabeth</td>
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<td>Juris Doctor, Interamerican University, PR, 1997</td>
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<td>Ruíz, Lydia Isabel</td>
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<td>MA in Spanish, University Of Northern Iowa, Cedar Falls, IA 1971.</td>
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<td>Ruiz, Mercedes Doris</td>
<td>EDUCATION</td>
<td>MBA Global Management University Of Phoenix, 2002</td>
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<td>MBA In Business Administration In Global Management 2004.</td>
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<td>PH, D. In Educational Specialist Capella University, 2010</td>
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<td>Sánchez, Diane L.</td>
<td>SCIENCES NURSING</td>
<td>MS In Nursing, Nurse Practitioner, St Louis University, St. Louis, MO 2001</td>
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<td>Sánchez Aliakbarian, Diane</td>
<td>ENGLISH</td>
<td>M Ed, Major Curriculum and Instruction Specialization In TESOL University Of Florida 2005</td>
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<td>Santiago Rivera, Laura M.</td>
<td>INTERNATIONAL BUSINESS</td>
<td>MBA in International Business University Of Florida, 2010</td>
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<td>Seda, Juan</td>
<td>MANAGEMENT</td>
<td>MBA, Management University Of Phoenix, 1996</td>
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<td>Stevens, Monique</td>
<td>SPANISH</td>
<td>MA in Spanish Linguistics University Of Illinois, 1993</td>
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<td>Súarez, George, Dr.</td>
<td>MANAGEMENT</td>
<td>Doctor Of Education Educational Leadership, Nova Southeastern,</td>
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<td>MA in Personnel Management Webster University, St Louis, MO</td>
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<td>Sutton, Thomas L.</td>
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<td>MA in Spanish, MBA in Finance</td>
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<td>Torres, Edgar</td>
<td>COMPUTER</td>
<td>MBA Major In Information System Nova Southeastern University 2007</td>
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<td>Trinidad, Nelson</td>
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<td>Valedón, Joan Veronika</td>
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<td>Juris Doctor University Of Florida, 2002</td>
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<td>Valenzuela, Dante</td>
<td>ENGLISH</td>
<td>Masters Of Education Leadership Administration, University Of Illinois, 1997</td>
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<td>Vanga III, Pedro</td>
<td>FINANCE MANAGEMENT</td>
<td>MBA in Management and Finance, University Of Puerto Rico, Mayaguez, PR. 2000</td>
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<td>Vázquez Matos, Alberto Dr.</td>
<td>EDUCATION</td>
<td>Doctor Of Education in School Leadership And Teaching, Walden University 2011</td>
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<td>Velarde, Einar José</td>
<td>ECONOMICS</td>
<td>MA In International Relations, Graduated Certificate In Economics, St Mary’s University, San Antonio, TX 1987</td>
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<td>Ventura, Anneris</td>
<td>GUIDANCE AND COUNSELING</td>
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<td>Villafañe, Jeshilma</td>
<td>EDUCATION SPANISH</td>
<td>MA in Elementary Educational and Curriculum, University Of South Florida, Tampa, FL 2011</td>
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<tr>
<td>Zayas Santiago, Carla</td>
<td>SPANISH</td>
<td>MA in Arts Major In Spanish, University Of South Florida, 2010</td>
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</table>
PHYSICAL FACILITIES

The Metro Orlando Campus is located at 5601 South Semoran Boulevard, Orlando, Florida. The campus has 21 classrooms, 1 pharmacy lab, 1 nursing lab, 1 computer lab, 1 language lab, 1 library, administration offices, a conference room, in addition to a student and a faculty lounge. Parking space is available for students and administration.

The South Florida Campus is located at 3520 Enterprise Way, Miramar, Florida. The Campus has 13 classrooms, two nursing labs, 1 computer lab, 1 language lab, 1 library, administration offices, a conference room, in addition to a student and faculty lounge. Parking space is available for students and the administration.

The Tampa Bay Campus is located at 3655 West Waters Ave. Tampa, Florida. The Campus has 8 classrooms, 1 language lab, 1 pharmacy lab, 1 nursing lab, 1 library, administration offices, in addition to a student and faculty lounge. Also, a parking area is available for students and the administration.

CAMPUSES ADDRESS AND TELEPHONE NUMBERS:

METRO ORLANDO CAMPUS
Physical address: 5601 South Semoran Blvd., Suite # 55, Orlando, FL 32822
Mailing address: P. O. Box 574998, Orlando, FL 32857-4998
Phone: 1-888-ESTUDIA / 407-207-3363
Fax: 407-207-3373
Website: www.suagm.edu/florida

SOUTH FLORIDA CAMPUS
Physical address: 3520 Enterprise Way, Miramar, Florida 33025
Mailing address: PO Box 278740, Miramar, FL 33027-8740
Phone: 1-888-ESTUDIA / (954) 885-5595
Fax: (954) 885-5861
Website: www.suagm.edu/florida
TAMPA BAY CAMPUS

Physical address: 3655 West Waters Ave. Tampa, Florida 33614

Mailing Address: 3655 West Waters Ave. Tampa, Florida 33614

Phone: 1-888-ESTUDIA / (813) 932-7500

Fax: (813) 932-7527

Website: www.suagm.edu/florida
### ACADEMIC CALENDAR

#### FIRST SEMESTER 2014

<table>
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<th>ACTIVITIES</th>
<th>E12 SEPTEMBER 1 TO OCTOBER 5, 2013</th>
<th>E13 OCTOBER 6 TO NOVEMBER 9, 2013</th>
<th>E14** NOVEMBER 10 TO DECEMBER 21, 2013</th>
<th>E08 SEPTEMBER 1 TO OCTOBER 26, 2013</th>
<th>E09 OCTOBER 27 TO DECEMBER 21, 2013</th>
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<td>Classes Begin</td>
<td>September 1, 2013</td>
<td>October 6, 2013</td>
<td>November 10, 2013</td>
<td>September 1, 2013</td>
<td>October 27, 2013</td>
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<td>Withdrawal with partial return (WP, WT)</td>
<td>September 1 to 3, 2013</td>
<td>October 6 to 8, 2013</td>
<td>November 10 to 12, 2013</td>
<td>September 1 to 5, 2013</td>
<td>October 27 to 31, 2013</td>
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<td>Last day to request graduation for students who complete requirements on</td>
<td>October 31, 2013</td>
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<td>December 2013</td>
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<td>Last day for Students to Remove Incompletes and/or Grade Change</td>
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<td>Request from Second Semester and Summer</td>
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<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>October 7, 2013</td>
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<td>Official Census Rosters to Facilitators (No Show)</td>
<td>September 15 to 21, 2013</td>
<td>October 20 to 26, 2013</td>
<td>December 1 to 7, 2013</td>
<td>September 22 to 28, 2013</td>
<td>November 17 to 23, 2013</td>
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<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>September 27, 2013</td>
<td>November 1, 2013</td>
<td>December 13, 2013</td>
<td>October 4, 2013</td>
<td>December 2, 2013</td>
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<td>Last Week of Classes</td>
<td>September 29 to October 5, 2013</td>
<td>November 3 to 9, 2013</td>
<td>December 15 to 21, 2013</td>
<td>October 20 to 26, 2013</td>
<td>December 15 to 21, 2013</td>
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<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>October 8, 2013</td>
<td>November 12, 2013</td>
<td>December 23, 2013</td>
<td>October 29, 2013</td>
<td>December 23, 2013</td>
</tr>
</tbody>
</table>

**Thanksgiving Break – From November 24 to 30, 2013. This Recess only applies for five week courses (PT E14).**

- **DC** = Drop course
- **AW** = Administrative Withdrawal
- **WP** = Partial Withdrawal with adjustment to Financial Aid (Title IV)
- **WT** = Total Withdrawal with adjustment to Financial Aid (Title IV)
- **WC** = Partial Withdrawal without adjustment
- **WE** = Total Withdrawal without adjustment
- **NP** = Not attending courses
- **NT** = Not attending all courses enrolled
## ACADEMIC CALENDAR

### SECOND SEMESTER 201402

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12</th>
<th>E13</th>
<th>E14**</th>
<th>E08</th>
<th>E09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last day to request graduation for students who complete requirements on May 2014</strong></td>
<td>March 8, 2014</td>
<td>March 8, 2014</td>
<td>March 8, 2014</td>
<td>March 8, 2014</td>
<td></td>
</tr>
<tr>
<td><strong>Official Census Rosters to Facilitators (No Show)</strong></td>
<td>January 26 to February 1, 2014</td>
<td>March 2 to 8, 2014</td>
<td>April 6 to 12, 2014</td>
<td>January 26 to February 1, 2014</td>
<td>March 23 to 29, 2014</td>
</tr>
<tr>
<td><strong>Census Rosters Due at Registrar’s Office</strong></td>
<td>February 4, 2014</td>
<td>March 11, 2014</td>
<td>April 22, 2014</td>
<td>February 4, 2014</td>
<td>April 1, 2014</td>
</tr>
<tr>
<td><strong>Last day for:</strong></td>
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</tr>
<tr>
<td><strong>Total Withdrawal</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Last Week of Classes</strong></td>
<td>February 16 to 22, 2014</td>
<td>March 23 to 29, 2014</td>
<td>May 4 to 10, 2014</td>
<td>March 9 to 15, 2014</td>
<td>May 4 to 10, 2014</td>
</tr>
<tr>
<td><strong>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</strong></td>
<td>February 25, 2014</td>
<td>April 1, 2014</td>
<td>May 13, 2014</td>
<td>March 18, 2014</td>
<td>May 13, 2014</td>
</tr>
</tbody>
</table>

**Spring Break – From April 14 to 20, 2014. This Recess only applies for five week courses (PT E14).**
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PT E12</th>
<th>PT E13</th>
<th>PT E14</th>
<th>E08</th>
<th>E09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to request graduation for students who complete requirements during Summer 2014</td>
<td>July 12, 2014</td>
<td>July 12, 2014</td>
<td>July 12, 2014</td>
<td>July 12, 2014</td>
<td>July 12, 2014</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>May 27, 2014</td>
<td>July 1, 2014</td>
<td>August 12, 2014</td>
<td>May 27, 2014</td>
<td>July 22, 2014</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>June 8 to 14, 2014</td>
<td>July 13 to 19, 2014</td>
<td>August 24 to 30, 2014</td>
<td>June 29 to July 5, 2014</td>
<td>August 24 to 30, 2014</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>June 17, 2014</td>
<td>July 22, 2014</td>
<td>September 2, 2014</td>
<td>July 8, 2014</td>
<td>September 2, 2014</td>
</tr>
</tbody>
</table>
## SISTEMA UNIVERSITARIO ANA G MENDEZ
### FLORIDA CAMPUSES
## NURSING/PHARMACY ACADEMIC CALENDAR
### FIRST SEMESTER 201401

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E10 – Nursing Courses (10 weeks)</th>
<th>E11 – Nursing Courses (10 weeks) **</th>
<th>E15 – Nursing/Pharmacy Courses (15 weeks) **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day for Registration</td>
<td>SEPTEMBER 1 TO NOVEMBER 9, 2013</td>
<td>OCTOBER 6 TO DECEMBER 21, 2013</td>
<td>SEPTEMBER 1 TO DECEMBER 21, 2013</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 30, 2013</td>
<td>October 4, 2013</td>
<td>August 30, 2013</td>
</tr>
<tr>
<td>Drop/Add Process (DC, AW)</td>
<td>Before September 1, 2013</td>
<td>Before October 6, 2013</td>
<td>September 1, 2013</td>
</tr>
<tr>
<td>Withdrawal with partial return (WP, WT)</td>
<td>September 1 to 7, 2013</td>
<td>October 6 to 12, 2013</td>
<td>September 1 to 14, 2013</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on December 2013</td>
<td>October 31, 2013</td>
<td>October 31, 2013</td>
<td>October 31, 2013</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201302, 201303 &amp; 201400</td>
<td>October 1, 2013</td>
<td>October 1, 2013</td>
<td>October 1, 2013</td>
</tr>
<tr>
<td>Last day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>October 7, 2013</td>
<td>October 7, 2013</td>
<td>October 7, 2013</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (No Show)</td>
<td>September 22 to 28, 2013</td>
<td>October 27 to November 2, 2013</td>
<td>October 6 to 12, 2013</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>October 1, 2013</td>
<td>November 5, 2013</td>
<td>October 15, 2013</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>October 4, 2013</td>
<td>November 8, 2013</td>
<td>October 18, 2013</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (WC) Total Withdrawal (WT)</td>
<td>November 9, 2013</td>
<td>December 21, 2013</td>
<td>December 21, 2013</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>November 3 to 9, 2013</td>
<td>December 15 to 21, 2013</td>
<td>December 15 to 21, 2013</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>November 12, 2013</td>
<td>December 23, 2013</td>
<td>December 23, 2013</td>
</tr>
</tbody>
</table>

**Thanksgiving Break-From November 24 thru 30, 2013**

DC = Drop course
AW = Administrative Withdrawal
WP = Partial Withdrawal with adjustment to Financial Aid (Title IV)
WT = Total Withdrawal with adjustment to Financial Aid (Title IV)
WC = Partial Withdrawal without adjustment
WE = Total Withdrawal without adjustment
NP = Not attending courses
NT = Not attending all courses enrolled
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E10 – Nursing Courses (10 weeks)</th>
<th>E11 – Nursing Courses (10 weeks)**</th>
<th>E15 – Nursing/Pharmacy Courses (15 weeks)**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JANUARY 19 TO MARCH 29, 2014</td>
<td>FEBRUARY 23 TO MAY 10, 2014</td>
<td>JANUARY 19 TO MAY 10, 2014</td>
</tr>
<tr>
<td>Withdrawal with partial return</td>
<td>January 19 to 25, 2014</td>
<td>February 23 to March 1, 2014</td>
<td>January 19 to February 1, 2014</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on May 2014</td>
<td>March 8, 2014</td>
<td>March 8, 2014</td>
<td>March 8, 2014</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (No Show)</td>
<td>January 26 to February 1, 2014</td>
<td>March 2 to 8, 2014</td>
<td>February 23 to March 1, 2014</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>March 23 to 29, 2014</td>
<td>May 4 to 10, 2014</td>
<td>May 4 to 10, 2014</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>April 1, 2014</td>
<td>May 13, 2014</td>
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</tr>
</tbody>
</table>

**Spring Break – From April 14 thru 20, 2014**
## SISTEMA UNIVERSITARIO ANA G MENDEZ
### FLORIDA CAMPUSES
#### NURSING/PHARMACY ACADEMIC CALENDAR
##### SUMMER SEMESTER 201413-201500

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E10 – Nursing Courses (10 weeks)</th>
<th>E11 – Nursing Courses (10 weeks)</th>
<th>E15 – Nursing/Pharmacy Courses (15 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAY 11 TO JULY 19, 2014</strong></td>
<td><strong>JUNE 15 TO AUGUST 30, 2014</strong></td>
<td><strong>MAY 11 TO AUGUST 30, 2014</strong></td>
<td></td>
</tr>
<tr>
<td>Last Day for Registration</td>
<td>May 9, 2014</td>
<td>June 13, 2014</td>
<td>May 9, 2014</td>
</tr>
<tr>
<td>Withdrawal with partial return</td>
<td>May 11 to 17, 2014</td>
<td>June 15 to 21, 2014</td>
<td>May 11 to 24, 2014</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements during Summer 2014</td>
<td>July 12, 2014</td>
<td>July 12, 2014</td>
<td>July 12, 2014</td>
</tr>
<tr>
<td>Official Census Rosters o Facilitators (No Show)</td>
<td>May 18 to 24, 2014</td>
<td>June 22 to 28, 2014</td>
<td>June 15 to 21, 2014</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>May 27, 2014</td>
<td>July 1, 2014</td>
<td>June 24, 2014</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal</td>
<td>July 19, 2014</td>
<td>August 30, 2014</td>
<td>August 30, 2014</td>
</tr>
<tr>
<td>Total Withdrawal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>July 13 to 19, 2014</td>
<td>August 24 to 30, 2014</td>
<td>August 24 to 30, 2014</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>July 22, 2014</td>
<td>September 02, 2014</td>
<td>September 02, 2014</td>
</tr>
</tbody>
</table>
## SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
### FLORIDA CAMPUSES

### DAYTIME ACADEMIC CALENDAR
#### FIRST SEMESTER 201401

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E16</th>
<th>E17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Day for Registration</strong></td>
<td>August 30, 2013</td>
<td>October 25, 2013</td>
</tr>
<tr>
<td><strong>Classes Begin</strong></td>
<td>September 1, 2013</td>
<td>October 27, 2013</td>
</tr>
<tr>
<td><strong>Drop/Add Process (DC, AW)</strong></td>
<td>Before September 1, 2013</td>
<td>Before October 27, 2013</td>
</tr>
<tr>
<td><strong>Withdrawal with partial return (WP)</strong></td>
<td>September 1 to 5, 2013</td>
<td>October 27 to 31, 2013</td>
</tr>
<tr>
<td><strong>Last day to request graduation for students who complete requirements on December 2013</strong></td>
<td>October 31, 2013</td>
<td>October 31, 2013</td>
</tr>
<tr>
<td><strong>Last day for Students to Remove Incompletes and/or Grade Change Request from Second Semester and Summer</strong></td>
<td>September 18, 2013</td>
<td>September 18, 2013</td>
</tr>
<tr>
<td><strong>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</strong></td>
<td>September 23, 2013</td>
<td>September 23, 2013</td>
</tr>
<tr>
<td><strong>Official Census Rosters to Facilitators (No Show)</strong></td>
<td>September 22 to 28, 2013</td>
<td>November 17 to 23, 2013</td>
</tr>
<tr>
<td><strong>Census Rosters Due at Registrar’s Office</strong></td>
<td>September 18, 2013</td>
<td>November 26, 2013</td>
</tr>
<tr>
<td><strong>Last day for students to claim courses reported as Not Attending “NP”</strong></td>
<td>October 4, 2013</td>
<td>December 2, 2013</td>
</tr>
<tr>
<td><strong>Last day for: Partial Withdrawal (WC) Total Withdrawal (WT)</strong></td>
<td>October 26, 2013</td>
<td>December 21, 2013</td>
</tr>
<tr>
<td><strong>Last Week of Classes</strong></td>
<td>October 20 to 26, 2013</td>
<td>December 15 to 21, 2013</td>
</tr>
<tr>
<td><strong>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</strong></td>
<td>October 29, 2013</td>
<td>December 23, 2013</td>
</tr>
</tbody>
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### DAYTIME ACADEMIC CALENDAR
#### SECOND SEMESTER 201402

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E16</th>
<th>E17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY 19 TO MARCH 15, 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Last Day for Registration</strong></td>
<td>January 17, 2014</td>
<td>March 14, 2014</td>
</tr>
<tr>
<td><strong>Classes Begin</strong></td>
<td>January 19, 2014</td>
<td>March 16, 2014</td>
</tr>
<tr>
<td><strong>Drop/Add Process</strong></td>
<td>Before January 19, 2014</td>
<td>Before March 16, 2014</td>
</tr>
<tr>
<td><strong>Withdrawal with partial return</strong></td>
<td>January 19 to 23, 2014</td>
<td>March 16 to 20, 2014</td>
</tr>
<tr>
<td><strong>March 8, 2014</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Last day to request graduation for students who complete requirements on May 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Last day for Students to Remove Incompletes and/or Grade Change Request from 201401</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>February 12, 2014</strong></td>
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<td><strong>February 12, 2014</strong></td>
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<td><strong>February 17, 2014</strong></td>
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<td>April 1, 2014</td>
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<td><strong>March 15, 2014</strong></td>
<td></td>
<td>May 10, 2014</td>
</tr>
<tr>
<td><strong>May 4 to 10, 2014</strong></td>
<td></td>
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<tr>
<td><strong>March 18, 2014</strong></td>
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**Spring Break – From April 14 to 20, 2014. This Recess only applies for five week courses (PT E14).**
### SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
### FLORIDA CAMPUSES

#### DAYTIME ACADEMIC CALENDAR
#### SUMMER SEMESTER 2014-2015

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<tr>
<th>ACTIVITIES</th>
<th>E16</th>
<th>E17</th>
</tr>
</thead>
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<tr>
<td><strong>Last Day for Registration</strong></td>
<td>May 9, 2014</td>
<td>July 3, 2014</td>
</tr>
<tr>
<td><strong>Classes Begin</strong></td>
<td>May 11, 2014</td>
<td>July 6, 2014</td>
</tr>
<tr>
<td><strong>Drop/Add Process</strong></td>
<td>Before May 11, 2014</td>
<td>Before July 6, 2014</td>
</tr>
<tr>
<td><strong>Withdrawal with partial return</strong></td>
<td>May 11 to 15, 2014</td>
<td>July 6 to 10, 2014</td>
</tr>
<tr>
<td><strong>Last day to request graduation for students who complete</strong></td>
<td>July 12, 2014</td>
<td>July 12, 2014</td>
</tr>
<tr>
<td><strong>Official Census Rosters to Facilitators (No Show)</strong></td>
<td>May 18 to 24, 2014</td>
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<tr>
<td><strong>Census Rosters Due at Registrar's Office</strong></td>
<td>June 10, 2014</td>
<td>August 5, 2014</td>
</tr>
<tr>
<td><strong>Last day for:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Partial Withdrawal</strong></td>
<td>July 5, 2014</td>
<td>August 30, 2014</td>
</tr>
<tr>
<td><strong>Total Withdrawal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Last Week of Classes</strong></td>
<td>June 29 to July 5, 2014</td>
<td>August 24 to 30, 2014</td>
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<td>July 8, 2014</td>
<td>September 2, 2014</td>
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</table>
STUDENTS ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

ADMISSIONS

UNDERGRADUATE GENERAL ADMISSION

GENERAL REQUIREMENTS FOR ADMISSION

1. The applicant must have a minimum of 12 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. The applicant must be 21 years of age or older.
3. The applicant must have 2 years of work experience.

Applicants that do not meet one or more of the above-mentioned requirements can apply for admission as a regular student. They will be interviewed by the Campus Director (or his designated representative). The Director or his authorized representative will determine if the applicant can be admitted in the regular accelerated format, conditioned upon enrolling in the Puente support services program. This program is designed specifically to help the applicant acquire the needed skills to be successful in the regular accelerated program.

All students enrolled in this program will take up to 25 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 16 credits of language courses and 9 credits in general education courses that may include 3 credits in Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University Life.

UNDERGRADUATE GENERAL ADMISSION DAYTIME PROGRAM

ADMISSION REQUIREMENTS

Students applying for the regular undergraduate program must meet the following requirements:

1. High School Graduation Diploma or its equivalent (GED)

Additional requirements may apply to specific academic programs including but not limited to High School GPA.
ADMISSIONS PROCESS – ALL APPLICANTS ARE REQUIRED TO:

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

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

- Evidence of previous credits, courses or studies documenting graduation from secondary school
- a General Education Diploma (GED) or other diploma or graduation document
- certification prepared by a secondary institution or appropriate government agency, board, etc. confirming completion of secondary school or equivalent
- grade report

Applicants should present one or more of the original documents to the authorized institutional officer. The officer shall examine the document(s) to corroborate, in his best judgment, that it is original and has no visible alterations. If the applicant cannot leave the original document for his admission record, the officer will make a copy and certify with his initials that it is a copy from the original.

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

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

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

## GRADUATE GENERAL ADMISSION

### GENERAL REQUIREMENTS FOR ADMISSION

1. The applicant must be 21 years of age or older.
2. The applicant must provide evidence for 2 years of work experience.
3. The applicant must have a bachelor’s degree with a minimum GPA of 2.75 or 2.75 in the last 60 credits.
4. The applicant must submit 3 recommendation letters (students who have bachelor’s degree from any of the SUAGM campuses in the continental US will be exempt from this requirement).
5. The applicant must participate in the admission interview.

### ADMISSIONS PROCESS – ALL APPLICANTS ARE REQUIRED TO:

1. Attend an orientation session where the structure, policies, and procedures of the programs offered are discussed.
2. Submit an admissions application.
3. Submit academic evidence from degree earned at the university where the bachelor’s degree was awarded.
4. Submit 3 recommendation letters from employers or supervisors. A form letter is provided.
5. Participate in the admission interview.
6. Take the English and Spanish Language Placement and Assessment Tests.
SPECIFIC REQUIREMENTS FOR EACH PROGRAM

Students must contact the Associate Registrar, Director of Integrated Services or Integrated Services Officer for specific requirements that the chosen program may have. Students must attend the orientation 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 Monday through Friday, evening sessions from 6:00pm - 10:00pm. On Saturday, classes are from 8:00am - 12:00pm and 1:00pm – 5:00pm, and Sunday from 1:00pm -5:00pm.

A total of 9 five-week sessions and 6 eight-week sessions are offered throughout the academic year. The students will require a minimum of 10 hours of individual or team work outside the classroom per week. Faculty and students will have access and interact through Blackboard for coursework outside the classroom.

THE PUENTE PROGRAM COURSE FORMAT

The Puente Program offers courses scheduled in eight (8) week sessions. At the Metro Orlando Campus, classes meet once a week for four hours Monday through Friday, evening sessions from 6:00pm - 10:00pm; Saturday from 8:00am - 12:00pm and 1:00pm – 5:00pm. South Florida Campus classes meet once a week for four hours Monday through Friday, evening sessions from 6:00pm - 10:00pm; Saturday from 8:30am - 12:30pm and 1:30pm – 5:30pm. Six eight-week sessions are offered throughout the academic year. At the Tampa Bay Campus, the program follows a similar time schedule.

The students will be required a minimum of 10 hours of individual or team work outside the classroom per week. All students enrolled in this program will take 25 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 8 credits of English, 8 credits of Spanish, 3 credits of Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University Life.

The Puente Counselor may recommend to the Campus Director transfer of a Puente student to the regular accelerated format, if the student has demonstrated academic success after one semester (12 credits) of coursework, including a GPA of 2.5 or above.
THE DAYTIME PROGRAM COURSE FORMAT

The Daytime Program offers courses scheduled in eight (8) week sessions. At the Metro Orlando Campus and the South Florida Campus, classes meet once a week for four and a half (4.5) hours Monday through Friday, morning sessions from 8:00am – 12:30pm and afternoon sessions from 1:00pm - 5:30pm; Six eight-week sessions are offered throughout the academic year.

The students will be required a minimum of 10 hours of individual or team work outside the classroom per week.

DUAL-LANGUAGE NATURE OF DEGREE PROGRAMS

Degree programs at the Metro Orlando, South Florida, and Tampa Bay campuses are bilingual (English/Spanish) following the dual language 50/50 approach in which courses are taught 50% in English and 50% in Spanish. English and Spanish courses do not follow the 50/50 approach. All students will be tested for placement in the appropriate level of English and Spanish courses required for the degrees. Applicants, who do not demonstrate basic knowledge in English or Spanish, as determined by test results, must complete additional language courses.

A graduate of Universidad del Turabo at the Metro Orlando, South Florida, and Tampa Bay campuses is expected to be a Dual Language Professional who demonstrates professional competencies confidently in their field of study in English and in Spanish.

A Dual Language Professional demonstrates competency in the following areas:

CONCEPTUAL SKILLS:
1. Generate Innovative/Creative Ideas
2. Coordinates Projects
3. Analyze/Interpret Data
4. Use Critical Thinking for Problem Solving
5. Synthesis

LANGUAGE SKILLS:
1. Bilingual and Bi-literate in the Four Language Skills:
   Listening, Speaking, Reading and Writing
2. Spelling & Grammar
3. Professional Translations
   a. Oral
b. Written
4. Summarizes Information Accurately
5. Use of Sophisticated Professional Vocabulary
6. Use of Technical Professional Jargon
7. Reads, Understands, and Applies Knowledge for Positive Decision Making

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

INTERPERSONAL SKILLS:
1. Teamwork
   i. Collaboration
   ii. Trust
   iii. Professional Ethics
   iv. Excellence
   v. Humbleness
2. Interpersonal Interaction
   i. Respect

APPEALS OF ADMISSION DECISIONS

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

TRANSFER STUDENTS FROM OTHER PROGRAMS OR UNIVERSITIES

REQUIREMENTS
1. Students from other fully accredited universities may be admitted if they fulfill the following requirements:
   a. Have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education. Twelve (12) of those credits must be with a “C” or above to be admitted as a transfer student,
   b. Must be 21 years of age or older.
   c. Provide evidence of at least 2 years of work experience.
d. Attend an orientation session in order to apply to the Accelerated Studies Program and fulfill the admissions requirements of the program to which they are applying.

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

f. The applicant must not be on academic or disciplinary probation at the institution from which they are transferring.

g. Transfer credits will be considered attempted credits and will not be considered for the calculation of the retention index.

RESIDENCY REQUIREMENTS

1. Each student who transfers to the Accelerated Studies Programs must observe the following rules to establish residency and be eligible for graduation.

   a. Complete a minimum of thirty (30) credits, six (6) of which must be in the major or concentration courses of the bachelor degree programs offered at the University.

   b. A maximum of (12) credits may be transferred from other institutions at the Master’s level.

VALIDATION OF TRANSFER CREDIT FOR COURSES

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

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

3. Undergraduate courses approved with a grade or equivalent of “C” or higher at the other institution will be considered for transfer credit. Nevertheless, students admitted to the Graduate Programs, must comply with the specific requirements of each of the programs.

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

5. The Registrar or Associate Registrar, as applicable, 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.

6. The Office of the Registrar or Associate Registrar, as applicable to the Campus, will inform the student of the courses officially accepted for transfer.
7. Courses taken at the three institutions of SUAGM are generally accepted for transfer to other system institutions. However, the transferability of credits is solely at the discretion of the accepting institution. It is the student’s responsibility to confirm whether Universidad del Turabo or any other system institution will accept credits.

### FOREIGN STUDENTS

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

### READMISSION

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

1. have a cumulative GPA that meets the retention index
2. complete the required percentage of credits of the total attempted credits
3. have completed the period of suspension due to academic reasons, accumulated credits or for disciplinary reasons, if applicable
4. fulfill the requirements of the program of study applied to, and all other general admissions requirements that apply

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

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

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

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

METHOD OF INSTRUCTION

PLACEMENT

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

COURSE MODULES AND LANGUAGE OF DELIVERY

The Universidad del Turabo, Metro Orlando, South Florida, and Tampa Bay campuses follow the Discipline-Based Dual Language Immersion Model® developed by Sistema Universitario Ana G. Méndez, Inc. for its courses. This model provides for the development of English and Spanish language skills while equally exposing all students to the general education and professional content in both languages. The model seeks to develop students who can function professionally in both English and Spanish.

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

Modules are prepared by faculty community certified as Module Development Specialist. In order to prepare modules, faculty must be trained and certified as Module Developer Specialist and Dual Language Professional. All modules are available to students and faculty electronically through the Course Management System: Blackboard® and they can be accessed remotely through the Internet.

Modules for the Metro Orlando, South Florida, and Tampa Bay campuses also determine the percentages of instruction in English and Spanish used each week, ensuring equal exposure to both languages in the content area. Content courses are taught in the proposed dual-language format. Each lesson within a module contains specific information about the instructional language to be used. This can be controlled, for example, by specifically listing reading for a specific week in English, while assignments and/or student presentations are required in Spanish.

Modules include texts, references and hyperlinks in both languages and students will be engaged in classroom activities in both languages. The modules developed allow the students to be exposed and to facilitate their use of both languages in order to promote the development of bilingual professionals. All modules are presented with the bilingual format, except English and Spanish courses that are entirely in the corresponding language.

**LANGUAGE SUPPORT AND E-LAB**

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

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

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

REGISTRATION

REGISTRATION VALITY

1. The Campus Director, in collaboration with the Registrar and Associate Registrar or the Student, as applicable to the Campus, will determine the registration dates and will include them on the Academic Calendar.

2. The receipt of the official notice of admission will be required to begin the registration process.

3. Students will be required to register according to the calendar and times announced. Any student may register on the day and time assigned; and during the specified late registration period set and notified on the academic calendar.

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

MAINTAINING THE ACADEMIC OFFERING: PROGRAMMING OF COURSES, CLOSING, AND ELIMINATING SECTIONS

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

CREDIT FOR PRIOR LEARNING: CHALLENGE EXAMINATION OR PORTFOLIO

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

The following policies and procedures will apply:

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

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

3. For the Portfolio Option
   a. The student must obtain the related documentation from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Academic Director for initial screening before referring them to a subject academic specialist for final analysis.
   b. After recommendation from the advisor, the students register for EXPL101, a one-credit course that prepares students for the preparation of portfolios according to standards.
   c. Once the course is completed, the student will register for portfolio evaluation and make the corresponding payment.
   d. The portfolio will be presented to the Academic Director, who will submit it for evaluation and awarding of credit to a certified faculty member in the area of
expertise. If applicable, the faculty member will award a grade of “P” for the course.
e. Appropriate documentation will be submitted to the Registrar or Associate Registrar.

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

TRANSFERABILITY OF INSTITUTIONAL CREDITS TO OTHER INSTITUTIONS

Transferability of credits earned at this institution to other institutions is at the discretion of the accepting institution, and is the student’s responsibility to confirm whether or not credits will be accepted by another institution of the student’s choice.

PROGRAM CHANGES, WITHDRAWALS AND SPECIAL PERMITS

RE-CLASSIFICATION OF PROGRAM OR MAJOR

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

WITHDRAWALS

1. To apply for a partial or total withdrawal, students will submit the application to the Office of Integrated Services, Registrar at the Metro Orlando Campus, or Associate Registrar at the South Florida and Tampa Bay Campuses within the dates specified to be final and official.

2. 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.

3. Withdrawals without Reimbursements: When students request a partial or total withdrawal from a course, after the due date established by the Institution for withdrawals with reimbursement, will affect the student’s academic progress.
4. The Institution may drop a student on the recommendation of the Discipline Committee or the Campus Director, following the provisions established in the Student’s Regulations Handbook.

### SPECIAL PERMITS

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

2. To apply for a special permit, the student will submit the corresponding application form to the Office of Integrated Services, Registrar at the Metro Orlando Campus, or Associate Registrar at the South Florida and Tampa Bay Campuses, as applicable.

3. Students requiring special permits will receive the recommendation from the Academic Director, before submitting the authorization form to the Office of Integrated Services at the Metro Orlando Campus, South Florida and Tampa Bay Campuses, as applicable to the Campus.

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

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

### ACADEMIC LOAD, CLASS ATTENDANCE AND ACADEMIC ADVISING

#### ACADEMIC LOAD PER TERM

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

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

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

#### CLASS ATTENDANCE

#### ADMISSION TO THE CLASSROOM

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

A census is made during the first weeks of each term to determine whether the student attended at least once during the period of enrollment.

**EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT**

**CREDIT VALUE**

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

**PARTIAL AND FINAL EVALUATIONS**

1. Each part of term (PT), professors will evaluate students based on four evaluative competencies where there will be at least a partial evaluation and a final evaluation.
2. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the professors and depending on the nature of the course.
3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
4. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.
5. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.

**RESPONSIBILITY OF PROFESSORS**

1. It will be the responsibility of the professors to inform the students of at least one partial evaluation before the last date established for partial withdrawals.
2. It will be the responsibility of the professors to comply with the academic calendar and to inform the students, at the beginning of the course, of the course objectives and content, exams and other work that will be required for their evaluation.

**GRADE SYSTEM**

Letter grade system and grade points per credit:

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

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

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

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

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

A "WN" Indicates no assistance to a course within the first few days after classes begin (no grade points). This is reported on the official census.

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

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

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

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

**CHANGES, GRADE OBJECTIONS, AND ADDITIONS**

These are the specifications regarding changes, grade objections, and additions.

1. In the event of a student grade objection, the student is obligated to present the objection at the Office of Integrated Services Office, Registrar at Metro Orlando Campus, or the Associate Registrar at South Florida and Tampa Bay Campuses, as applicable to the campus, within thirty (30) calendar days of the first day of class of the term following the objected grade.

2. The professor must submit to the Academic Director 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 Academic Director of the Campus will submit the form to the Registrar or Associate Registrar, as applicable to the campus, who will be responsible for making the change or addition in the Official Grade Register.
3. Changes made outside the established calendar must be justified in writing and approved by the Academic Director at the campus.

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

INCOMPLETES:

CONDITIONS

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

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

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

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

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

RESPONSIBILITY OF PROFESSORS

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

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

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

**REPEATING COURSES**

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

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

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

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

5. In the case of Practice/Practicum/Internships courses, the student may repeat the course a maximum of twice. He or she will only be able to repeat the course the second and last time with the approval and recommendation of the Academic Director and the practice supervisor.
6. No student will repeat a specified course until he or she has received a grade for it.
7. Repeated courses will be considered to determine the student’s academic progress.

INDEPENDENT STUDY

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

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

The Academic Director of each campus will consider special cases individually on their own merits.

ACADEMIC PROGRESS

ACADEMIC STATUS OF THE STUDENTS

1. The retention index of the student will be in accordance to the required index of the attempted credits and will be applied to the percent of approved credits established in the table designed for this purpose.
2. Students with satisfactory academic progress have cumulative GPA that is in accordance with the approved credits established in the table designed for this purpose. These tables are program-specific and are available at the Registrar or Associate Registrar’s Office, as applicable to the campus.
3. Students will be evaluated at the end of December and at the end of May.
4. The Satisfactory Academic Progress Handbook is available at the Registrar’s Office, Learning Resources Centers and at the Campus website at www.suagm.edu/florida.
# Grade Point Average (GPA)

1. The grade point average will be the general average of all the grades obtained by the student during his or her studies in the Institution.

2. For transfer students, courses passed with “C” that are equivalent to those of the program of study they are admitted to, will be accepted as transfer credits. Students in the graduate program must comply with the requirements established by each Master’s degree program.

# Retention Index

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

# Accumulated Credits Required and Retention Index

1. Accumulated credits are the sum of the credits corresponding to the courses the student registers in annually and those accepted as transfer.

2. To complete a degree, a student must complete all academic requirements for it in a period of time not to exceed 150% of the total credit hours required to obtain the degree.

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

4. A student who reaches 150% of the total credits in his or her program of study may continue studying in his or her present status, but will not be eligible for federal or state aid administrated by the Office of Financial Aid to finance the studies.

# Good Standing, Monitoring Students and Not in Progress

1. Good Standing: Good Standing students are those that their academic accumulated GPA is equal or higher than the retention index and complies with the academic program percentage credit requirements.

2. Monitoring Students: Students in academic risk and are required to prepare an Academic Plan with their Academic Advisor. Are eligible for Title IV funds.

3. Not in Progress: Students that do not comply with the Satisfactory Academic Progress norm for the first time. The students are not eligible to Title IV funds unless they file an appeal and it is approved.
SUSPENSIONS

1. First Academic Suspension (S1): Students who were Not In Progress, filed an appeal and it was approved.
2. Second Academic Suspension (S2): Students in their First Academic Suspension that had their appeal approved and did not comply with the Satisfactory Academic Progress norms.
3. Permanent Suspension (PS): Students permanently suspended for not complying with the Satisfactory Academic Progress norms established in their programs of studies.
4. The Satisfactory Academic Progress Handbook is available at the Registrar Office, Learning Resources Centers and at their Campus website at www.suagm.edu/florida.

APPEALS

RIGHT TO APPEAL

1. The student has the right to appeal the institutional determination about his or her not having obtained satisfactory academic progress, if there was a critical situation that impeded complying with the norm.
2. The Institution will consider the following critical situations to accept an appeal and exempt the student from the full effect of the academic progress norm:
   a. Illness of the student or dependents as evidence by a medical certification presented in compliance to HIPA.
   b. Death of a parent, spouse or child.
   c. Severe economic crisis (loss of job)
   d. Change in work schedule, job transfer or place of employment.
   e. Natural disasters or man-made disasters
   f. Problems caused by an alteration in the family nucleus (divorce, separation, protection orders or similar legal decrees) that in good judgment reasonably hindered the progress of the student.
   g. Military deployment or training
   h. Extreme conditions
APPEALS COMMITTEE

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

APPLYING FOR AN APPEAL

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

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

RE-ESTABLISHING FINANCIAL AID

The Office of Financial Aid will reestablish financial aid to any students that file an appeal and the decision is favorable to the student. The Campus Director will notify the student the result of his appeal.

GRADUATION REQUIREMENTS

ELIGIBILITY TO OBTAIN AN ACADEMIC DEGREE

1. Students must have approved the courses required for the degree as established by the Institution.

2. Students must have approved the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.

3. For master’s degrees, students must complete the degree’s Final Requirements.

4. Transfer students must meet residency requirements.

5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.

6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.

7. Have submitted an Application for Graduation to the Office of Integrated Services, Registrar at Metro Orlando Campus or the Associate Registrar at
South Florida and Tampa Bay Campuses by the date established in the academic calendar.

8. No document will be given certifying that the student has completed the graduation requirements until evidence of having no financial debts with the institution have been presented.

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

10. Commencement will be held only once a year, at the end of the second academic semester. Students who fulfill their graduation requirements at the end of any semester or at the end of the summer session may apply and obtain a certification of completion of graduation requirements from the Office of the Registrar at Metro Orlando Campus or the Associate Registrar at South Florida and Tampa Bay Campuses, before Commencement.

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

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**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 at all levels.

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

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

**COST**

The cost per credit is:

- Undergraduate: $358.00
- Graduate: $420.00
- Online: $500.00

The cost of credit awarded for prior learning is equal to 50% of the cost per credit.
A Laboratory fee of $125.00 per course will be paid for all courses with a laboratory requisite.

In addition, the institution has a technology fee for each academic term. The fee amount is described as follows:

- Fall Term: $85.00
- Spring Term: $85.00
- Summer Term: $42.50

The Technology Fee provides students with adequate technology experiences through these objectives:

- Broaden/enhance the quality of the academic experience through the use of technology in support of the curriculum;
- Provide additional student access to technological resources and equipment that are needed in support of instruction and to maintain and enhance the technological competency of students as it relates to their academic endeavors;
- Increase the integration of technology into the curriculum.

Please note that in attending any institution, you will need to allow for other expenses, such as books and supplies, transportation, meals, and other personal needs. A variety of financial aid packages are available. Tuition, fees and service charges must be paid in full during registration or at the time the student requests services. Payments can be made in cash, personal check, certified or manager’s check, money order, or credit cards such as American Express, Visa or Master Card. Receipts for all transactions must be requested and retained, and presented with any claim or adjustment requested. The Bursar’s Office will not accept claims without receipts.

*All tuition, general fees and service charges are subject to change during the life-term of this catalog.

REFUND POLICY

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

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

PARTIAL WITHDRAWAL: COURSE DROP/ADD PERIOD

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

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

NON-ATTENDANCE

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

TECHNOLOGY FEE

In addition, the institution has a technology fee for each academic term. The fee amount is described as follows:

- First Semester $85.00
- Second Semester $85.00
- Summer Semester $42.50

The Technology Fee provides students with adequate technology experiences through these objectives:

- Broaden/enhance the quality of the academic experience through the use of technology in support of the curriculum;
- Provide additional student access to technological resources and equipment that are needed in support of instruction and to maintain and enhance the technological competency of students as it relates to their academic endeavors;
- Increase the integration of technology into the curriculum.
ADDITIONAL EXPENSES

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

PAYMENT METHODS

Tuition, fees and service charges must be paid in full during registration or at the time student requests services. Payments can be made in cash, personal check, certified or manager’s check, money order, or credit cards such as American Express, Visa or Master Card. Receipts for all transactions must be requested and retained, and presented with any claim or adjustment requested. The Bursar’s Office will not accept claims without receipts. All tuition, general fees and service charges are subject to change during the life-term of this catalog.

IDENTIFICATIONS

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

COPIES OF CREDIT EVIDENCES

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

FINANCIAL AID

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

Our Student Financial Aid Program operates under the basic principle that the primary responsibility of financing higher education is of the family. Therefore, the majority of the funds are offered under the economic criterion of need. The objectives of providing a fair distribution of the financial resources are in agreement with the state, federal and institutional dispositions. Financial Aid is available for those who qualify.
The program is made up of three components. First, scholarships that are given and thus do not have to be repaid. Second, student money loans made available at a low interest with reasonable conditions of repayment. Third, the work and study program permits students to acquire experience that is related to their program of studies and at the same time receives compensation for the work being done, thus helping with his costs of education.

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

**GRANT-SCHOLARSHIP PROGRAMS**

**FEDERAL PELL GRANT**

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

**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)**

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

**STATE OF FLORIDA GRANTS**

The Universidad del Turabo, is eligible to participate in the following scholarships:

- **Florida Bright Futures Scholarship Program** - Students must apply in their last year of high school.
- **Robert C. Byrd Honors Scholarship Program** - Students must apply in their last year of high school.
- **Scholarships for Children/Spouses of Deceased or Disabled Veterans** - Students must apply in their last year of high school, or the next year if they have never applied and are between the ages of 16 to 22.
- **Jose Marti Scholarship Challenge Grant** - Students must apply in their last year of high school.
To apply for these scholarships students must go to the Florida Department of Education web page - http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm, to print an application and submit it. Students qualifying for the scholarships will be notified by mail.

### LOAN PROGRAMS

#### FEDERAL DIRECT LOAN

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

#### FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (FDPLUS)

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

### WORK AND STUDY PROGRAM

#### FEDERAL WORK-STUDY PROGRAM (FWSP)

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

### VETERANS

UT: Metro Orlando, South Florida, and Tampa Bay Campuses are approved for Veterans Training.

### HOW TO APPLY FOR FEDERAL FINANCIAL AID

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

The student must submit the Free Application for Federal Student Financial Aid (FAFSA) or Renewal FAFSA to the U.S. Department of Education at [www.fafsa.gov](http://www.fafsa.gov).
The amount of financial aid award may vary each year according to the student’s need, the type of aid they are eligible, their academic performance and available funding.

**ELIGIBILITY REQUIREMENTS**

In order to meet the eligibility requirements, students must:

- have financial need,
- must be enrolled as a regular student in an eligible program,
- be working toward a degree or certificate,
- be a U.S. citizen or eligible non-citizen,
- have a valid Social Security Number,
- not owe a refund on a Federal Grant or be in default on a Federal Educational loan,
- be making Satisfactory Academic Progress,
- be registered with Selective Service (if required),
- be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment,
- not have received a Bachelor’s Degree for Pell and FSEOG,
- provide documentation of any information requested by the Office of Admission and Financial Aid.

**IMPORTANT NOTE:**

The Institution complies fully with the privacy Rights of Parents and Students Act of 1974 (Title IV of the U.S. Public law 90-247), as amended, which specifically governs access to records maintained by institutions to which funds are made available under any Federal program for which the U.S. Commission of Education has administrative responsibility. The release of such records, provided that such institutions must furnish parents of students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the ground that they are inaccurate, misleading or otherwise inappropriate. Institutions must obtain the written consent of parents before releasing personally identified data from student records to other than a specified list of exceptions; that parents and students must be notified of these rights; that these rights transfer to students at certain points; and that an office adjudicate complaints and violations of this law.
STUDENT AFFAIRS AND SERVICES

STUDENT SERVICES

The SUAGM: UT Metro Orlando, South Florida, and Tampa Bay campuses reflect the commitment of the SUAGM, 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 Integrated Services staff at the Metro Orlando, South Florida and Tampa Bay Campuses.

The School for Professional Studies personnel also offers orientation about other services available and acts as a liaison to other offices of the System and its member institutions. The Director of Integrated Services, Financial Aid Staff, Registrar, Associate Registrar, and Integrated Services Officers will be cross-trained to perform these services in an integrated manner. The Metro Orlando Campus has two full-time counselors, the South Florida Campus has a full time counselor, and the Tampa Bay Campus has a part-time counselor to meet the counseling and job placement needs of its students.

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

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

ACADEMIC ADVISING

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

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

Students may also submit a Request for Service or Complaint by filling out the appropriate form in Campus. They may also e-mail the campus staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Integrated Services or the Student and Registrar Services Coordinator for referral or resolution. In the event of any unresolved conflict, students can contact the Florida Commission for Independent Education at (850) 245-3200 or Middle States Commission on Higher Education at (267) 284-5000.

STUDENT CONDUCT AND DISCIPLINARY ACTIONS

DISCIPLINARY REGULATIONS

All students will observe and comply with all the institutional policies, rules and procedures and will follow a code of exemplary conduct. Each student should be familiar with the institutional 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 Campus Director.

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

IMPORTANT NOTICE:

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student’s Regulations Handbook from the Office of Integrated Services Office, Registrar at Metro Orlando Campus or Associate Registrar at South Florida and the Tampa Bay Campuses signs 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**

The following course numbering system is used by the SUAGM, UT

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

**THE COURSE PREFIX**

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

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

**SEPARATENESS**

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

**AMENDMENTS**

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

**FALSE INFORMATION**

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

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

**STUDENT’S RESPONSIBILITY**

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

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

RESERVED RIGHTS

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

FERPA

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

CHANGE OF NAME AND/OR ADDRESS

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

PROGRAMS OF STUDY
BACHELOR DEGREES

Bachelor in Business Administration (BBA)

Major in Management

123 Credits

Offered at the Metro Orlando and South Florida Campuses in the regular accelerated and daytime formats

Offered at the Tampa Bay Campuses in the regular accelerated format

PROGRAM DESCRIPTION:

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

PROGRAM OBJECTIVES:

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

PROGRAM OUTCOMES:

The students will be able to:

1. Establish and maintain a continuous development in technological use.
2. Promote changes in the management environment.
3. Work in managing positions in the private industry as well as in government agencies. Develop portfolio.

4. Possess administrative and management theories knowledge.

5. Prepare managerial reports in English and Spanish.


7. Communicate adequately in English & Spanish, both orally and in writing.

## CURRICULAR SEQUENCE

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>51</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
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</tr>
<tr>
<td>Management Concentration Courses</td>
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</tr>
<tr>
<td>Management Specialization Courses</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>123</strong></td>
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</table>
**GENERAL EDUCATION COURSES (51 CREDITS)**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
</tr>
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<tbody>
<tr>
<td>SCIE 111-O Integrated Science I</td>
<td>3</td>
<td></td>
<td></td>
<td>SCIE 112-O Integrated Science II</td>
<td>3</td>
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<td>SCIE 111-O</td>
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<tr>
<td>ENGL 115-O College Reading and Writing I</td>
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<td></td>
<td>ENGL 116-O College Reading and Writing II</td>
<td>4</td>
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<td>ENGL 115-O</td>
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<tr>
<td>ENGL 331-O Public Speaking</td>
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<td>ENGL 115-O, ENGL 116-O</td>
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<td></td>
<td>SPAN 115-O Reading Writing, and the Oral Communication in Spanish I</td>
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<tr>
<td>SPAN 116-O Reading Writing, and the Oral Communication in Spanish II</td>
<td>4</td>
<td></td>
<td></td>
<td>SPAN 115-O</td>
<td></td>
<td></td>
<td>SPAN 255-O Spanish for Writing and Research</td>
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<tr>
<td>HUMA 101-O World Cultures I</td>
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<td>HUMA 102-O World Cultures II</td>
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<td>HUMA 101-O</td>
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<tr>
<td>MATH 111-O Intermediate Algebra I</td>
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<td></td>
<td>MATH 112-O Intermediate Algebra II</td>
<td>3</td>
<td></td>
<td>MATH 111-O</td>
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<tr>
<td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 123-O General Psychology</td>
<td>3</td>
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<tr>
<td>COMP 110-O Computer and Software</td>
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**CORE PROFESSIONAL COURSES (45 CREDITS)**

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<th>PRE-REQ</th>
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<th>PRE-REQ</th>
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<tr>
<td>ACCO 111-O Introduction to Accounting I</td>
<td>3</td>
<td></td>
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<td>ACCO 112-O Introduction to Accounting II</td>
<td>3</td>
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<td>ACCO 111-O</td>
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<tr>
<td>ECON 121-O Introduction to Economics: Microeconomics</td>
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<td>ECON 122-O Introduction to Economics: Macroeconomics</td>
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<td>ECON 121-O</td>
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<tr>
<td>STAT 201-O Administration Statistics I</td>
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<td>STAT 202-O Administration Statistics II</td>
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<td>STAT 201-O</td>
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<tr>
<td>ENTR 360-O Entrepreneurship</td>
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<td>COMP 110-O, MARK 133-O, FINA 202-O</td>
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<td>FINA 202-O Business Finance</td>
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<tr>
<td>MANA 204-O Business Law and Professional Ethics</td>
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<td>MANA 210-O Business Administration Theory</td>
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<td>MANA 204-O</td>
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<tr>
<td>MANA 230-O Organizational Behavior</td>
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<td>MANA 210-O MARK 133-O Marketing Principles</td>
<td>3</td>
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<tr>
<td>MANA 340-O Operations Management</td>
<td>3</td>
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<td>NBU 350-O International Business</td>
<td>3</td>
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<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st term of enrollment)</td>
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**MANAGEMENT MAJOR COURSES (18 CREDITS)**

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<tr>
<th>COURSES</th>
<th>CR</th>
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<tr>
<td>MANA 213-O Human Resources Administration</td>
<td>3</td>
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<td>MANA 210-O</td>
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<td>MANA 213-O</td>
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<tr>
<td>MANA 316-O Small Business Administration</td>
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<td>MARK 133-O</td>
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<td>MANA 316-O</td>
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<tr>
<td>MANA 401-O Business Strategies</td>
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<td>STAT 201-O</td>
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<td>MANA 401-O</td>
</tr>
</tbody>
</table>

**MANAGEMENT SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 MAJOR CREDITS BEFORE INITIATING THE SPECIALIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):**

**HUMAN RESOURCES COURSES (9 CREDITS)**

<table>
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<tr>
<th>COURSES</th>
<th>CR</th>
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<td>HURM 400-O Safety and Health Occupation</td>
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<td>MANA 210-O</td>
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<td>MANA 404-O</td>
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<td>MANA 404-O Labor Relations</td>
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<td>MANA 210-O, MANA 213-O</td>
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**ENTREPRENEURSHIP (9 CREDITS)**

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<th>PRE-REQ</th>
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<tr>
<td>ENTR 401-O Entrepreneurial Opportunities</td>
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<td>MANA 316-O, ENTR 360-O, COMP 110-O</td>
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<td>MANA 316-O</td>
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<tr>
<td>ENTR 403-O E-Commerce and Network Design</td>
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<td>MANA 316-O, ENTR 360-O, COMP 110-O</td>
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<td>MANA 316-O, ENTR 360-O, COMP 110-O</td>
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**Total Number of Credits: 123**

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the Student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree as applicable. QYLE 110-O must be taken within the first term of enrollment. REVISED 07/2013
Bachelor in Business Administration (BBA)
Major in Marketing
123 Credits

*Offered at Metro Orlando, South Florida, and Tampa Bay Campuses*

**PROGRAM DESCRIPTION:**

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

**PROGRAM OBJECTIVES:**

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

**CURRICULAR SEQUENCE**

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<tr>
<th>Course Type</th>
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<tr>
<td>General Education Courses</td>
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<td>Core/Professional Courses</td>
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<td>Marketing Concentration Courses</td>
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### GENERAL EDUCATION COURSES (51 CREDITS)

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<td>SPAN 255-O Spanish for Writing and Research</td>
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<td>SPAN 115-O, SPAN 116-O</td>
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<td>HUMA 101-O World Cultures I</td>
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### CORE/PROFESSIONAL COURSES (45 CREDITS)

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<td>MARK 133-O Marketing Principles</td>
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<td>INBU 350-O International Business</td>
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### MARKETING MAJOR COURSES (18 CREDITS)

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<td>MARK 320-O Market Research</td>
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<td>MARK 450-O Internship</td>
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<td>MARK 133-O, MARK 301-O, MARK 320-O</td>
<td>MARK 455-O Marketing Project</td>
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### MARKETING SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 MAJOR CREDITS BEFORE INITIATING THE SPECIALIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):

#### SALES CREDITS (9 CREDITS)

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<td>MARK 415-O Sales Projections</td>
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<td>MARK 406-O Direct Marketing</td>
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#### INTERNATIONAL MARKETING (9 CREDITS)

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<td>MARK 410-O International Marketing</td>
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<td>MARK 404-O Negotiations</td>
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Total Number of Credits: 123

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Bachelor in Business Administration (BBA)

Major in Accounting

123 Credits

Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses

PROGRAM DESCRIPTION:

This concentration prepares students in diverse aspects like the preparation of financial statements, analysis of costs, contributions, audit, and principles of accounting outpost. The student has the opportunity to take additional courses in the areas of contributing systems of 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. have knowledge of analysis, design and application techniques of accountability theories,
5. be able to assume multiple roles as analyst, budget evaluators or auditors,
6. prepare accounting reports in English and Spanish,
7. enroll in continuing education courses, AND
8. communicate adequately in English and Spanish both orally and in writing.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
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<tbody>
<tr>
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<td><strong>TOTAL</strong></td>
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<td>ENGL 331-O Public Speaking</td>
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<tr>
<td>SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II</td>
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<td>MATH 111-O Intermediate Algebra I</td>
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<td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td>
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<td>HUMA 101-O World Cultures I</td>
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<td>COMP 110-O Computer and Software</td>
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**ACCOUNTING MAJOR COURSES (18 CREDITS)**

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<td>ACCO 304-O Auditing I</td>
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**ACCOUNTING SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 MAJOR CREDITS BEFORE INITIATING THE SPECIALIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):**

**AUDITING COURSES (9 CREDITS)**

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<tr>
<td>ACCO 307-O Auditing II</td>
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**FINANCIAL ANALYSIS (8 CREDITS)**

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<tr>
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<td>ACCO 303-O ACCO 395-O Managerial Accounting I</td>
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<td>ACCO 396-O Managerial Accounting II</td>
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<td>ACCO 395-O FINA 410-O Corporate Finance</td>
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**Total Number of Credits: 123**

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Bachelor in Business Administration (BBA)
Major in Computerized Information Systems
123 Credits

Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses

PROGRAM DESCRIPTION:

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

PROGRAM OBJECTIVES:

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

PROGRAM OUTCOMES:

The students will:

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

**CURRICULAR SEQUENCE**

<table>
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CREDENTIAL ISSUED: BACHELOR IN BUSINESS ADMINISTRATION (BBA)

DEGREE REQUIREMENTS

## GENERAL EDUCATION COURSES (51 CREDITS)

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## CORE/PROFESSIONAL COURSES (45 CREDITS)

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<td>MANA 210-O Business Administration Theory</td>
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<td>MANA 230-O Organizational Behavior</td>
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<td>MANA 210-O</td>
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<td>MANA 340-O Operations Management</td>
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<td>STAT 201-O</td>
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<tr>
<td>OYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st term of enrollment.)</td>
<td>3</td>
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## COMPUTERIZED INFORMATION SYSTEMS MAJOR COURSES (18 CREDITS)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
<th>UT-T</th>
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<th>CR</th>
<th>UT-T</th>
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<tbody>
<tr>
<td>COIS 102-O Logical Concepts and Problem Solving</td>
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<td>COMP 110-O</td>
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<td>COIS 250-O Systems Analysis and Design</td>
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<td>COIS 102-O</td>
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<tr>
<td>COIS 420-O Introduction to Databases and SQL Programming</td>
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<td>COIS 240-O, COIS 250-O</td>
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## COMPUTERIZED INFORMATION SYSTEM SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 MAJOR CREDITS BEFORE INITIATING THE SPECIALIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):

### TELECOMMUNICATIONS AND COMPUTER NETWORKS (9 CREDITS)

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<tbody>
<tr>
<td>COIS 432-O Computer Network Design</td>
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<td>COIS 360-O</td>
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<tr>
<td>COIS 434-O Application Development for Mobile Devices</td>
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<td>COIS 360-O</td>
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### ADVANCED SQL (9 CREDITS)

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<tbody>
<tr>
<td>COIS 421-O SQL Advanced Programming</td>
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<td>COIS 422-O Database Applications Development</td>
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## Total Number of Credits: 123

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **OYLE 110-O** must be taken within the first term of enrollment. REVISED 06/2013
Bachelor in Business Administration (BBA)
Major in Office Technology Management
117 Credits
Offered at Metro Orlando

PROGRAM DESCRIPTION:

This Bachelor’s Degree program in Business Administration is designed to provide the skills, knowledge, and abilities necessary in the area of Management of Office Technology. This program is geared towards the fundamental characteristics of an office technology manager providing emphasis in the skills and knowledge required in the management area that will reflect the constant changes in the economy. Also, it will provide knowledge on the use of office technology to communicate and handle information and it will develop and enhance the communication skills and the management capabilities of each person.

The standard Bachelor’s Degree in Business Administration (BBA) provides the general technical knowledge in specific areas such as Accounting, Finance, Human Resources and Marketing. However, it lacks on the specific technical knowledge necessary in the management area for the application and execution of the tools at all technical levels. This course will allow the development of professional leaders and managers that will efficiently operate in the office technology management area. The BBA in Management of Office Technology will provide the knowledge in this area and will provide special interest in the areas and application of technology, innovation, management, global economy and international affairs, among others.

The BBA in Management of Office Technology will offer courses in Office Technology, Management, Finance, Statistics, Accounting, Marketing and other general management functions with a more detail and specific focus or vision. The students in this program will be able to work and operate in current and new business opportunities focusing more on the international and global economy. In addition, this program will allow the students to utilize the current technology at different management levels and will learn how the use of technology can provide them the tools and competitive edge to be successful in the current dynamic and multi-cultural economy. The students will learn new technical tools that affect the local and global economy and influence the behavior of the human resources and industries.
PROGRAM OBJECTIVES:

1. To meet the society’s demand for human resources with skills in the management of office technology area.

2. To facilitate the student’s integral development by providing learning experiences oriented towards the development of cognitive, affective and psychomotor skills, according to the description of the program of study.

CURRICULAR SEQUENCE

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Courses</td>
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<tr>
<td>Core Professional Courses</td>
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<tr>
<td>Technology Management Concentration Courses</td>
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<td>Technology Management Specialization Courses</td>
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### GENERAL EDUCATION COURSES (48 CREDITS)

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<td>ENGL 115-O College Reading and Writing I</td>
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<td>ENGL 116-O College Reading and Writing II</td>
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<td>ENGL 331-O Public Speaking</td>
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<td>ENGL 115-O</td>
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<td>SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II</td>
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<td>MATH 111-O Intermediate Algebra I</td>
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<td>MATH 112-O Intermediate Algebra II</td>
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<td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td>
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<td>PSYC 123-O General Psychology (Compendium)</td>
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<td>HUMA 101-O World Cultures I</td>
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### CORE/PROFESSIONAL COURSES (42 CREDITS)

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<tbody>
<tr>
<td>ACCO 111-O Introduction to Accounting I</td>
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<td>ACCO 112-O Introduction to Accounting II</td>
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<td>ECON 121-O Introduction to Economics: Microeconomics</td>
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<td>ECON 122-O Introduction to Economics: Macroeconomics</td>
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<td>STAT 201-O Administration Statistics I</td>
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<td>INBU 350-O International Business</td>
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<td>ENTR 360-O Entrepreneurship</td>
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<td>MARK 133-O</td>
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<tr>
<td>MANA 204-O Business Law and Professional Ethics</td>
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<td>MANA 230-O Organizational Behavior</td>
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<td>MARK 133-O Marketing Principles</td>
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<tr>
<td>OTEM 101-O Introduction to Office Technology Systems</td>
<td>3</td>
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<td>OYLE 110-O Attitude Development and University Adaptation (Must be taken in 1st term of enrollment.)</td>
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### TECHNOLOGY MANAGEMENT MAJOR COURSES (18 CREDITS)

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<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>OTEM 201-O Information Technology</td>
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<td>OTEM 101-O</td>
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<tr>
<td>OTEM 303-O Introduction to Database Administration</td>
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<td>OTEM 202-O End-User Productivity Programs</td>
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<td>OTEM 404-O Office System Training and Development</td>
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<td>OTEM 405-O Integration of Applications</td>
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### TECHNOLOGY MANAGEMENT SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 MAJOR CREDITS BEFORE INITIATING THE SPECIALIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):

#### ELECTRONIC PUBLICATION (9 CREDITS)

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<tr>
<th>COURSES</th>
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<tbody>
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<td>OTEM 401-O Electronic Publication</td>
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<td>OTEM 202-O, OTEM 405-O</td>
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<tr>
<td>OTEM 410-O Final Project in Electronic Publications</td>
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<td></td>
<td>OTEM 402-O Network Electronic Document Publications</td>
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#### MANAGEMENT FOR ELECTRONIC CONTENT (9 CREDITS)

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<tbody>
<tr>
<td>OTEM 415-O Strategic Content Management</td>
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<td>OTEM 405-O</td>
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<tr>
<td>OTEM 420-O Final Project: Management of Electronic Content</td>
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<td>OTEM 416-O Electronic Documents Management</td>
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Total number of credits 117

Language skills in English and in Spanish will be assessed with a placement test. Additional language course may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **OYLE 110-O must be taken within the first term of enrollment.** REVISED 07/2013
Bachelor of Arts in Education (BA)

Major in Elementary Education

127 Credits

*Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses*

**PROGRAM DESCRIPTION:**

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

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

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

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

- instructional strategies that address various learning styles, exceptionalities, and achievement levels,
- assessment of student learning,
- appropriate use of technology in instruction and record keeping,
teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree of 1990 for instructional personnel who teach LEP students in Florida.

Specific courses are integrated in the curriculum in order to satisfy the 5 ESOL Standards and the specific Performance Indicators for each standard set by the State of Florida. Students must comply with state and local requirements or limitations to practice the education profession. The practicum in teaching lasts 12 weeks providing students with field experiences to demonstrate mastery of the Florida Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

PROGRAM OBJECTIVES:

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

The students will be able to:

1. use diverse techniques in teaching at the elementary level,
2. introduce technological techniques in their methodology,
3. develop classroom assessment,
4. develop portfolio,
5. develop lesson plans,
6. enroll in continuing education courses,
7. communicate adequately in English & Spanish both orally and in writing.

ADMISSION REQUIREMENTS:

1. Minimun GPA 2.50

EDUCATION PROGRAMS INTERNSHIP REQUIREMENTS:

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (Basic General Knowledge Test) before initiating the internship experience at a public school setting. The student must provide evidence of the passing score on the Florida State Teacher Exam as part of the passing grade of the last internship seminar course. If a student does not pass the required Florida State exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification exams and requirements.

CURRICULAR SEQUENCE

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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Courses</td>
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<tr>
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<tr>
<td>Elementary Education Concentration Courses</td>
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TOTAL 127
**SISTEMA UNIVERSITARIO ANA G. MENDEZ**  
**UNIVERSIDAD DEL TURABO**  
**SCHOOL FOR PROFESSIONAL STUDIES**  
**PROGRAM TITLE: ELEMENTARY EDUCATION**  
**CREDENTIAL ISSUED: BACHELOR OF ARTS IN EDUCATION (BA)**  
**DEGREE REQUIREMENTS**

### GENERAL EDUCATION COURSES (51 CREDITS)

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<td>ENGL 331-O Public Speaking</td>
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<td>HUMA 101-O World Cultures I</td>
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### CORE/PROFESSIONAL COURSES (36 CREDITS)

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<tr>
<td>EDUC 171-O Human Growth and Development</td>
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<td>EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education</td>
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<td>EDUC 214-O Computer Systems in Education</td>
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<td>EDUC 172-O Educational Psychology</td>
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<td>EDUC 106-O Introduction to Education</td>
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<td>SPED 315-O Teaching Exceptional Children</td>
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<td>EDUC 276-O Classroom Management</td>
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<td>EDUC 363-O Curriculum Planning and Design</td>
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<td>EDUC 435-O Interdisciplinary Seminar</td>
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<td>OYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st term of enrollment.)</td>
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### MAJOR COURSES (40 CREDITS)

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<td>EDUC 302-O Principles of Health, Hygiene and Nutrition</td>
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<td>EDUC 206-O Methodology for Teaching Reading and Writing in English to Spanish Speakers I</td>
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<td>EDUC 207-O Methodology for Teaching Reading and Writing in English to Spanish Speakers II</td>
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<td>EDUC 322-O Development, Language and Correction of Speech Difficulties</td>
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<td>TESL 223-O Applied Linguistics in ESOL</td>
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<tr>
<td>EDUC 213-O Curriculum and Teaching Mathematics and Sciences in Elementary School</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 323-O Literature for Children</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 215-O Curriculum and Teaching Social Studies in Elementary School</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 216-O Teaching Reading: Diagnosis and Correction of Reading Difficulties</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 436-O Pedagogical Integration Seminar (*Course must be completed with a passing grade on the FL Basic General Knowledge Test before registering for EDUC 447-O)</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 217-O Teaching Writing Diagnosis and Correction of Writing Difficulties</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 447-O Practicum</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Total Number of Credits: 127**

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. It is recommended that all English courses are taken prior to EDUC 447-O: Practicum. *EDUC 436-O must be completed with a passing grade before registering for EDUC 447-O. Students must abide with the minimum required hours set by the state for practicum experiences which are 15 weeks. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures. OYLE 110-O must be taken within the first term of enrollment. REVISED 07/2013*
Bachelor of Sciences in Nursing (BSN)

Major in Nursing

128 Credits

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

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

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

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

The main goals of the BSN Program include the following:

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

Nursing students are expected to:

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

ADMISSION REQUIREMENTS:

1. The applicant must have a minimum of 12 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. The applicant must be 21 years of age or older.
3. The applicant must provide evidence for 2 years of work experience.
4. Minimum GPA. 2.50

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

All students enrolled in this program will take up to 25 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 16 credits of language courses and 9 credits in general education courses that may include 3 credits in Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University
Life. The Puente Counselor may recommend to the Campus Director the transfer of a Puente student to the regular accelerated format if the student has demonstrated academic success after one semester (12 credits) of coursework, including a GPA of 2.5 or above.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>45</td>
</tr>
<tr>
<td>Professional Courses</td>
<td>22</td>
</tr>
<tr>
<td>Health Sciences Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>Concentration Courses</td>
<td>55</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>128</strong></td>
</tr>
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</table>
# SISTEMA UNIVERSITARIO ANA G. MENDEZ
# UNIVERSIDAD DEL TURABO
# SCHOOL FOR PROFESSIONAL STUDIES
# PROGRAM TITLE: NURSING
# CREDENTIAL ISSUED: BACHELOR OF SCIENCE IN NURSING (BSN)*

## DEGREE REQUIREMENTS

### GENERAL EDUCATION COURSES (45 CREDITS)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>C</th>
<th>UT-T</th>
<th>PRE-REQ</th>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 115-O College Reading and Writing I</td>
<td>4</td>
<td>ENGL 116-O</td>
<td>College Reading and Writing II</td>
<td>4</td>
<td>ENGL 115-O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 331-O Public Speaking</td>
<td>4</td>
<td>ENGL 115-O</td>
<td>ENGL 116-O</td>
<td>SPAN 115-O Reading Writing and the Oral Communication in Spanish I</td>
<td>4</td>
<td>SPAN 115-O</td>
<td></td>
</tr>
<tr>
<td>SPAN 116-O Reading Writing and the Oral Communication in Spanish II</td>
<td>4</td>
<td>SPAN 115-O</td>
<td>SPAN 255-O Spanish for Writing and Research</td>
<td>4</td>
<td>SPAN 115-O</td>
<td>SPAN 116-O</td>
<td></td>
</tr>
<tr>
<td>MATH 111-O Intermediate Algebra I</td>
<td>3</td>
<td>MATH 112-O</td>
<td>Intermediate Algebra II</td>
<td>3</td>
<td>MATH 111-O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td>
<td>3</td>
<td>SOSC 112-O</td>
<td>Individual, Community, Government and Social Responsibility II</td>
<td>3</td>
<td>SOSC 111-O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
<td>QYLE 110-O</td>
<td>Attitude Development and University Adaptation (Must be taken in</td>
<td>3</td>
<td></td>
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<tr>
<td>PSYC 123-O General Psychology (Compendium)</td>
<td>3</td>
<td>SOSC 111-O</td>
<td>SOSC 112-O</td>
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### PROFESSIONAL COURSES (22 CREDITS)

<table>
<thead>
<tr>
<th>COURSES</th>
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<th>UT-T</th>
<th>PRE-REQ</th>
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<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103-O Biology for Health Sciences</td>
<td>3</td>
<td></td>
<td></td>
<td>CHEM 224-O Fundamentals of General Chemistry</td>
<td>3</td>
<td>Concurrent with CHEM 224-OL</td>
<td></td>
</tr>
<tr>
<td>BIOL 300-O Microbiology</td>
<td>3</td>
<td>BIOL 303-O</td>
<td>BIOL 303-OL</td>
<td>Concurrent with BIOL300-OL</td>
<td>CHEM 224-OL Fundamental of General Laboratory</td>
<td>1</td>
<td>Concurrent with CHEM 224-O</td>
</tr>
<tr>
<td>BIOL 300-OL Microbiology Laboratory</td>
<td>1</td>
<td>BIOL 303-O</td>
<td>BIOL 303-OL</td>
<td>Concurrent with BIOL 300-O</td>
<td>BIOL 304-O Human Biology II</td>
<td>3</td>
<td>BIOL 303-O</td>
</tr>
<tr>
<td>BIOL 303-O Human Biology I</td>
<td>3</td>
<td>BIOL 103-O</td>
<td>Concurrent BIOL 303-OL</td>
<td>BIOL 304-OL Human Biology II Laboratory</td>
<td>1</td>
<td>BIOL 303-O</td>
<td>BIOL 303-OL</td>
</tr>
<tr>
<td>BIOL 303-OL Human Biology I Laboratory</td>
<td>1</td>
<td>BIOL 103-O</td>
<td>Concurrent BIOL 303-OL</td>
<td>COMP 110-O Computer and Software</td>
<td>3</td>
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### HEALTH SCIENCES CORE COURSES (6 CREDITS)

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<tr>
<th>COURSES</th>
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<th>UT-T</th>
<th>PRE-REQ</th>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
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</thead>
<tbody>
<tr>
<td>HESC 360-O Statistics Applied to Health Sciences</td>
<td>3</td>
<td>MATH 111-O</td>
<td>MATH 112-O</td>
<td>HESC 365-O Health Sciences Research</td>
<td>3</td>
<td>HESC 360-O</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>CR</td>
<td>UT-T</td>
<td>PRE-REQ</td>
<td>COURSE</td>
<td>CR</td>
<td>UT-T</td>
<td>PRE-REQ</td>
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<tr>
<td>NURS 200-O Introduction to Nursing</td>
<td>1</td>
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<td></td>
<td>NURS 210-O Nursing Informatics</td>
<td>3</td>
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<tr>
<td>NURS 201-O Fundamentals of Nursing</td>
<td>5</td>
<td></td>
<td></td>
<td>NURS 304-O Maternal &amp; Child Nursing</td>
<td>5</td>
<td></td>
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<tr>
<td>NURS 202-O Health and Physical</td>
<td>4</td>
<td></td>
<td></td>
<td>NURS 305-O Nursing Care of Children</td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td>and Adolescents</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NURS 203-O Pharmacology</td>
<td>4</td>
<td></td>
<td></td>
<td>NURS 403-O Community Health Nursing</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 205-O Pathophysiology</td>
<td>3</td>
<td></td>
<td></td>
<td>NURS 404-O Mental Health Nursing</td>
<td>5</td>
<td></td>
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<tr>
<td>NURS 303-O Medical Surgical</td>
<td>5</td>
<td></td>
<td></td>
<td>NURS 405-O Nursing Leadership</td>
<td>3</td>
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<tr>
<td>Nursing</td>
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<tr>
<td>NURS 407-O Knowledge Integration</td>
<td>3</td>
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<td></td>
<td>NURS 406-O Practicum</td>
<td>4</td>
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<tr>
<td>in Nursing</td>
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</tbody>
</table>

**Total Number of Credits: 128**

*Students must meet Florida State requirements to obtain a Florida Nursing License to include the Nursing state test (NCLEX-RN). Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by State and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Students must abide with the minimum required hours set by the State for practicum experiences, which are 15 weeks. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures. OYLE 110-O must be taken within the first term of enrollment. REVISED 8/08/13.*
MASTER’S DEGREES

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

*Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses*

(This program is in teach-out and not accepting enrollments)

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

**PROGRAM OBJECTIVES:**

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

Students will be able to:

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

Note: This course requires a Bachelor of Arts in Education and experience in the public educational system.

Florida State ESOL Requirements: Students under this program will take TESOL 522: Theory and Practice of Teaching ESOL Students in Schools; a new course developed to help students in this area meet state ESOL requirements (3 credit hours in ESOL).

Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (Basic General Knowledge Test) before initiating the internship experience at a public school setting. The student must provide evidence of the passing score of the Florida State Teacher Exam as part of the passing grade of the last internship seminar course. If a student does not pass the required Florida State exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification requirements.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Professional Courses</td>
<td>6</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>18</td>
</tr>
<tr>
<td>Research</td>
<td>6</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL TURABO
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: GUIDANCE AND COUNSELING
CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED)

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>CORE PROFESSIONAL COURSES (9 Credits)</th>
<th>COURSES</th>
<th>CRS</th>
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<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>EDUC 580-O Evolutive Psychology: Human Growth and Development</td>
<td>3</td>
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<tr>
<td>EDUC 581-O0 Introduction to Guidance and Counseling Services</td>
<td>3</td>
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<tr>
<td>* TESL 522: O Theory and Practice of Teaching ESOL Students in Schools</td>
<td>3</td>
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<table>
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<tr>
<th>SPECIALIZATION COURSES (21 Credits)</th>
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<tbody>
<tr>
<td>EDUC 582-O Legal and Ethical Issues in Counseling</td>
<td>3</td>
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<tr>
<td>EDUC 583-O Instruments and Techniques for Diagnosis and Appraisal</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 584-O Individual Counseling Techniques</td>
<td>3</td>
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</tr>
<tr>
<td>EDUC 585-O Group Counseling Techniques</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 586-O Career Counseling</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDUC 601-O Educational Research Methods</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>18 credits from specialty component</td>
</tr>
<tr>
<td>EDUC 587-O Internship in Counseling (Requires a passing score on the Florida Basic General Knowledge Test and Internship Coordinator’s Approval)</td>
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<table>
<thead>
<tr>
<th>ADDITIONAL RESEARCH COURSE (3 credits)</th>
<th>COURSES</th>
<th>CRS</th>
<th>TR</th>
<th>UT</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 603-O Lecture Seminar</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>EDUC 601-O</td>
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<table>
<thead>
<tr>
<th>ELECTIVE COURSES (3 CREDITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will select one of the following courses:</td>
</tr>
<tr>
<td>EDUC 589-O Consultation in Schools</td>
</tr>
<tr>
<td>EDUC 618-O Counseling Children and Adolescents</td>
</tr>
</tbody>
</table>

| TOTAL NUMBER OF CREDITS | 36 |

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency level. Students who qualify for Immersion Courses must enroll within the first term of enrollment to the institution. Students will choose the internship site based on their interests and future career plans. *The state of Florida requires counselors to complete a 3-credit hour survey course (Linguistics, Methods, Curriculum, Culture, and Testing) in ESOL.
MASTER IN EDUCATION (M. ED.)
Counseling
45 Credits

*Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses*

**PROGRAM DESCRIPTION:**

This program is designed to prepare school counselors to provide individual or group counseling services in K-12 schools or postsecondary and higher education institutions. It provides counselors with the background in the principles, theories and practice of guidance and counseling. The graduates from this program will be able to interact with their clients and team with situations that require effective communication, conflict management, problem solving and decision making. The goal of this program is to develop counselors who possess the needed competencies to perform the duties in an effective manner. The program offers two options: school counseling in public and private settings and students affairs in higher education.

The students in school counseling option will be able to counsel students in public and private K-12. Those in students’ affairs in higher education option will be prepared in counseling students in postsecondary and higher education institutions.

**OPTION IN SCHOOL COUNSELING K-12 (12 credits)**

Students that choose the K-12 option will develop dual language competencies to perform the duties in an effective manner at the school setting. Students must meet all state and local requirements to obtain certification in the area of educational guidance and counseling. It provides school counselors with the background in the principles, theories, and practice of guidance and counseling in a school setting. The graduates from this program will be able to interact with students who require effective communication, conflict management, problem solving, and decision making skills.

The State requires compliance with nine credit hours of school clinical experiences in guidance and counseling skills for an equivalent of 135 hours. This is accomplished by integrating the school clinical experience in all courses. In addition, a practicum/internship is required to meet State certification requirements. The practicum/internship process lasts 12 weeks, 20 hours a week, for a total of 240 hours. This practicum/internship provides students with field experiences to demonstrate mastery of the Florida Educator Accomplished Practices in a public school setting during the regular school year. Throughout the duration of the degree program, the course facilitator ensures an
equivalent of 375 hours of on-going contact time with the students to debrief the core curriculum and application to school practice. Students must make arrangements to comply with the school clinical observations and internship requirements during a regular school day schedule. Students must abide to all rules and procedures set by the school district to meet program requirements. The student must also show evidence of a passing score in State certification exams prior to being assigned for the practicum/internship. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing to ensure a successful experience. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.

**OPTION IN STUDENT AFFAIRS IN HIGHER EDUCATION (12 credits)**

The option in Students Affairs in Higher Education will prepare students in counseling students in higher education institutions and provided the dual language competencies to perform the duties in an effective manner. The students will develop the skills to counsel students in through the study of different theoretical perspectives. During the program students will have the opportunity to discuss resources needed to counsel students in the transition from school to a higher education institution as well as legal and ethical issues pertaining university students. In addition, the program will develop the skills to help college students in the prevention and promotion of mental health, prevention of risk factors and the creation of prevention programs within the campus.

The option includes a 100 hour final formative experience in student’s affairs counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CRACREP). The practicum/intership will include direct service hours in individual and group interventions and will focus on the development of competencies in individual and group counseling in higher education institution interacting with faculty, students and student service personnel.

The internship experience is in English only; Students must demonstrate English language proficiency in listening, speaking, reading, and writing to ensure a successful experience. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.
PROGRAM OBJECTIVES:

1. Knowledge and understanding of the theories of Counseling.
2. Practice of individual and group counseling techniques.
3. Knowledge and understanding of the process of 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 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, needs and counseling practices for students in school settings.
10. Knowledge and understanding of principles and procedures of educational research and its relevance to the counseling process.
11. Understanding of the specific cultural idiosyncrasies, needs and counseling practices for students in a higher education settings.

PROGRAM OUTCOMES:

Students will be able to:

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

**FLORIDA STATE ESOL REQUIREMENTS:** Students selecting the **OPTION IN SCHOOL COUNSELING** of this program will take TESOL 522-O: Theory and Practice of Teaching ESOL Students in Schools; a new course developed to help students in this area meet state ESOL requirements (3 credit hours in ESOL). In addition, all students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (Basic General Knowledge Test) and all other State exams before initiating the internship experience at a public school setting. The student must provide evidence of the passing score on the Florida State Teacher Exam(s) as part of the passing grade of the last internship seminar course. If a student does not pass the required Florida State exam, he/she will have to repeat the course. Additionally, before seeking guidance and counseling position, graduates must comply with all Florida State Certification and employment requirements.

### CURRICULAR SEQUENCE

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Courses</td>
<td>33</td>
</tr>
<tr>
<td>Research</td>
<td>9</td>
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<tr>
<td>Elective Courses</td>
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<td><strong>45</strong></td>
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### Degree Requirements

**Specialization Courses** (33 Credits)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CRS</th>
<th>TR</th>
<th>UT</th>
<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>EDUC 580-O Education Psychology: Human Growth and Development</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 581-O Introduction to Guidance and Counseling Services</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 582-O Legal and Ethical Issues in Counseling</td>
<td>3</td>
<td></td>
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<td>EDUC 581-O</td>
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<tr>
<td>EDUC 583-O Instruments and Techniques for Diagnosis and Assessment</td>
<td>3</td>
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<tr>
<td>EDUC 584-O Individual Counseling Techniques</td>
<td>3</td>
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<td></td>
<td>EDUC 580-O, EDUC 581-O, EDUC 582-O, EDUC 583-O</td>
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<tr>
<td>EDUC 585-O Group Counseling Techniques</td>
<td>3</td>
<td></td>
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<td>EDUC 580-O, EDUC 581-O, EDUC 582-O, EDUC 583-O, EDUC 584-O</td>
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</tbody>
</table>

**Option in School Counseling K-12 (12 credits)**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CRS</th>
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<th>UT</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 645-O Counseling in Schools</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 580-O, EDUC 581-O</td>
</tr>
<tr>
<td>EDUC 618-O Counseling for Children and Adolescents</td>
<td>3</td>
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<td>EDUC 645-O</td>
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<tr>
<td>EDUC 646-O Development and Management of Counseling Programs in Schools</td>
<td>3</td>
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<td>EDUC 645-O</td>
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<td>EDUC 648-O Practicum in School Guidance and Counseling</td>
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**Option in Student Affairs in Higher Education (12 credits)**

<table>
<thead>
<tr>
<th>COURSES</th>
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<th>PRE-REQUISITE</th>
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</thead>
<tbody>
<tr>
<td>EDUC-649-O Counseling in Students Affairs in Higher Education</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 580-O, EDUC 581-O</td>
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<tr>
<td>EDUC-650-O Counseling for Students Development in Higher Education</td>
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<td>EDUC-649-O</td>
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<tr>
<td>EDUC-651-O Counseling for Prevention in Higher Education: College Students Experiences</td>
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<td>EDUC-649-O</td>
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<tr>
<td>EDUC-652-O Practicum in Counseling in Higher Education</td>
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<td>All Education Courses</td>
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**Research Courses** (9 credits)

<table>
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<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 601-O Educational Research Methods</td>
<td>3</td>
<td></td>
<td></td>
<td>18 credits from Specialization Courses</td>
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<tr>
<td>EDUC 630-O Statistics for Educational Research</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 601-O</td>
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<tr>
<td>EDUC 603-O Lecture Seminar</td>
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**Guided Elective Course (3 Credits)**

<table>
<thead>
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<th>COURSES</th>
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<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL 522-O Theory and Practice of Teaching ESOL Students in Schools*</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVE: Student’s choosing the option of Student Affairs in Higher Education can select any master degree course in education from UT.</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Number of Credits**: 45

---

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **Option in School Counseling**: The state of Florida requires counselors in K-12 to complete a 3-credit hours of an ESOL survey course (Linguistics, Methods, Curriculum, Culture, and Testing). This program requires nine credit hours in school clinical experiences to meet State certification requirements for an equivalent of 137 hours during the duration of the degree. Students must also complete 240 hours of internship/practicum at a public school setting. Students need to review the Florida State Education Certification requirements for school Guidance and Counseling. Students choosing the Option in Students Affairs in Higher Education, must complete a 100 hours internship/practicum at a postsecondary setting. Revised 12/16/13
MASTER IN EDUCATION (M ED)

Specialization in the Teaching of English as a Second Language

39 Credits

Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses and OnLine.

PROGRAM DESCRIPTION:

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

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

EDUCATION PROGRAMS INTERNSHIP REQUIREMENTS:

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (Basic General Knowledge Test) before initiating the internship experience at a public school setting. The student must provide evidence of the passing score of the Florida State Teacher Exam as part of the passing grade of the last internship seminar course. If a student does not pass the required Florida State exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification requirements.
PROGRAM OBJECTIVES:

Upon completion of the program, the student will develop:

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

PROGRAM OUTCOMES:

Students will be able to:

1. Develop ESOL classroom research projects
2. Develop lesson plans for the teaching of reading and writing using different strategies.
3. Design ESOL curriculum units for LEP students
4. Develop ESOL performance portfolio assessments projects
5. Conduct ESOL workshops
6. Develop community projects within a diverse population
7. Communicate adequately in English both orally and in writing.

**DUAL LANGUAGE ONLINE DELIVERY OF PROGRAM**

**Dual Language Online Program Modality**

The online dual language program is 100% delivered online using Blackboard as the Learning Management System (LMS). One major advantage of the online dual language program is that it is designed in such a way that helps meet the language needs of students. This is provided to students by implementing the development of both languages throughout the coursework and by maintaining equal distribution of language use (English and Spanish) throughout the content taught. The delivery of instruction occurs asynchronously in the form of modules, scheduled every eight (8) weeks, every semester. Eight modules per course are provided, 4 in English and 4 in Spanish. Each module consists of readings, activities, discussion forum activities, and assignments, all in the language of the module, and to be completed by a required due date posted in the course calendar.

The course content taught online is equivalent to the course content taught in classroom based courses. The information, readings, assignments, activities and assessments presented to students are in the language in which the workshop is taught. To provide students with a sheltered environment in the same manner as the onsite program, the LMS interface is available in both languages, so that students are able to choose their language of preference, allowing them to read information about the course and learning management system in the language they feel more comfortable. Another major feature of the online dual language modality is that activities are designed using voice tools such as Wimba Voice, that allows students to send voice e-mails, use voice discussion boards, podcasting, and make voice presentations, making the program unique among other online programs and providing students with the advantage of developing language proficiency in the areas of speaking and listening.

The program contains carefully designed lessons leading students to develop skills, gain content knowledge and language proficiency in both languages. Activities are planned to meet the needs of the online student population, thus allowing them to be able to reach the course objectives without having to interrupt their schedules. It contains a balance of tasks performed independently and in groups, involving communication with classmates and facilitators using several web-based tools such as discussion forums, chat sessions,
instant messaging, and email. These tools enable the monitoring and assessment of students' reading and writing language skills and helps participants better interact with each other and strengthen their acquired knowledge. In addition, online students engage in activities using the voice tools in the learning management system, allowing facilitators and students to address, monitor and assess oral and listening language skills. These activities allow students to work individually or in groups and include specific instructions in the language and the tools or activities to be used to promote the development of all four language arts. The facilitator teaching the online course has to follow these guidelines when creating groups to work on a specific assignment.

To support the dual language modality, all faculty and staff are bilingual. In addition, faculty and students have access and are encouraged to use the available synchronous tool for meetings, office hours and general communications among them.

The online modality provides a greater flexibility to students interested in obtaining an advanced degree, with the minimal disruptions to their personal and work life, and that due to distance or geographic limitations cannot come to the campus. At the same time, students develop dual language proficiency in their area of study so they can be bilingual professionals in their field.

- In addition, Sistema Universitario Ana G. Méndez (SUAGM) has created the Virtual Campus, a specialized unit dedicated to providing support to the online programs delivered by its member institutions, including Universidad del Turabo (UT). The Virtual Campus provides support to SUAGM-UT in dual language online course design and support for its enrolled students. It also provides support in the areas of LMS management and faculty training.

**Technology Requirements**

These requirements refer to minimum computer hardware. "Recommended" settings must be satisfied or exceeded. "Minimum requirements" are meant for basic use of Blackboard. If any additional plug-in software applications are required, it is important to check with the appropriate vendors as the "minimum requirements" may change.
Recommended Requirements

- Operating System: Windows XP, Vista (32 & 64 bit), 7 (32 & 64 bit)
- Processor Speed/Type: 800 MHz Intel Pentium III processor, or equivalent/better
- CPU Memory: 256 MB of RAM
- Monitor Resolution: 1024 x 768
- Internet Connection: Any high-speed connection (e.g. Cable Broadband or DSL)
- Free Hard Disk Space: 500 Mb or greater
- Audio (Sound) Card: 24-bit sound card
- Video Card: 64 MB VRAM with True Color (24-bit or 32-bit)
- Webcam

Minimum Requirements

- Operating System: XP
- Processor Speed/Type: 400 MHz Intel Pentium II processor, or equivalent
- CPU Memory: 64 MB of RAM
- Monitor Resolution: 800 x 600
- Internet Connection: 56 kbps Dialup Modem
- Free Hard Disk Space: 50 Mb
- Audio (Sound) Card: 16-bit sound card
- Video Card: 16 MB VRAM with 65,000 colors or 16-bit
- Webcam

Internet Connection

Online courses may require students to download/upload large files and also streaming audio and video, which require faster connection speeds. To function properly, Blackboard requires a high speed internet connection (DSL, cable).

Browsers

<table>
<thead>
<tr>
<th></th>
<th>Internet Explorer® 9</th>
<th>Internet Explorer 8</th>
<th>Firefox (Final Release Channel)</th>
<th>Firefox 3.6</th>
<th>Chrome (Stable Channel)</th>
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</thead>
<tbody>
<tr>
<td>Windows® XP (32-bit)</td>
<td>Unsupported</td>
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<tr>
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<tr>
<td>Windows Vista (64-bit)</td>
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<tr>
<td>Windows 7 (32-bit)</td>
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<tr>
<td>Windows 7 (64-bit)</td>
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<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
</tr>
</tbody>
</table>

Certified: fully tested and supported. Compatible: partially tested but should function properly. Provisional: future technologies considered supported by Blackboard Support. Unsupported: either impossible or not tested.
Browser Plug-ins:

- **Acrobat Reader**: Needed to plug in and see documents in pdf format.
- **Flash**: Placer or producer, it reproduces swf files.
- **Java**: It is a programming language and computing platform that is used to make software. Blackboard needs Java to enable the Chat, Virtual Classroom and other useful tools.
- **QuickTime**: This plug in allows for watching videos and QuickTime VR in the browser.
- **Microsoft Media Player**: This software is used to watch videos in the Internet and it appears in all computers that work with Windows operating system by default (Windows XP, 2008, Windows Vista, Windows 8). There are versions for Macintosh users. Videos are watched by streaming.

Virus Protection:

- **Antivirus**: This software detects and eliminates viruses in a fast and easy way. They are available through Internet. Some antivirus programs are Norton, Panda and McAfee.

Software:

- **Software compatible with MS Office 2010 and above**
- **Real Player**: This software is for watching videos with .rm format.
- **Win Zip or similar**: This software compresses files with the purpose of occupying less space in your hard disk. It is very useful for transferring heavy files because it reduces the time of download and upload of files.

LMS Platform:

SUAGM-UT uses Blackboard as the Learning Management System (LMS) to deliver ITS online programs. The LMS can be accessed at the address: [http://ecampus.suagm.edu](http://ecampus.suagm.edu). It provides the necessary functionalities to correctly administer online educational programs. It incorporates a solid environment for sharing and administering content, conduct online evaluations, follow-up with students, manage tasks and assignments, and conduct online collaborations. The platform provides for the delivery of synchronous as well as asynchronous education. Asynchronous delivery is accomplished via discussion forums, course email, lessons, modules and exams and quizzes. All course activities are designed for asynchronous delivery, which provide the student with the greatest flexibility.
in fulfilling academic requirements. All courses have a syllabus, evaluation criteria, and information on how to access academic resources like the library, tutoring service, among other. The course also has a schedule that students must follow and includes due dates for all gradable activities.

The Blackboard Learning System™ is characterized by its easy use, the way it unifies different Web services and develops a strong sense of an online educational community. By allowing for the verification of course announcements to the participation in a series of classes online, Blackboard Community System™ simplifies the life of the students and the institution. The platform includes: online common areas, centralized content administration, “context” through personalization, and exchange and communication tools.

SUAGM’s portal integrates different technologies and services via the Web to attend the diverse and individual user needs. The portal allows students to:

- find important information in a quick and easy manner,
- register courses,
- review their academic progress,
- access their e-mail accounts,
- manage their financial statements with the institution,
- access important information in an individual manner,
- view and access the diverse services of the different offices of SUAGM-UT, and
- have a sole point of access for the different services by using only one username and password.

Technical Support

AGMUS has a Help Desk Service Center for its educational institutions, which serves the student population of Ana G. Méndez University System-Universidad del Turabo. The services provided by the Contact and Customer Service Center are presented in the accompanying table. The office is available Monday to Friday From 7:00 am to 8:00 pm and Saturday 8:00 am-5:00 pm Eastern Daylight Time. Students requiring support after hours are encouraged to refer to the Frequently Asked Questions (FAQ) page available at http://myuagm.suagm.edu where they can obtain answers to most common issues.
Summary of services provided by the Help Desk

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Password Reset</td>
<td>Resets the password of an authorized user after a lockout.</td>
</tr>
<tr>
<td>Connectivity</td>
<td>Aids in diagnosing and resolving connectivity issues experienced by users.</td>
</tr>
<tr>
<td>Learning Management System (LMS)</td>
<td>Assists students in connecting and navigating the content of an online course.</td>
</tr>
<tr>
<td>Email</td>
<td>Provides assistance to commonly faced issues regarding email.</td>
</tr>
</tbody>
</table>

**TRAINING SESSIONS**

The institution provides online training to students in the use of LMS Blackboard. The training includes basic use of the LMS to access modules, lessons and activities. Also includes communications aspects like discussion forums, email and chat.

The training sessions cover the following topics:

1. Course access/navigation: access to modules, lessons, supplementary files.
2. Course tools: discussions, how to submit assignments, email, chat, white board and how to see grades.
3. Academic Resources: access to the online library, online tutoring (NetTutor), Academic Integrity and Plagiarism
4. Information related to technology requirements and the approximate costs

**ONLINE TUTORIALS**

In addition to the training areas listed above, tutorials are provided online within Blackboard. The tutorials incorporate short video clips and other tools that can be accessed for quick reference at any time. Fourteen tutorials on different subjects can be accessed by students.

Another area of importance where training is provided is in the use of a self-service portal. These sessions cover the areas on how to use the portal where students can register and pay for classes, see their evidence, access financial aid information and other areas. Students gain access to this portal through the use of a single sign-on methodology.
ACADEMIC SUPPORT

The services that an institution of higher education provides its students give instrumental support to the institution and enable it to achieve its educational mission. Online education itself requires high levels of interaction that are more than just two-way interactions. In fact, online education involves a multidirectional flow between faculty and students – with faculty presenting their material online and a world of information available and accessible to students through each course and through links approved by the faculty.

Students can communicate with instructors in a variety of ways. These are via discussion forums, via email and also via telephone in cases this information is provided by the instructor. As a rule it is required that the instructor provides feedback to students about their work, assignments and responds to general questions within a 24 to 48 hours timeframe; this applies to weekends and holidays as well.

STUDENT ASSESSMENT

Once admitted into the program, the student takes a placement exam in English and Spanish. The purpose of testing is diagnostic: it assesses students’ current language abilities in order to match them to the course most suitable for that level. In addition students are encouraged to take an online aptitude test that provides information regarding general outcomes for success in an online program. The test does not have placement purposes, however it is informational to the student if the online learning modality appropriate for his/her learning style.

Students are assessed using a variety of methods including discussion forums, weekly written assignments and essays. The timeframe for assessments varies among courses and the faculty is expected to provide guidance to the student through the entire term. The professor provides a weekly attendance report to the Integrate Services Coordinator at the institution. This is a process related to institutional effectiveness that seeks to maintain high retention rates.

The institution takes cheating very seriously and makes available SafeAssign which is provided within Blackboard. Faculty and or students submit assignments or papers and they are checked against SafeAssign's comprehensive databases of source material including the public internet and libraries. The results are then delivered to faculty through Blackboard in addition with the originality reports, with the results of the matching process.
In addition, when the course design includes an examination, the institution uses remote proctoring software that locks down the testing environment within Blackboard, so students are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading, minimizing chances of student cheating. The tool enables the university to administer computer-based tests anytime, while still maintaining the exam room integrity.

FACULTY

Since 2001, AGMUS’ Center for Telecommunications and Distance Education (CETED, for its acronym in Spanish) has been offering a Program in Certification in Distance Education (PCED, for its acronym in Spanish). Faculty is required to complete thirty-three (33) training hours conducive to the certification in the specialization of Online Teaching. The PCED is given online through the Blackboard platform in order to reach the faculty of the thirteen (13) university centers of AGMUS in Puerto Rico and the Metro Orlando, South Florida, Tampa Bay, and Capital Area Campuses.

Qualified bilingual faculty members are a key part of the work teams responsible for the development, instruction, and supervision of the distance education courses. During this process, faculty members carry out several roles, such as: content specialists, dual language specialists, professors, and members of the Course Evaluation Committee.

Online presence: the online faculty is required to provide online presence at least three (3) times a week. Instructors are required to promote interaction of students with instructional content and the completion of activities in each learning module.

In addition, there is a Faculty Coach that provides guidance to instructors regarding the pedagogy of online learning, how to promote communication in the classroom, developing presence, and suggesting strategies to manage the virtual classroom. The Faculty Coach logs into the class three times a week identifies areas of improvement and communicates them promptly to the Instructor. The Faculty Coach develops training sessions, synchronous or asynchronous, based on the needs of the faculty. The final activity conducted by the Faculty Coach is to observe the virtual classroom.

The work of the Faculty Coach is paired with a tool provided within the Learning Management System known as Early Warning that provides faculty with information on student performance and attendance based on a set of parameters such as last day of
attendance. The faculty receives the alerts, which are then routed through student services for follow up.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>Specialization Courses</td>
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<tr>
<td>Research Courses</td>
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<td><strong>TOTAL</strong></td>
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SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL TURABO
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: TEACHING OF ENGLISH AS A SECOND LANGUAGE
CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED)

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>CORE PROFESSIONAL COURSES (6 Credits)</th>
<th>COURSES</th>
<th>CRS</th>
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<tbody>
<tr>
<td></td>
<td>EDUC 501-O Principles and Development of Curriculum in ESOL in ESL</td>
<td>3</td>
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<td></td>
<td>EDUC 512-O Innovations and Education in ESOL</td>
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<tr>
<th>SPECIALIZATION COURSES (27 Credits)</th>
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<tr>
<td></td>
<td>EDUC 550-O Second Language Acquisition</td>
<td>3</td>
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<td></td>
<td>EDUC 551-O Reading Processes in a Second Language Setting</td>
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<td>EDUC 550-O</td>
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<td>EDUC 553-O ESOL Curriculum and Materials Development</td>
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<td>EDUC 555-O Development of Communication Skills in English</td>
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<td>EDUC 566-O Methods of Teaching English as a Second Language</td>
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<td>EDUC 567-O Cross-Cultural Communication and Understanding</td>
<td>3</td>
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<td>EDUC 564-O Applied Linguistics for ESOL Teachers</td>
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<td>EDUC 569-O Testing and Evaluation of ESOL</td>
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<td>EDUC 604-O Knowledge Integration Seminar in ESOL</td>
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<tr>
<th>RESEARCH COURSES (6 Credits)</th>
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<td>EDUC 600-O Educational Research Methods in ESOL</td>
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<td>All Core and Specialization Courses</td>
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<tr>
<td></td>
<td>EDUC 617-O ESOL Seminar in a School Setting (Internship)</td>
<td>3</td>
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<td>EDUC 600-O, a passing score in the Florida Basic General Knowledge Test</td>
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</table>

| TOTAL NUMBER OF CREDITS | 39   |

IMPORTANT NOTES:

1. It is strongly recommended that students review and become familiar with the teacher certification requirements established by the State of Florida, the Commonwealth of Puerto Rico, or any other state in which they intend to seek employment as teachers.

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

3. Students must provide evidence of a passing score on the Florida Basic General Knowledge Test prior to registering for EDUC 617-O.
MASTER OF SCIENCE IN PUBLIC AFFAIRS (MSPA)

Specialization in Criminal Justice

39 Credits

Offered at Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:

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

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

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

PROGRAM OBJECTIVES:

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

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

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

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

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

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

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

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

#### DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
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<th>UT</th>
<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy</td>
<td>3</td>
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<tr>
<td>MSPA 505-O Computer Education for Public Administrators</td>
<td>3</td>
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<tr>
<td>MSPA 510-O Research and Quantitative Method in Public Administration</td>
<td>3</td>
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<tr>
<td>MSPA 520-O Administrative Law and Ethics</td>
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<tr>
<td>MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques</td>
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<tr>
<td>MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources</td>
<td>3</td>
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<td>MSPA 520-O</td>
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<td>MSPA 550-O Fiscal Resources Management</td>
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**CORE PROFESSIONAL COURSES (21 Credits)**

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<tbody>
<tr>
<td>CRJU 500-O Foundations, Practice and Changes in the Administration of the Criminal Justice System</td>
<td>3</td>
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<td>MSPA 500-O</td>
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<tr>
<td>CRJU 520-O Philosophy of Punishment</td>
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<tr>
<td>CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System</td>
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<tr>
<td>CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs</td>
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<td>MSPA 510-O</td>
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**SPECIALIZATION COURSES (15 credits)**

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

**DOWNLOAD ONE OF THESE COURSES – 3 credits to complete 15 credits of the specialization courses**

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<thead>
<tr>
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<tbody>
<tr>
<td>MSPA 710-O Research Seminar in Criminal Justice</td>
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<td>MSPA 510-O</td>
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<tr>
<td>MSPA 720-O Internship</td>
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<td>All Courses (Except MSPA 710-O)</td>
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**ELECTIVE COURSES (STUDENTS WILL SELECT ONE OF THE FOLLOWING COURSES (3 CREDITS)**

<table>
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<tr>
<td>CRJU 730-O Criminality, Crime Control, and Criminal Justice</td>
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<td>CRJU 500-O</td>
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</table>

**TOTAL NUMBER OF CREDITS**

39

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MASTER OF SCIENCE IN NURSING
Specialization in Family Nurse Practitioner
51 Credits

Offered at South Florida Campus

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

Congruence between UT, SHS, and Nursing Program Mission

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

The main goals of the MSN Program include:

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

**MSN GRADUATE PROFILE**

The graduate will possess the competencies to contribute as a:

1. Professional that provides and manages primary care to clients in ambulatory, acute-care, and long-term care settings in rural and urban underserved communities according to established protocols and guidelines.
2. Professional that applies advanced knowledge and skills in the delivery of health care promotion, maintenance and illness prevention across the life span to individuals, families and communities.
3. Professional that participates in clinical research and evidence based practice, which improves the quality of primary health care services and the advancement of nursing practice.
4. Professional that employs the appropriate differential diagnoses and therapeutic regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence and efficacy.
5. Professional that maintains up to date with practice guidelines, latest research findings, and continuing education through the internet, journals and conferences.
6. Professional that demonstrates leadership by actively participating in legislative, political and socioeconomic issues, which influence health care services to underserved high risk rural and urban communities and the advancement of nursing practice in Florida.
7. Professional that creates a climate of mutual trust, empowerment and partnerships with clients from underserved communities in culturally competent ways.

**Note:** Students must pass a *criminal background check* in order to participate in some clinical settings and to meet the Board of Nursing Standards to become licensed.

**GRADUATE PROFILE OF THE SPECIALTY OF FAMILY NURSE PRACTITIONER**
1. Professional that provides and manages primary care to clients with acute and chronic illnesses according to established national protocols and guidelines.

2. Professional that furnishes primary health care services in a variety of settings with culturally diverse and high-risk populations.

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

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

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

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

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

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

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

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

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

12. Professional that uses community/public health assessment information in evaluating client needs, initiating referrals, coordinating care, and program planning.
13. Professional that administers medications based on efficacy, safety and cost as legally authorized and teaches concerning drug regimens, drug side effects, and interactions.

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

15. Professional that evaluates results of interventions using accepted outcome criteria, revises the plan accordingly and consults/refers when needed.

16. Professional that schedules follow-up visits to appropriately monitor clients and evaluate health/illness care.

17. Professional that applies principles of self-efficacy and empowerment in promoting behavior change.

18. Professional that creates a climate of mutual trust and establishes partnerships with clients.

19. Professional that preserves the client’s control over decision making, assesses the client’s commitment to the jointly determined, mutually acceptable plan of care, and fosters client’s personal responsibility for health.

20. Professional that maintains confidentiality while communicating data, plans, and results in a manner that preserves the dignity and privacy of the client and provides a legal record of care.

21. Professional that shows respect for the inherent dignity of every human being, whatever their age, gender, religion, socioeconomic class, sexual orientation, and ethnic or cultural group.

22. Professional that accepts the rights of individuals to choose their care provider, participate in care and refuse care.

23. Professional that recognizes cultural issues and interacts with clients from other cultures in culturally sensitive ways.

24. Professional that respects the inherent worth and dignity of each person and the right to express spiritual beliefs as part of his/her humanity.

**ADMISSION REQUIREMENT:**

- Hold a Bachelor of Science from an accredited School of Nursing.
- GPA. 3.00.
- Basic statistics course at the baccalaureate level (3crs).
- Active Florida Professional Nursing License.
- Complete an Interview process with the coordinator of the program or his/her representative.
- Submit an essay in English on a nursing topic selected by the Nursing Coordinator.
- Submit three letters of recommendation.
- Submit evidence of credits at the Nursing Bachelor’s Degree with the admissions forms.

### CURRICULAR SEQUENCE

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<td>Advanced Practice Core Courses</td>
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<tr>
<td>Specialty Courses</td>
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<td><strong>TOTAL</strong></td>
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</table>
SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL TURABO
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: FAMILY NURSE PRACTITIONER
CREDENTIAL ISSUED: MASTER OF SCIENCE IN NURSING (MSN)*

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
<th>UT</th>
<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>NURS 500-O Theoretical Foundations of Advanced Practice Nursing</td>
<td>3</td>
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<tr>
<td>NURS 501-O Public Health Policies, Ethics and Systems</td>
<td>3</td>
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<td>NURS 505-O</td>
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<tr>
<td>NURS 502-O Nursing Science and the Research Process</td>
<td>3</td>
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<td>NURS 500-O</td>
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<tr>
<td>NURS 503-O Nursing Research Project: From Proposal to Publication</td>
<td>3</td>
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<td>NURS 502-O &amp; HESC 500-O</td>
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<tr>
<td>NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations</td>
<td>2</td>
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<tr>
<td>HESC 500-O Statistics Applied to Clinical Research</td>
<td>3</td>
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ADVANCE PRACTICE CORE COURSES (15 Credits)

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<th>COURSES/DESCRIPTIONS</th>
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<tbody>
<tr>
<td>NURS 504-O Advanced History Taking and Physical Assessment</td>
<td>3</td>
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<td>NURS 506-O &amp; NURS 507-O OR NURS 506-O &amp; NURS 507-O CONCURRENT</td>
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<td>NURS 506-O Advanced Pathophysiology</td>
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<tr>
<td>NURS 507-O Advanced Pharmacology</td>
<td>3</td>
<td></td>
<td></td>
<td>MSN STUDENTS ONLY</td>
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<tr>
<td>NURS 508-O Diagnostic and Differential Diagnosis</td>
<td>3</td>
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<td></td>
<td>NURS 506-O &amp; NURS 507-O OR NURS 506-O &amp; NURS 507-O CONCURRENT</td>
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<tr>
<td>NURS 509-O Pharmacology for FNP's</td>
<td>3</td>
<td></td>
<td></td>
<td>NURS 506-O &amp; NURS 507-O</td>
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SPECIALTY COURSES (16 CREDITS)

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
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<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>NURS 510-O Primary Care I</td>
<td>3</td>
<td></td>
<td></td>
<td>NURS 504-O, NURS 505-O NURS 506-O, NURS 507-O &amp; NURS 508-O</td>
</tr>
<tr>
<td>NURS 510-OL Primary Care I Laboratory (Concurrent with NURS 510-O)</td>
<td>1</td>
<td></td>
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<tr>
<td>NURS 511-O Primary Care II</td>
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<td>NURS 510-O</td>
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<tr>
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<td>NURS 511-O</td>
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<tr>
<td>NURS 512-O Primary Care III</td>
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<td>NURS 512-O</td>
</tr>
<tr>
<td>NURS 512-OL Primary Care III Laboratory</td>
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<td></td>
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<tr>
<td>NURS 513-O Residency</td>
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<td>NURS 512-O</td>
</tr>
<tr>
<td>NURS 513-OL Residency Laboratory</td>
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ELECTIVE COURSES (SELECT 3 CREDITS ONLY)

<table>
<thead>
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<th>TR</th>
<th>UT</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 600-O The Victim: Crime, Practices and Society</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJU 640-O Addiction Problems: Legal and Psychosocial Aspects</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HURM 732-O Occupational Health and Safety</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF CREDITS: 51

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. *Students must meet Florida State requirements to obtain a Florida Nursing License to include the Nursing state test (NCLEX-RN). Revised 6/2013
MASTER IN BUSINESS ADMINISTRATION
Specialization in Management (offered online only)
39 Credits

PROGRAM DESCRIPTION:
The Master's in Business Administration (MBA) degree with a focus in Management enables students to develop the necessary skills to promote effective communication and integration among the various organizations and professional institutions within their chosen industry nationally and internationally. Graduates will be able to confidently evaluate management within organizations by applying theoretical and practical knowledge of administrative management, analytic assessment of the organization, and efficient use of emerging technologies. With these tools, students are able to address obstacles and challenges within their chosen business.

The MBA degree has two basic components: core courses and specialization courses. In the Knowledge Integration Course, they are able to utilize the knowledge acquired in the concentration courses. The management focus allows students to explore both theoretical and practical elements of modern management, as well as contemporary challenges in this field. In addition, this concentration prepares students for various key administrative tasks in commercial and industrial companies.

The Graduate Program, seeks to create a new breed of managers with the skills and understanding required to compete in a dynamic and global marketplace. Analytical skills are emphasized within the institutional study of the changing corporate structure found in the U.S. economy. This supply of managers is created by incorporating the needs for training shown by different productive sectors of the economy, including the public sector.

PROGRAM OBJECTIVES
To attain this goal, the objectives of the program may be summarized as follows:

- To provide students with the technical skills and the understanding of the socio-economic institutional framework within which businesses operate, enabling them to perform the responsibilities of leaders in executive positions.
- To improve and develop the technical skills required by persons currently holding positions in business administration.
To keep the MBA curriculum content relevant in order to satisfy the needs for human capital training in business administration in the public and private sectors.

**DUAL LANGUAGE ONLINE DELIVERY OF PROGRAM**

**Dual Language Online Program Modality**

The online dual language program is 100% delivered online using Blackboard as the Learning Management System (LMS). One major advantage of the online dual language program is that it is designed in such a way that helps meet the language needs of students. This is provided to students by implementing the development of both languages throughout the coursework and by maintaining equal distribution of language use (English and Spanish) throughout the content taught. The delivery of instruction occurs asynchronously in the form of modules, scheduled every eight (8) weeks, every semester. Eight modules per course are provided, 4 in English and 4 in Spanish. Each module consists of readings, activities, discussion forum activities, and assignments, all in the language of the module, and to be completed by a required due date posted in the course calendar.

The course content taught online is equivalent to the course content taught in classroom based courses. The information, readings, assignments, activities and assessments presented to students are in the language in which the workshop is taught. To provide students with a sheltered environment in the same manner as the onsite program, the LMS interface is available in both languages, so that students are able to choose their language of preference, allowing them to read information about the course and learning management system in the language they feel more comfortable. Another major feature of the online dual language modality is that activities are designed using voice tools such as Wimba Voice, that allows students to send voice e-mails, use voice discussion boards, podcasting, and make voice presentations, making the program unique among other online programs and providing students with the advantage of developing language proficiency in the areas of speaking and listening.

The program contains carefully designed lessons leading students to develop skills, gain content knowledge and language proficiency in both languages. Activities are planned to meet the needs of the online student population, thus allowing them to be able to reach the course objectives without having to interrupt their schedules. It contains a balance of tasks performed independently and in groups, involving communication with classmates.
and facilitators using several web-based tools such as discussion forums, chat sessions, instant messaging, and email. These tools enable the monitoring and assessment of students' reading and writing language skills and helps participants better interact with each other and strengthen their acquired knowledge. In addition, online students engage in activities using the voice tools in the learning management system, allowing facilitators and students to address, monitor and assess oral and listening language skills. These activities allow students to work individually or in groups and include specific instructions in the language and the tools or activities to be used to promote the development of all four language arts. The facilitator teaching the online course has to follow these guidelines when creating groups to work on a specific assignment.

To support the dual language modality, all faculty and staff are bilingual. In addition, faculty and students have access and are encouraged to use the available synchronous tool for meetings, office hours and general communications among them.

The online modality provides a greater flexibility to students interested in obtaining an advanced degree, with the minimal disruptions to their personal and work life, and that due to distance or geographic limitations cannot come to the campus. At the same time, students develop dual language proficiency in their area of study so they can be bilingual professionals in their field.

- In addition, Sistema Universitario Ana G. Méndez (SUAGM) has created the Virtual Campus, a specialized unit dedicated to providing support to the online programs delivered by its member institutions, including Universidad del Turabo (UT). The Virtual Campus provides support to SUAGM-UT in dual language online course design and support for its enrolled students. It also provides support in the areas of LMS management and faculty training.

**Technology Requirements**

These requirements refer to minimum computer hardware. "Recommended" settings must be satisfied or exceeded. "Minimum requirements" are meant for basic use of Blackboard. If any additional plug-in software applications are required, it is important to check with the appropriate vendors as the "minimum requirements" may change.

**Recommended Requirements:**

- Operating System: Windows XP, Vista (32 & 64 bit), 7 (32 & 64 bit)
- Processor Speed/Type: 800 MHz Intel Pentium III processor, or equivalent/better
- CPU Memory: 256 MB of RAM
- Monitor Resolution: 1024 x 768
- Internet Connection: Any high-speed connection (e.g. Cable Broadband or DSL)
- Free Hard Disk Space: 500 Mb or greater
- Audio (Sound) Card: 24-bit sound card
- Video Card: 64 MB VRAM with True Color (24-bit or 32-bit)
- Webcam

**Minimum Requirements:**

- Operating System: XP
- Processor Speed/Type: 400 MHz Intel Pentium II processor, or equivalent
- CPU Memory: 64 MB of RAM
- Monitor Resolution: 800 x 600
- Internet Connection: 56 kbps Dialup Modem
- Free Hard Disk Space: 50 Mb
- Audio (Sound) Card: 16-bit sound card
- Video Card: 16 MB VRAM with 65,000 colors or 16-bit
- Webcam

**Internet Connection:**

Online courses may require students to download/upload large files and also streaming audio and video, which require faster connection speeds. To function properly, Blackboard requires a high speed internet connection (DSL, cable).

**Browsers**

<table>
<thead>
<tr>
<th></th>
<th>Internet Explorer® 9</th>
<th>Internet Explorer 8</th>
<th>Firefox (Final Release Channel)</th>
<th>Firefox 3.6</th>
<th>Chrome (Stable Channel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows® XP (32-bit)</td>
<td>Unsupported</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
</tr>
<tr>
<td>Windows Vista® (32-bit)</td>
<td>Certified</td>
<td>Compatible</td>
<td>Certified</td>
<td>Compatible</td>
<td>Compatible</td>
</tr>
<tr>
<td>Windows Vista (64-bit)</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
</tr>
<tr>
<td>Windows 7 (32-bit)</td>
<td>Certified</td>
<td>Compatible</td>
<td>Certified</td>
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</tr>
<tr>
<td>Windows 7 (64-bit)</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
</tr>
</tbody>
</table>

Certified: fully tested and supported. Compatible: partially tested but should function properly. Provisional: future technologies considered supported by Blackboard Support. Unsupported: either impossible or not tested.

**Browser Plug-ins:**

- **Acrobat Reader:** Needed to plug in and see documents in pdf format.
- **Flash:** Placer or producer, it reproduces swf files.
Java: It is a programming language and computing platform that is used to make software. Blackboard needs Java to enable the Chat, Virtual Classroom and other useful tools.

QuickTime: This plug in allows for watching videos and QuickTime VR in the browser.

Microsoft Media Player: This software is used to watch videos in the Internet and it appears in all computers that work with Windows operating system by default (Windows XP, 2008, Windows Vista, Windows 8). There are versions for Macintosh users. Videos are watched by streaming.

Virus Protection:

Antivirus: This software detects and eliminates viruses in a fast and easy way. They are available through Internet. Some antivirus programs are Norton, Panda and McAfee.

Software:

Software compatible with MS Office 2010 and above

Real Player: This software is for watching videos with .rm format.

Win Zip or similar: This software compresses files with the purpose of occupying less space in your hard disk. It is very useful for transferring heavy files because it reduces the time of download and upload of files.

LMS Platform:

SUAGM-UT uses Blackboard as the Learning Management System (LMS) to deliver ITS online programs. The LMS can be accessed at the address: http://ecampus.suagm.edu. It provides the necessary functionalities to correctly administer online educational programs. It incorporates a solid environment for sharing and administering content, conduct online evaluations, follow-up with students, manage tasks and assignments, and conduct online collaborations. The platform provides for the delivery of synchronous as well as asynchronous education. Asynchronous delivery is accomplished via discussion forums, course email, lessons, modules and exams and quizzes. All course activities are designed for asynchronous delivery, which provide the student with the greatest flexibility in fulfilling academic requirements. All courses have a syllabus, evaluation criteria, and information on how to access academic resources like the library, tutoring service, among other. The course also has a schedule that students must follow and includes due dates for all gradable activities.

The Blackboard Learning System™ is characterized by its easy use, the way it unifies different Web services and develops a strong sense of an online educational community. By allowing for the verification of course announcements to the participation in a series of
classes online, Blackboard Community System™ simplifies the life of the students and the institution. The platform includes: online common areas, centralized content administration, “context” through personalization, and exchange and communication tools.

SUAGM’s portal integrates different technologies and services via the Web to attend the diverse and individual user needs. The portal allows students to:

- find important information in a quick and easy manner,
- register courses,
- review their academic progress,
- access their e-mail accounts,
- manage their financial statements with the institution,
- access important information in an individual manner,
- view and access the diverse services of the different offices of SUAGM-UT, and
- have a sole point of access for the different services by using only one username and password.

Technical Support

AGMUS has a Help Desk Service Center for its educational institutions, which serves the student population of Ana G. Méndez University System-Universidad del Turabo. The services provided by the Contact and Customer Service Center are presented in the accompanying table. The office is available Monday to Friday From 7:00 am to 8:00 pm and Saturday 8:00 am-5:00 pm Eastern Daylight Time. Students requiring support after hours are encouraged to refer to the Frequently Asked Questions (FAQ) page available at http://myuagm.suagm.edu where they can obtain answers to most common issues.

Summary of services provided by the Help Desk

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Password Reset</td>
<td>Resets the password of an authorized user after a lockout.</td>
</tr>
<tr>
<td>Connectivity</td>
<td>Aids in diagnosing and resolving connectivity issues experienced by users.</td>
</tr>
<tr>
<td>Learning Management System (LMS)</td>
<td>Assists students in connecting and navigating the content of an online course.</td>
</tr>
<tr>
<td>Email</td>
<td>Provides assistance to commonly faced issues regarding email.</td>
</tr>
</tbody>
</table>
Training Sessions

The institution provides online training to students in the use of LMS Blackboard. The training includes basic use of the LMS to access modules, lessons and activities. Also includes communications aspects like discussion forums, email and chat.

The training sessions cover the following topics:

1. Course access/navigation: access to modules, lessons, supplementary files.
2. Course tools: discussions, how to submit assignments, email, chat, white board and how to see grades.
3. Academic Resources: access to the online library, online tutoring (NetTutor), Academic Integrity and Plagiarism
4. Information related to technology requirements and the approximate costs

ONLINE TUTORIALS

In addition to the training areas listed above, tutorials are provided online within Blackboard. The tutorials incorporate short video clips and other tools that can be accessed for quick reference at any time. Fourteen tutorials on different subjects can be accessed by students.

Another area of importance where training is provided is in the use of a self-service portal. These sessions cover the areas on how to use the portal where students can register and pay for classes, see their evidence, access financial aid information and other areas. Students gain access to this portal through the use of a single sign-on methodology.

ACADEMIC SUPPORT

The services that an institution of higher education provides its students give instrumental support to the institution and enable it to achieve its educational mission. Online education itself requires high levels of interaction that are more than just two-way interactions. In fact, online education involves a multidirectional flow between faculty and students – with faculty presenting their material online and a world of information available and accessible to students through each course and through links approved by the faculty.
Students can communicate with instructors in a variety of ways. These are via discussion forums, via email and also via telephone in cases this information is provided by the instructor. As a rule it is required that the instructor provides feedback to students about their work, assignments and responds to general questions within a 24 to 48 hours timeframe; this applies to weekends and holidays as well.

**STUDENT ASSESSMENT**

Once admitted into the program, the student takes a placement exam in English and Spanish. The purpose of testing is diagnostic: it assesses students’ current language abilities in order to match them to the course most suitable for that level. In addition students are encouraged to take an online aptitude test that provides information regarding general outcomes for success in an online program. The test does not have placement purposes, however it is informational to the student if the online learning modality appropriate for his/her learning style.

Students are assessed using a variety of methods including discussion forums, weekly written assignments and essays. The timeframe for assessments varies among courses and the faculty is expected to provide guidance to the student through the entire term. The professor provides a weekly attendance report to the Student Services Coordinator at the institution. This is a process related to institutional effectiveness that seeks to maintain high retention rates.

The institution takes cheating very seriously and makes available SafeAssign which is provided within Blackboard. Faculty and or students submit assignments or papers and they are checked against SafeAssign's comprehensive databases of source material including the public internet and libraries. The results are then delivered to faculty through Blackboard in addition with the originality reports, with the results of the matching process.

In addition, when the course design includes an examination, the institution uses remote proctoring software that locks down the testing environment within Blackboard, so students are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading, minimizing chances of student cheating. The tool enables the university to administer computer-based tests anytime, while still maintaining the exam room integrity.
FACULTY

Since 2001, AGMUS’ Center for Telecommunications and Distance Education (CETED, for its acronym in Spanish) has been offering a Program in Certification in Distance Education (PCED, for its acronym in Spanish). Faculty is required to complete thirty-three (33) training hours conducive to the certification in the specialization of Online Teaching. The PCED is given online through the Blackboard platform in order to reach the faculty of the thirteen (13) university centers of AGMUS in Puerto Rico and the Metro Orlando, South Florida, Tampa Bay, and Capital Area Campuses.

Qualified bilingual faculty members are a key part of the work teams responsible for the development, instruction, and supervision of the distance education courses. During this process, faculty members carry out several roles, such as: content specialists, dual language specialists, professors, and members of the Course Evaluation Committee.

Online presence: the online faculty is required to provide online presence at least three (3) times a week. Instructors are required to promote interaction of students with instructional content and the completion of activities in each learning module.

In addition, there is a Faculty Coach that provides guidance to instructors regarding the pedagogy of online learning, how to promote communication in the classroom, developing presence, and suggesting strategies to manage the virtual classroom. The Faculty Coach logs into the class three times a week identifies areas of improvement and communicates them promptly to the Instructor. The Faculty Coach develops training sessions, synchronous or asynchronous, based on the needs of the faculty. The final activity conducted by the Faculty Coach is to observe the virtual classroom.

The work of the Faculty Coach is paired with a tool provided within the Learning Management System known as Early Warning that provides faculty with information on student performance and attendance based on a set of parameters such as last day of attendance. The faculty receives the alerts, which are then routed through student services for follow up.
<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>21</td>
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<tr>
<td>Specialty Courses</td>
<td>18</td>
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<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td>COURSES</td>
<td>CRS</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>ACCO 501-O Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 519-O Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINA 503-O Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MANA 501-O Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MANA 600-O Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>MARK 511-O Marketing Management</td>
<td>3</td>
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<tr>
<td>STAT 555-O Statistics for Decision-Making</td>
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**SPECIALIZATION COURSES (18 Credits)**

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<thead>
<tr>
<th>COURSES</th>
<th>CRS</th>
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<th>UT</th>
<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>HURM 710-O Personnel Administration</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 501-O, HURM 710-O</td>
</tr>
<tr>
<td>HURM 715-O Supervision and Leadership</td>
<td>3</td>
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<tr>
<td>HURM 725-O Labor Law</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 501-O, STAT 555-O</td>
</tr>
<tr>
<td>MANA 625-O Total Quality Management</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANA 705-O Production and Operations Management</td>
<td>3</td>
<td></td>
<td></td>
<td>27 or more credits approved, including MANA 600-O</td>
</tr>
<tr>
<td>MANA 738-O Knowledge Integration in Management</td>
<td>3</td>
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<td></td>
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</table>

**TOTAL NUMBER OF CREDITS**

39

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Revised 06/2013.
ACCO 111-O
Introduction to Accounting I
3 Credits

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

ACCO 112-O
Introduction to Accounting II
3 Credits

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

ACCO 301-O
Intermediate Accounting I
3 Credits

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

ACCO 302-O
Intermediate Accounting II
3 Credits

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

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

ACCO 304-O
Auditing I
3 Credits

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

ACCO 307-O
Auditing II
3 Credits

This course is a study of the audit process that is focused on the practical part of the procedures and emphasizing the Risk Assessment SAS (SAS 104-111). The course studies the planning of the audit using analytical procedures, to determine materiality and risk, auditing internal controls, and fraud. Implementation of the processes of audit cycles in sales and collection and other cycles as payroll, disbursements, accounts payable, property, plant and equipment, prepaid expenses, accrued expenses and income, and expenditure accounts, inventory, notes payable, and capital accounts and cash is also studied. Finally completing the audit process reviewing contingencies and commitments, issuance of the auditor’s report and subsequent events is studied. **Pre-Requisite: ACCO 304-O**
ACCO 310-O
Forensic Accounting
3 Credits

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

ACCO 320-O
Federal Income Tax I
3 Credits

This course covers a study of the history and objectives of the federal income tax system. It also includes the basic concepts of federal tax, the various types of federal income tax returns, accounting periods, accounting methods, income computation, and method of filling tax returns. Pre-Requisites: ACCO 112-O

ACCO 330-O
Corporate Accounting Government
3 Credits

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

ACCO 340-O
EDP Auditing
3 Credits

This course will provide the elements needed to effectively gauge the adequacy and effectiveness of information systems controls. Pre-Requisite: ACCO 307-O
ACCO 391-O
Cost Accounting II
3 Credits

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

ACCO 395-O
Managerial Accounting I
3 Credits

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

ACCO 396-O
Managerial Accounting II
3 Credits

This course covers the second part of ACCO 395-O. Provides students with methods to report managerial information to internal users of the firm. Budgeting, standard cost systems, reporting and analyzing performance, management control systems, flexible budget systems, variance analysis are among the contents covered. The student taking this course will acquire a basic understanding of the most commonly used methods for using information from the firm’s accounting and information systems to assist in making important managerial decisions. Pre-Requisite: ACCO 395-O
ACCO 453-O  
Accounting Project  
3 Credits  
This is an accounting application integrative field experience. Students will synthesize and apply the acquired knowledge according to the perspectives of the accounting discipline in simulated situations and according to the practice in different scenarios. Financial decisions will be examined according to an integrated perspectives related to the specialization courses. The course could be done as a research seminar, series of workshops, individual or group project, or as an action research.  
Pre-Requisites: ACCO 301-O, ACCO 302-O, ACCO 303-O, ACCO 304-O, and 3 specialization courses 

ACCO 500-O  
Financial Accounting  
3 Credits  
This course focuses on the study of the foundations of financial accounting geared to provide a broad view, including the forms of business organization, the typical accounting cycle within them, the analysis of financial statements, and the management of different financial instruments. Pre-Requisite: NONE 

ACCO 501-O  
Managerial Accounting  
3 Credits  
This course emphasizes the study of managerial accounting within a framework of planning, control and decision-making. It includes topics such as cost-volume-profit relationship, capital investments, with a special interest in budget formulation and implementation. Pre-Requisite: ACCO 500-O. 

BIOL 103-O  
Biology for Health Sciences  
3 Credits  
Biology compendium which includes fundamental concepts of the cell, genetics, and the introduction to Anatomy and Physiology. Pre-Requisite: None
BIOL 300-O
Microbiology
3 Credits

The course of Microbiology for Health Sciences Students offers an overview of the world of microorganisms and the techniques to study them and focus on the relationship of microorganisms with human beings from the medical perspective. Course topics include the discussion of the basic features of microorganism (e.g. fungi, algae, bacteria and viruses) and the fundamental concepts of microbiology such as: Bacteriology, Mycology, Virology, Parasitology and Immunology. The course emphasizes on pathogenic microorganisms and diagnosis of infectious disorders. Also ethical issues are discussed and analyzed regarding the management, manipulation of microorganisms and the application of modern techniques to study them and health consequences. 

Pre-Requisites: BIOL 303-O, BIOL 303-OL

BIOL 303-O
Human Biology I
3 Credits

The course integrates the study of the structure of the human organism, its development and histology, with the function of organs and systems. Also, issues related to health are discussed. Study of the cellular concepts, histological structures, and of osteoarticular, muscle and nerve systems, emphasizing the value of life, human dignity, respect, integrity, justice and responsibility of every human being. 

Pre-Requisite: BIOL 103-O

BIOL 303-OL
Human Biology Laboratory I
1 Credit

The laboratory experiments were designed to enable students to learn human anatomy and physiology in a whole manner. Each laboratory experience and other activities were chosen to encourage students to think for themselves, take initiative and be responsible in their work. Focus in the ethics principles involved in the study of human biology.

Pre-Requisites: BIOL 103-O
BIOL 304-O

Human Biology II
3 Credits

The course integrates the study of the structure of the human organism, its development and histology, with the function of organs and systems. Also, issues related to health are discussed. Emphasis in sensorial organs and endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductor system; emphasizing the value of life human dignity, respect, integrity, justice and responsibility of every human being.

Pre-Requisites: BIOL 303-O, BIOL 303-OL

BIOL 304-OL

Human Biology Laboratory II
1 Credit

The laboratory experiments were design to enable students to learn human anatomy and physiology in a whole manner. Each laboratory experience and other activities were chosen to encourage students to think for themselves, take initiative and be responsible in their work. Focus in the ethics principles involved in the study of human biology.

Pre-Requisites: BIOL 303-O, BIOL 303-OL

CHEM 224-O

Fundamentals of General Chemistry
3 Credits

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

COIS 102-O

Logical Concepts and Problem Solving
3 Credits

This course is a practical and theoretical introduction to basic programming principles. It includes development of logic, as well as the use of flow charts, structured flow charts and
pseudo codes. Students will become familiar with editing and compiling programs.

**Pre-Requisite: COMP 110-O**

**COIS 240-O**  
**Object Oriented Programming**  
**3 Credits**

This course is a study of the fundamental concepts and principles of the programming language C++. The course emphasizes on an individualized style of modular programming, using object programming. It also promotes the use of extensions coding, modules and applications for the development competitive skills for today’s employment market. This is an 8 week course. Requires computer laboratory. **Pre-Requisite: COIS 110-O**

**COIS 250-O**  
**Systems Analysis and Design**  
**3 Credits**

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

**COIS 360-O**  
**Telecommunications and Computer Network**  
**3 Credits**

This is a course in telecommunications and computer networks, designed for individuals in the field of computerized information systems. The historical development, the concepts, terminology, and modern products related to computer networks are described. The criterion for planning, acquisition and installation of computer networks is emphasized. It also includes the study of protocols, software, topologies, and products available. Strategies of centralized and distributed processing are compared. This course requires computer laboratory. **Pre-Requisite: COMP 110-O**
COIS 420-O
Introduction to Databases and SQL Programming
3 Credits

This is an introductory course on database program development emphasizing loading, editing, and accessing the database. Topics discussed include applications of data structure, index and directory organization of files, hierarchical, and relational models. Requires computer laboratory. **Pre-Requisite: COIS 240-O, COIS 250-O**

COIS 421-O
SQL Advance Programming
3 Credits

Specialty elective course designed to provide a working introduction to PL/SQL programming within the Oracle RDBMS environment. The course begins with basic relational database concepts, the SQL query language, PL/SQL language fundamentals of block program structure, variables, cursors, and exceptions, object creation, including indexes, tables, triggers, and stored procedures, Oracle Forms, Oracle-supplied packages, SQL*Loader, SQL developer, dynamic SQL, and object technology. Students will work with real-life projects. Requires laboratory. **Pre-Requisite: None**

COIS 422-O
Database Applications Development
3 Credits

Specialty elective course, which will provide the student the necessary skills to design and create interactive applications through a graphical user interface in an information system complemented by relational database systems. The use of multiple strategies to support the managerial decision making within the company or business will be emphasized using complex reports, charts, complex forms and queries. The course will be complemented with real world scenarios applications in which the student will be able to design, develop and implement an application using a graphical user interface that uses all database objects. The course requires laboratory. **Pre-Requisite: None**
COIS 423-O
Database Administration
3 Credits

Students will study and practice program development techniques related to a database management system. Emphasis 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 essential parts of the course in terms of knowledge integration with topics presented in other courses. Requires laboratory. **Pre-Requisite: None**

COIS 432-O
Computer Network Design
3 Credits

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

COIS 433-O
Wireless Local Area Network
3 Credits

This course describes the technologies involved in all aspects of a local area network and how the personal devices can interact and communicate with each other. Using a practical approach, the students will learn how a wireless device communicates with a wireless network using protocols and a wireless LAN access point. They will learn how to design, install and troubleshoot a wireless LAN network on a safe-based environment applying device security management. **Pre-Requisite: COIS 360-O**
COIS 434-O
Application Development for Mobile Devices
3 Credits

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

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

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

COIS 450-O
Information Systems Development Project
3 Credits

This course covers the application of concepts, principles and practices of systems development, and programming techniques in the development of an information system. Project management methodology, scheduling, task control, formal presentations, and group dynamics are used to solve system design problems. Required files are designed and a program to implement the system is developed. This is an 8 week course. Requires computer laboratory. Pre-Requisites: All courses
COMP 110-O  
Computer and Software  
3 Credits  
This course focuses on the study, application and handling of basic computer concepts, and productivity tools. The course integrates the analysis and evaluation of different application software. The main focus of the course is the creation and editing of documents and effective presentation of programs such as: search engine, internet, electronic mail, word processor, and presentations. The course includes computer laboratory experiences and practice in the use of the Internet. Pre-Requisite: None

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

CRJU 505-O  
Fundamental Principles of Law  
3 Credits  
The course will cover the constitutional rights with emphasis on civil rights, penal law, criminal procedure and the evidentiary proceedings in Florida. It will also study the sources of law, the United States and Florida Constitutions, as well as judicial decisions and legal cases. Pre-Requisite: None

CRJU 510-O  
Law and Society  
3 Credits  
This course covers the relationships between rights and society; focusing on the theoretical vision and investigative approach to the legal system. The course encompasses legislative procedural and substantive aspects, as well as the influence of
social factors in the legal development of society while analyzing the relationship between law and social change. **Pre-Requisite: None**

**CRJU 520-O**  
**Philosophy of Punishment**  
3 Credits

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

**CRJU 540-O**  
**The Police and Judicial Changes**  
3 Credits

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

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

This course is designed to familiarize the student with various aspects of programming and administrative evaluation in the criminal justice system. Theoretical knowledge and analytical problem investigation related with the programming and the evaluation of the Criminal Justice System is integrated. Design and study of evaluation tools of police programs, correctional and criminal justice administration is also integrated. Study, analysis, and management of strategies for the operation of objectives, decision making, and problem solving are emphasized. **Pre-Requisite: MSPA 530-O**
CRJU 575-O
Rehabilitation and Delinquent Treatment Programs
3 Credits

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

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

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

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

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

**CRJU 635-O**  
**Mental Health and the Law**  
**3 Credits**

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

**CRJU 640-O**  
**Addiction: Legal and Psycho-Social Aspects**  
**3 Credits**

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

**CRJU 645-O**  
**Comparative Correctional Systems**  
**3 Credits**

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

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

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

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

CRJU 730-O
Criminality, Crime Control and Criminal Justice
3 Credits

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

This course will present the study of economics from a practical viewpoint so the student will be able to make knowledgeable and informed business decisions. Some of the aspects to be covered are: the definition of economics, supply and demand theory, price equilibrium, and elasticity of demand, application to market analysis, market structures, definitions, and its effect on consumers. **Pre-Requisite: None**

ECON 122-O
Introduction to Economics: Macroeconomics
3 Credits

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

ECON 519-O
Managerial Economics
3 Credits

The course centers on the application of microeconomic theory and the tools of analysis of decision sciences to achieve efficient solution in an organization. It includes fundamental topics such as demand theory, production and cost theory, and market structure. **Pre-Requisite: STAT 555-O or equivalent**

EDUC 106-O
Introduction to Education
3 Credits

This course will introduce concepts related to education while each student explores his/her commitment to teaching as a career, and his/her strengths and weakness. **Pre-Requisite: None**
EDUC 123-O
Creative Expression in Children
3 Credits

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

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

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

EDUC 171-O
Human Growth and Development
3 Credits

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

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

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

This course combines graphic and instructional media processes for education and training purposes. It covers a survey of classroom instructional materials and uses of instructional media. It also includes techniques for integrating media into instructional practices as required in Florida. **Pre-Requisite: EDUC 214-O**

EDUC 206-O
Methodology for Teaching Reading and Writing in English to Spanish Speakers I
3 Credits

A study of the theory and practice of essential aspects in the teaching of English reading and writing to Spanish speaking students in grades kindergarten to third. The course examines the similarities and differences of teaching reading and writing in the native language and in English. The course focuses on different research-based methods to teach reading and writing in English to Spanish speaking students. Special attention is given to understanding the impact of the five crucial components for effective reading in English: Phonemic Awareness, Phonics, Reading Fluency (to include Oral Reading), Vocabulary Development, and Reading Comprehension. The course addresses proven second language acquisition reading and writing practices and strategies that support transferability of skills from the native language to the English language by using cognates, transfer strategies, diagnosis of readiness skills, and correction of reading difficulties. **Pre-Requisite: None**
EDUC 207-O
Methodology for Teaching, Reading and Writing in English to Spanish Speakers II
3 Credits

This course focuses on the study and analysis of the theory and practice used in the teaching of writing in Spanish and in English in grades kindergarten to third. The development of research-based teaching techniques and strategies used to teach the English writing process to young Spanish speaking children are emphasized. The effective use of the Six Traits for Effective Writing is studied: Idea Development, Text Organization, Voice, Word Choice, Sentence Fluency, and Conventions (grammar, punctuation, spelling) Special attention is given to the diagnosis and alternative corrective methods of English writing difficulties Spanish speaking students confront in school. 
Pre-Requisite: EDUC 206-O

EDUC 213-O
Curriculum and Teaching Mathematics and Sciences in Elementary School
3 Credits

Students will study and analyze the science and mathematics curriculum and its application in elementary education. Curriculum design for science and mathematics and its relationship to the growth and development of children in elementary school will be examined. The use of the computer as a learning tool is explored and emphasized. The course stresses the study of the Common Core Standards for Science and Mathematics Programs as required by the National and the State Department of Education. 
Pre-Requisites: MATH 111-O, MATH 112-O, SCIE 111-O, SCIE 112-O

EDUC 214-O
Computers Systems in Education
3 Credits

This course introduces general concepts on the structure of computers, their impact on modern society, and their integration to the educational process. The course provides computer laboratory experiences in which the student will practice acquired knowledge in diverse situations related to teaching. The student will learn the use of computers as teaching and learning tools and will integrate the use of other emerging technology to their learning experience in the classroom. The student will complete 15 hours of clinical field experiences. Pre-Requisites: None
EDUC 215-O
Curriculum and Teaching Social Studies in Elementary School
3 Credits

This course introduces students to the content of social studies in elementary school, the competence they must develop, methods, techniques and approaches for teaching social studies as required in Florida. **Pre-Requisites: HUMA 101-O, HUMA 102-O, EDUC 135-O**

EDUC 216-O
Teaching Reading: Diagnosis and Correction of Reading Difficulties
3 Credits

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

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

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

EDUC 276-O
Classroom Management
3 Credits

This course will discuss, analyze and observe the daily occurrences of an elementary or secondary school classroom with the intention of studying techniques and strategies of classroom management, group control and behavior modification. The subject of violence in the schools and how to prevent or deal with it will be widely discussed. This course integrates school safety, law, and ethics pertaining to classroom management as a primary focus to meet Florida mandates. Classroom observations and participatory
experiences equivalent to ten hours of clinical experiences will be required. The student will complete 15 hours of clinical experiences. This course is strongly recommended as an elective for all secondary school majors. **Pre-Requisites:** EDUC 135-O, EDUC 202-O

**EDUC 302-O**  
Principles of Health, Hygiene, and Nutrition  
3 Credits

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

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

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

**EDUC 323-O**  
Literature for Children  
3 Credits

This course covers the study and analysis of literature in elementary school. It also covers an evaluation of materials and their adaptation to differentiate instruction. It also includes the art of narration and integration of different literary genres in the elementary school curriculum. **Pre-Requisite:** EDUC 217-O

**EDUC 333-O**  
Teaching Mathematics in Secondary Schools  
3 Credits

This course covers an analysis of the different aspects related to the teaching of mathematics in the secondary school. Methods, materials, curriculum, textbooks, teacher guides, and the Standards of Excellence expected for the teaching of Mathematics in the state of Florida are examined and analyzed. Fifteen hours of participatory clinical experiences will be required. **Pre-Requisites:** TESL 222-O, 15 credits in major courses
EDUC 355-O
Evaluation and Measurement of the Educational Process (K to Grade 6)
3 Credits

This course covers the theory and practice of the educational evaluation process in grades K to 6 in Florida. Emphasis is placed on the taxonomy of objectives and to the skills for stimulating achievement in the student. Current concepts in evaluation criteria, performance, mastery tests, and understanding content measured by state tests and using data to improve learning I a main focus of the course. It also includes traditional concepts of preparation, administration, correction and interpretation of progress tests, and basic concepts of statistics. Includes discussion of other evaluation procedures the prospective teacher should be aware of. Pre-Requisites: EDUC 172-O, EDUC 363-O, EDUC 206-O

EDUC 356-O
Foundations of Research in Education
1 Credit

This course integrates academic and professional knowledge obtained throughout the program of study for future elementary education teachers. Innovations in education, methods, techniques, and strategies in elementary education are discussed and analyzed. The Florida Educator Accomplished Practices are the main focus of this seminar. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher’s certification examination in the state of Florida. Pre-Requisites: ALL COURSES

EDUC 363-O
Curriculum Planning and Design
3 Credits

This course prepares the future teacher in understanding the development of curricular theories and their impact to classroom practice. It also includes different types of curricula, organization, instructional models and concepts, curriculum development, and implementation practices are the main focus of the course. Pre-Requisites: EDUC 172-O, EDUC 135-O
EDUC 400-O
Diagnosis and Correction of the Reading, Writing, and Oral Communication
3 Credits

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

EDUC 435-O
Interdisciplinary Seminar
3 Credits

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

EDUC 436-O
Pedagogical Integration Seminar*
3 Credits

This course integrates academic and professional knowledge obtained throughout the course of study for future teachers. Innovations in education, methods, techniques and strategies are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher’s certification examination in the state of Florida. **Pre-Requisite: All courses except EDUC 447-O, EDUC 356-O. **Course must be completed with a passing score on the FL Basic General Knowledge Test before registering for EDUC 447-O**
EDUC 447-O
Practicum
3 Credits

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

EDUC 501-O
Principles and Development of Curriculum in ESOL
3 Credits

This course covers the critical analysis of curriculum development theories focusing on various educational philosophies and their relation to the practical aspects of curriculum development. Various instructional models which exemplify the different curriculum theories are studied and analyzed. It also examines the curriculum model presently being used in the Department of Education in Florida. Students will have the opportunity to examine and evaluate specific curriculum projects. **Pre-Requisite: None**

EDUC 512-O
Innovations and Education in English as a Second language
3 Credits

This course covers the study and analysis of educational innovations in school administration, and supervision, and in the teaching and learning process. It considers innovations and new educational strategies being implemented in the United States and other countries. Emphasis is also given to those practices being developed in the public and private educational systems in Florida. **Pre-Requisite: None**
EDUC 550-O  
Second Language Acquisition  
3 Credits  

This course covers an analysis of theories related to the process of language development, language learning, language acquisition and the application of classroom practice to impact student achievement. It also includes the study of the influence of language acquisition in learning and literacy to reflect Florida requirements. **Pre-Requisite: None**

EDUC 551-O  
Reading Processes in a Second Language Setting  
3 Credits  

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

EDUC 553-O  
ESOL Curriculum and Materials Development  
3 Credits  

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

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

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

**EDUC 564-O**  
Applied Linguistics for ESOL Teachers  
3 Credits

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

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

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

**EDUC 567-O**  
Cross-Cultural Communication and Understanding  
3 Credits

In this course, the sociological and cultural issues that impact the development and implementation of both, curriculum and teaching of students will be examined. Emphasis is given to the examination of the results of research conducted in this area. Best practices to embrace multiculturalism and its role in student achievement are integrated in the course. **Pre-Requisite: None**
EDUC 569-O
Testing and Evaluation of ESOL
3 Credits

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

EDUC 580-O
Education Psychology: Human Growth and Development
3 Credits

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

EDUC 581-O
Introduction to Guidance and Counseling Services
3 Credits

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

EDUC 582-O
Legal and Ethical Issues in Counseling
3 Credits

This course covers the study of the ethical and legal issues related to the guidance and counseling process. Emphasis is given to legal dispositions related to the services, procedures and the rights of individuals involved in the process. The course also provides the student with knowledge of ethical codes and standards for the counseling profession. **Pre-Requisite:** EDUC 581-O
EDUC 583-O
Instruments and Techniques for Diagnosis and Assessment
3 Credits

This course includes the study of instruments and techniques used for assessment, measurement, and evaluation. The purpose, characteristics, types of standardized tests, scale observations, and records will be analyzed. Emphasis is placed on aptitude, achievement, intelligence, and personality tests. **Pre-Requisites:** EDUC 581-O, EDUC 582-O

EDUC 584-O
Individual Counseling Techniques
3 Credits

This course includes the study and analysis of the support process of individual counseling. Emphasis on the counseling process stages (establishing the relationship, assessing the problem, goal setting, initiating interventions, termination and follow-up) as a helping system are integrated. It also includes the exposition, study, and discussion of different techniques with emphasis on the cognitive/behavioral and affective areas. **Pre-Requisites:** EDUC 580-O, EDUC 581-O, EDUC 582-O, EDUC 583-O

EDUC 585-O
Group Counseling Techniques
3 Credits

This course includes the study and analysis of theories, techniques and procedures used in group guidance and counseling. Discussion of topics such as: purposes and goals of group guidance and counseling, advantages/disadvantages, selection of members, roles, and leadership as well as the different phases of the process constitute the main focus of the course. **Pre-Requisites:** EDUC 580-O, EDUC 581-O, EDUC 582-O, EDUC 583-O, EDUC 584-O
EDUC 586-O
Career Counseling
3 Credits

This course studies and analyzes theories and principles of career counseling. The course combines theory and practice applied to career counseling. It includes knowledge and use of different occupational resources such as PROICC, standardized tests (Aptitude, Personality, and Occupational Interests) as well as other resources in a Career Center. **Pre-Requisites: EDUC 580-O, EDUC 581-O, EDUC 582-O, EDUC 583-O, EDUC 584-O, EDUC 585-O**

EDUC 601-O
Educational Research Methods
3 Credits

This course is a study of educational research methodologies and theories in ESOL. It places emphasis on practical applications of research findings and teacher conducted research to classroom practice. **Pre-Requisites: 18 credits from specialization courses.**

EDUC 603-O
Lecture Seminar
3 Credits

This course is oriented towards the research of literature on a topic related to the student's major. The student submits a written work for the primary purpose of promoting the analysis of a problem based on the review of recent literature and research. Students enrolled in this course have up to one semester to complete the written research application project. If they do not complete course requirements in one semester, they will need to enroll in the **continuation of the seminar** for 2 credits. **Pre-Requisite: EDUC 601-O**

EDUC 604-O
Knowledge Integration Seminar in ESOL
3 Credits

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

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

**EDUC 617-O**  
ESOL Seminar in a School Setting (Internship)  
3 Credits

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

**EDUC 618-O**  
Counseling for Children and Adolescents  
3 Credits

This course examines the theories and techniques of counseling children and adolescents in the school community, private practice, or an agency. It includes the study of counseling children and adolescents with special needs, such as emotional and/or behavioral problems, learning disabilities, cultural and/or linguistically diversity, and physical challenges. This course also studies other specific issues, such as the use and abuse of controlled substances, school violence, dropouts, child abuse, self-esteem, grief and loss, and divorce. **Pre-Requisite:** EDUC 645-O

**EDUC 630-O**  
Statistics for Educational Research  
3 Credits

Identification of the adequate research approach for the solution of pedagogical problems. Emphasis is made in topics related to descriptive and inferential data analysis making emphasis in result’s interpretation. Other topics that will be covered include elementary
notions of probability, estimation, sampling, hypothesis testing, experts’ criteria, and experimental design. **Pre-Requisite:** EDUC 601-O

**EDUC 645-O**  
*Counseling in Schools*  
*3 Credits*

This course is an introduction to the school counseling profession. The course evaluates professional aspects including history, organizational structure, and multicultural standards, legal and Ethical aspects. It explores the School Counseling profession with emphasis in the cognitive, emotional, affective, academic, and social areas in children and adolescents. **Pre-Requisites:** EDUC 580-O, EDUC 581-O

**EDUC 646-O**  
*Development and Management of Counseling Programs in Schools*  
*3 Credits*

This course is designed to introduce students to the philosophy of counseling programs at the school in grades K-12 using the ASCA national model. Students must demonstrate professional knowledge and the skills needed to promote academic excellence, and personal/social development of all K-12 students. Emphasis will be given to the school counseling as critical components of the enterprise, education, planning, accountability, and their assessment. **Pre-Requisite:** EDUC 645-O

**EDUC 648-O**  
*Practicum in School Guidance and Counseling*  
*3 Credits*

This course is a formative experience in school counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CRACREP). It consists of 100 hours of a practicum experience. The practicum must include direct service hours in individual and group interventions. If focuses on the development competencies in individual and group counseling in the school interacting with parents, students, and school personnel. **Pre-Requisite:** All education courses and a passing score in the FL State Certification Exam.
ENGL 050-O (Undergraduate Level Students Only who are not native speakers of English) Preparatory English

4 Credits

This course is designed for low and high beginning level students (Level 1 – Starting). It is a conversational and grammar-based immersion course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students will develop and/or strengthen skills for effective paragraph construction and basic expository essay writing skills. The main focus of the course is to prepare students for English academic course work in their selected degree program. Students who score between 0 – 120 points in the English placement test must enroll in this course in the first term of enrollment. This course requires the use of E-Lab and/or the language lab guided by the course English faculty.

ENGL 102-O

Basic English

4 Credits

This course is designed for low and basic level students (Level 2 – Emerging). The primary goal of this course is to teach communicative competence, which is the ability to communicate in English according to the situation, purpose, and student’s roles in the communication process at the professional level. Emphasis is placed on the development of aural (listening)/oral (speaking) comprehension skills. Basic reading and writing (productive) skills are also emphasized. In both cases, assignments and activities are in the context of topics from the degree programs the students represent. It systematically reviews basic structures and vocabulary with a substantial amount of listening, speaking, reading, and writing practice, which leads students to a more confident ownership of the language. Reconstruction of relevant life and job activities will be used in a constructivist approach to learning. Students who score between 121-240 points in the English placement test must enroll in this course in the first term of enrollment. This course requires the use of e-lab and/or the language lab guided by the course English faculty.
ENGL 115-O  
College Reading and Writing I  
4 Credits

This course is designed for English intermediate level students (*Level 4 – Developing*). It is the first year English course. The course focuses on paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the intermediate proficiency level. The course is intended to prepare students for the demand of college writing focusing on reading critically and incorporating source material in student’s own writing. Research projects will be developed through the responsible use of technology by individual, pair, and group work activities. All course assignments and activities are delivered in the context of topics from the degree programs the students represent. **This course requires the use of E-Lab and/or the language lab guided by the course English faculty. Pre-Requisite: None.**

ENGL 116-O  
College Reading and Writing II  
4 Credits

This course is designed for English high intermediate level students (*Level 4 – Expanding*). It is the continuation of the first year English course, ENGL 115-O. An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. The course focuses on strengthening paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the high intermediate proficiency level. The course is intended to increase skills on professional college reading and writing skills aligned to the student’s degree program. Research projects will be developed through the responsible use of technology by individual, pair, and group work. **This course requires the use of E-Lab and/or the language lab guided by the course English faculty. Pre-Requisite ENGL 115-O**
ENGL 154-O  
Intermediate Basic English II  
3 Credits

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

ENGL 221-O  
Reading and Composition I  
3 Credits

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

ENGL 222-O  
Reading and Composition II  
3 Credits

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

ENGL 331-O  
Public Speaking  
4 Credits

This course is designed for English advanced level students (**Level 5 – Bridging**). An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. This course is divided in two required parts: intensive practice in writing different types of essays, monographs, reports, and conducting research in their degree program. The course also focuses in strengthening public speaking skills. English language and professional etiquette for public speaking is studied and practiced in weekly classes. All course assignments and activities are delivered in the context of topics from the degree
programs the students represent. **This course requires the use of E-Lab and/or the language lab guided by the course English faculty.** Pre-Requisites: ENGL 115-O, ENGL116-O

**ENTR 360-O**  
Entrepreneurship  
3 Credits

This course provides students the opportunity to apply the basic concepts of small business management using a teambuilding approach with participants from different disciplines. Different aspects for the small business management will be studied, emphasizing the formulation of solutions applicable to specific entrepreneurship problems. The preparation of a group project including strategies and tactics for the development and administration of a small business will be required. **Pre-Requisites: COMP 110-O, MARK 133-O, MANA 210-O, FINA 202-O**

**ENTR 401-O**  
Entrepreneurial Opportunities  
3 Credits

This course provides the students, the concepts, techniques, and skills necessary to identify the two approaches to recognize entrepreneurship opportunities. Feasibility studies techniques, development of the new business, and strategies for firm growth will be presented. In addition, personal characteristics to be a successful entrepreneur will be discussed. **Pre-Requisites: MANA 316-O, ENTR 360-O, COMP 110-O**

**ENTR 402-O**  
Small and Midsize Business Design and Organizational Structure  
3 Credits

This course focuses on the design and organizational structure for small business. The course will acquaint students with the tools to start a small business and manage it. Students will examine the challenges of entrepreneurship and the strategies to face them. The organizational management theory will be discussed. This course will assist the students to develop a business plan and description of the strategies to develop the organizational structure. **Pre-Requistes: MANA 316-O, ENTR 360-O, COMP 110-O**
ENTR 403-O
E-Commerce and Network Design
3 Credits

The course provides the principles and practices for the development of e-commerce and the network systems design. It will familiarize the student with the basic concepts of the types of e-commerce applications. **Pre-Requisites:** MANA 316-O, ENTR 360-O, COMP 110-O

ENTR 404-O
Business Development in Biotechnology and Health Industry
3 Credits

This course is aimed at providing technical and scientific knowledge needed to establish businesses in different areas of biotechnology and health industry. It analyzes the different areas of biotechnology business management, strategic planning and management of permits and licenses related to the healthcare industry. It assesses the stages and methods of product development, quality control and safety. The process of how products are marketed in biotechnology and health industry will be study as well as the drug approval process. **Pre-Requisite:** MANA 316-O, ENTR 360-O, COMP 110-O

FINA 202-O
Business Finance
3 Credits

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

FINA 410-O
Corporate Finance
3 Credits

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

**FINA 503-O**

**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. **Pre-Requisite:** ACCO 500-O

**GEOG 205-O**

**Global Communities and Resources: A Critical Analysis**

**3 Credits**

This course is an introduction to the main problems that hit the contemporary world, identifying the common factors of the diverse situations. The physical geography of the world-wide scene and the theories that explain the organization of it are described. The main cultural groups and the diverse forms of organization of humanity will also be discussed. In addition, the main problems considered by humanity these days will also be taught concluding the course by making an analysis of the implications of what these problems represent for the economic and political development of our country. **Pre-Requisites:** SOSC 101-O, SOSC 102-O

**HESC 360-O**

**Statistic Applied to Health Sciences**

**3 Credits**

This is the third required core course for all students completing BS studies at the School of Health Sciences, except for students of Speech Language Therapy and Dietetics and Nutrition, who are encouraged to take it as an elective. The course provides a discussion of statistical methods applied to the health professions. In this course students expand on the knowledge introduced in HESC 340-O Health Sciences Research. Emphasis is placed on qualitative and quantitative statistical analyses applied to clinical research, according to different research designs. **Pre-Requisites:** MATH 111-O, MATH 112-O
HESC 365-O
Health Sciences Research
3 Credits
This core course is required from undergraduate students at the School of Health Sciences. Specific attention is given to the relationship between research outcomes and clinical practices. This course prepares students to critically analyze research literature in the health sciences. Students also have the opportunity to apply the scientific method to clinical research. Funding opportunities available to develop research studies in health sciences are presented and discussed. Pre-Requisite: HESC 360-O

HESC 500-O
Statistics Applied to Clinical Research
3 Credits
The student has the opportunity to study and apply statistical methods useful in quantitative and qualitative analysis of clinical research. Review of descriptive and inferential statistics with simple uni-variable procedures. Statistical analyses of multi-variables and complex hypotheses testing procedures are also discussed. The material is presented to facilitate students’ application of the concepts learned in research courses and focused on research utilization. Pre-requisites: 3 credits of undergraduate statistics.

HIST 273-O
History of the United States of America
3 Credits
This course is a survey of the political, economical, and socio-cultural development of the United States of America through its history. It covers the hominization process in the continent, its geographical surroundings, and the development of the Amerindian settlements. It also includes a chronological analysis of the major historical processes that contributed in the development of the U.S. from its origins to present. Pre-Requisite: None
HUMA 101-O  
Introduction to Western Civilization I  
3 Credits  
**This Course is for Programs that Required HUMA 101-O Prior to August 2010 Only.**

This course focuses on the study and analysis of the origins of Western Civilization, from prehistoric times to the development of the Hellenist civilization era. Students will develop cooperative and critical thinking skills by analyzing human development through politics, socio-economic and culture aspects from each civilization from the old world. Emphasis will be given to aesthetics, philosophy, politics and economic factors that are a legacy to humanity. Students will interact with each other and will build their own knowledge and apply it to current reality. **Pre-requisite: None**

HUMA 102-O  
Introduction to Western Civilization II  
3 Credits  
**This Course is for Programs that Required HUMA 102-O Prior to August 2010 Only.**

This course focuses on the study and analysis of the origins of Western Civilization, from prehistoric times to the development of the Hellenist civilization era. Students will develop cooperative and critical thinking skills by analyzing human development through politics, socio-economic and culture aspects from each civilization from the old world. Emphasis will be given to aesthetics, philosophy, politics and economic factors that are a legacy to humanity. Students will interact with each other and will build their own knowledge and apply it to current reality. **Pre-Requisite: HUMA 101-O**

HUMA 101-O  
World Cultures I  
3 Credits  

This course is a critical study of the evolution of humanity from its beginnings to the development of the cities and the urban life. The course focuses on the impact of old civilizations at the world-wide level. It promotes the understanding of the moral, social, and cultural values in general at diverse times. **Pre-requisites: None**
HUMA 102-O  
**World Cultures II**

3 Credits

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

HUMA 115-O  
**Western Civilizations I (For students in Secondary Education in Mathematics only)**

3 Credits

This course is an introduction to Greek and Roman culture. Topics for the course are: drama, literature, art and philosophy. History of Christianity, Medieval culture: feudalism, guilds, scholasticism, and Romanesque and Gothic style literature. **Pre-Requisite: None**

HUMA 116-O  
**Western Civilizations II (For students in Secondary Education in Mathematics only)**

3 Credits

The course is an introduction to Greek and Roman culture. Topics for the course are: drama, literature, art and philosophy. History of Christianity, Medieval culture: feudalism, guilds, scholasticism, and Romanesque and Gothic style literature. **Pre-Requisite: HUMA 115-O**

HURM 400-O  
**Safety and Health Occupation**

3 Credits

In this course, the students will learn basic concepts about security and occupational regulations and politics. Emphasis will be placed in the analysis and prevention of accidents, and records for industrial accidents. The course also focuses on theories of industrial accident incidence, workers compensation, functions of the safety and industrial hygiene staff, standards achievement, risk avoidance concepts, industrial accident investigation, information systems, protection systems (security), self-protection and first aid, ergonomics among others. **Pre-Requisite: MANA 210-O**
HURM 412-O  
Training and Development  
3 Credits  
This course is a study of the importance of training and development to achieve organizational goals. Includes training program design, training needs assessment and development, and identification of the appropriate training. It also integrates learning theories in the design of training programs. The course emphasizes the importance of learning effects in performance. Different training methods, the utilization of technology in training and comparison of methods with their costs, benefits, and characteristics of the learning process are discussed. It includes employee development and performance appraisal. Special topics like trans-cultural training, career management and organizational challenges like skills obsolesce, employee advising and socialization, the balance between work and family, reductions and displacement, and retirement issues are also discussed. **Pre-Requisite: MANA 210-O**

HURM 710-O  
Personnel Administration  
3 Credits  
The course deals with philosophy, techniques and policies of the management of human resources in modern organizations. A conceptual model of personnel administration is discussed. The analysis is supplemented with classical case studies. **Pre-Requisite: None**

HURM 725-O  
Labor Law  
3 Credits  
The course promotes the analysis, evaluation, and discussion of local and federal laws pertaining to the employer-employee relationship in Puerto Rico. Topics discussed include fair employment practices, wage and salary legislation, anti-discrimination laws, promotion, termination and other pay-related actions. **Pre-Requisites: MANA 501-O, HURM 710-O**
HURM 732-O
Occupational Health and Safety
3 Credits
The course covers fundamental aspects of existing legislation and policies regarding occupational health and safety, compensation, and distribution of responsibilities. Pre-requisite: None

INBU 350-O
International Business
3 Credits
This course focuses on the concepts and administrative implications in the international business practice in the products and services merchandising all around the world. The course will make emphasis in the pros and cons of the economic theories, the government policies, the business strategies and the organizational structure of the international business. Pre-Requisite: None

MANA 204-O
Business Law and Professional Ethics
3 Credits
This course covers the study of the legal aspects of common business transactions. Special attention is given to contracts, sales and marketable securities, transfer of property, deeds, and mortgages. Pre-Requisite: None

MANA 210-O
Business Administration Theory
3 Credits
This course covers the study of the common principles of business administration compared to new concepts. It analyzes the management process through discussions on the four basic principles of business administration: planning, organization, administration, and control. Pre-Requisite: None
MANA 213-O
Human Resources Administration
3 Credits

This course covers the study of the theory and application of fundamental principles of human resources management in an enterprise. It also includes the dynamic role of the manager and his relationship to personnel. The course also looks at issues in human resources management and their relation to the general objectives of the enterprise.

Pre-Requisite: MANA 210-O

MANA 230-O
Organizational Behavior
3 Credits

This course covers the study of the classical and contemporary organization theories, interpersonal and organizational behavior, motivation, communications, and leadership theories as they impact the decision processes in organizations.

Pre-Requisite: None

MANA 302-O
Labor Legislation
3 Credits

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

Pre-Requisite: MANA 213-O

MANA 316-O
Small Business Administration
3 Credits

This course covers the planning, distribution of space and handling of materials, analysis of investments, inventory control, quality control, and the analysis of methods to determine employee efficiency, for small business.

Pre-Requisite: MARK 133-O
MANA 321-O  
Supervision and Leadership  
3 Credits

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

MANA 340-O  
Operations Management  
3 Credits

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

MANA 401-O  
Business Strategies  
3 Credits

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

MANA 404-O  
Labor Relations  
3 Credits

This course covers a multinational approach to labor relations. It includes an analysis to the origins of labor unions, labor laws, and Federal laws. It also covers the study of arbitration and complaint procedures and the selective analysis of current situations in labor. **Pre-Requisites: MANA 210-O, MANA 213-O**
MANA 422-O
Compensation Administration
3 Credits

Principles and techniques used in the design and the administration of a compensation system. It will include aspects concerning legislation, base pay structure, job evaluation, performance analysis, as well as incentive plans, benefits and services. **Pre-Requisite:** MANA 210-O

MANA 450-O
Management Project
3 Credits

The focus of this course is to apply all the knowledge gained in the management program as a final project. The student must dedicate a minimum of 45 hours supervised by the professor during the academic term for the course to develop a management project or assigned task. The student may design his own business or serve as a management consultant. The student will utilize the strategic plan components as the integrated vehicle for the final project. **Pre-Requisites:** ACCO 111-O, FINA 202-O, MANA 210-O, MARK 133-O, and 6 specialization credits

MANA 501-O
Organizational Behavior
3 Credits

The course centers on the study of the conceptual and analytical foundations of human behavior in the organization. The impact of organizational variable of employee satisfaction and the performance of the organization will be examined. A case study approach is used. **Pre-Requisite:** None

MANA 600-O
Research Methods
3 Credits

The course examines the nature and scope of research design and its application to management science. It also incorporates the statistical tools commonly used in the research process and in the development of a research proposal. **Pre-Requisites:** STAT 555-O or 24 credits approved of more.
MANA 625-O
Total Quality Management
3 Credits
The course centers on the presentation of the principles and concepts of the total quality management philosophy and its application in business and industry. Pre-Requisites: MANA 501-O, STAT 555-O

MANA 705-O
Production and Operations Management
3 Credits
This course deals with concepts, techniques and decision-making in 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. Pre-Requisite: STAT 555-O

MANA 715-O
Supervision and Leadership
3 Credits
The course provides the student with the skills and knowledge necessary to carry out effectively the managerial functions of planning, organization, direction and control of personnel. Pre-Requisite: None

MANA 738-O
Knowledge Integration in Management
3 Credits
This course was developed to provide students of the Graduate Program in Human Resources the opportunity to examine and compare their knowledge with actual conditions in organizations. The student can identify, discuss and analyze in a critical way the concepts and theories in materials management, using real situations of different organizations. By practicing integrative analysis, students will be able to use knowledge acquired in their concentration courses. Pre-Requisites: 27 or more credits approved, including MANA 600-O
MARK 133-O
Marketing Principles
3 Credits

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

MARK 206-O
Consumer Behavior
3 Credits

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

MARK 301-O
Marketing Management
3 Credits

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

MARK 306-O
Sales
3 Credits

Study the foundations of professional selling, as creating, communicating and delivering value. Also, initiating, developing and enhancing customer relationships. **Pre-Requisite: MARK 301-O**
MARK 318-O
Sales Management
3 Credits

This course focuses on the shift of industry from a production to a consumer oriented approach. The course studies the role of sales management in a production oriented firm and a customer-oriented firm. Changes in the nature of sales management and managerial challenges in sales management are addressed. **Pre-Requisite: None**

MARK 320-O
Market Research
3 Credits

This course covers the application of the scientific method to collect, analyze, and use of market data. It also includes the review of literature and experimental exercises in solving marketing problems. It studies the importance of individual and organizational initiative, and the traditions, methods and objectives of research in marketing. **Pre-Requisite: STAT 202-O**

MARK 350-O
Distribution Channels
3 Credits

This course provides an explanation of various issues involved in global marketing. It emphasizes the analytical approach to strategic marketing problems and issues facing the firms competing in global and local markets. The course highlights key analytical and decision-making frameworks concerning the global marketing environment, the marketing mix, the distribution channels and their impact on the firm’s performance. **Pre-Requisite:**

MARK 133-O

MARK 404-O
Negotiations
3 Credits

This course studies techniques to enhance negotiation outcomes, and reviews the latest ideas in negotiation. It focuses on the value of the deal and examines the different issues that interfere with successful outcomes in marketing. Key topics covered in this course include negotiating in the global marketplace, negotiation ethics, negotiating using the
Internet, and the advantages and disadvantages of using arbitrators and/or mediators. 

Pre-Requisite: MARK 133-O

MARK 406-O
Direct Marketing
3 Credits
The course focuses on marketing strategies; by describing present marketing problems, the course provides an opportunity for the development of decision-making skills. Emphasis is placed on products and services, integrated marketing communications channels and pricing strategies. Pre-Requisite: MARK 301-O

MARK 410-O
International Marketing
3 Credits
This course covers the history and basic principles of marketing as applied to international marketing. It emphasizes cultural, political, and the legal framework. It also covers managerial considerations, pricing systems and distribution channels. Pre-Requisite: MARK 133-O

MARK 415-O
Sales Projections
3 Credits
This course studies different quantitative and qualitative methods to predict the uncertain nature of business in sales as moving average, exponential smoothing, time series, simple linear regression, Delphi method, expected value, decision tree diagram and Bayes’ theorem. Pre-Requisite: MARK 301-O

MARK 450-O
Internship
3 Credits
This course involves students in a working experience related to the marketing strategy in which principles acquired in the classroom will be applied. Strategies in drafting marketing policies at the management level will be studied: organization, demand analysis, product planning, pricing system, logistics, and sale promotion. It will also expose the student to actual work situations that will develop the assurance and self-confidence required in professional life. The internship experience will also aid the student on focusing in a
specific area of the marketing field. This course requires one hundred and sixty (160) full-time work hours. This is an 8 week course. **Pre-Requisites:** MARK 133-O, MARK 301-O, MARK 320-O

**MARK 455-O**
**Marketing Project**
**3 Credits**

In this course the student will apply all knowledge acquired through the marketing program. The student can apply different topics including the role of marketing in organization, development of a marketing plan and implementation, and control of the marketing plan, among others. **Pre-Requisite:** MARK 450-O

**MARK 511-O**
**Marketing Management**
**3 Credits**

The course is aimed at developing student's capability for analysis and decision-making in situations requiring verbal and written solutions to marketing problems. It includes the study of strategic marketing, segmentation, positioning, and target market. Also included is the study of information systems, marketing research, psychographics and demographic characteristics of consumers. **Pre-Requisite:** None

**MATH 103-O Basic Mathematics I**
**3 Credits**

Study of the fundamental concepts in basic mathematics: operations with whole numbers, fractions and decimals, ratio, proportions, percentage, integer numbers, measurement, and applications. **Pre-Requisite:** ACCUPLACER Math Placement Test

**MATH 104-O Basic Mathematics II**
**3 Credits**

Elementary algebra and introduction to geometry, statistics and probability, exponential laws, polynomials, linear equations, and basic concepts of geometry. **Pre-Requisite:** ACCUPLACER Math Placement Test
MATH 111-O
Intermediate Algebra I
3 Credits

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

MATH 112-O
Intermediate Algebra II
3 Credits

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

MATH 120-O
Basic Algebra
3 Credits

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

MATH 126-O
Fundamental Topics in Mathematics
3 Credits

This course includes problem solving, theory of sets, functions and logics, linear geometry, constructions, geometric transformations, measurement, probability, statistics, theory of numbers, and a brief introduction to BASIC (optional). **Pre-Requisite: MATH 120-O**
MATH 151-O
Pre-Calculus I
4 Credits

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

MATH 152-O
Pre-Calculus II
4 credits

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

MATH 173-O
Plane and Space Geometry I
3 Credits

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

MATH 174-O
Plane and Space Geometry II
3 Credits

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

**MATH 290-O**  
**Theory of Numbers**  
3 Credits  
This course covers topics such as: divisibility, congruency, Gauss integers and Diophantine equations. The course will be delivered by proving theorems as study guides. **Pre-Requisite:** MATH 301-O

**MATH 301-O**  
**Calculus I**  
4 Credits  
This course covers the intuitive concept of the limit of a function. It also covers the derivative and applications, as well as anti-differentiation. This course also includes the definite integral, areas and volumes, and the fundamental theorem calculus. **Pre-Requisites:** MATH 151-O, MATH 152-O

**MATH 302-O**  
**Calculus II**  
4 Credits  
This course is an integration of transcendental functions. It includes integration techniques, indeterminate forms and improper integrals, sequences and series, analytic Geometry, planes, curves, and polar coordinates. **Pre-Requisite:** MATH 301-O

**MATH 305-O**  
**Probability and Statistics**  
3 Credits  
This course covers the basic principles of statistics: data collection and classification, measurement of central tendency, variance, probability, and distribution (the normal, the Poisson, the binomial and others), sampling theory in finite populations, principles of experimental design. **Pre-Requisite:** MATH 301-O
MATH 345-O
Abstract Algebra
3 Credits

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

MATH 350-O
Linear Algebra
3 Credits

This course is for students specializing in mathematics. It covers two variable linear equations systems, “n x m” linear systems, and homogeneous and heterogeneous systems. It also includes matrix operations and vector spaces. Quadratic forms, linear transformation, and linear programming are integrated.
Pre-Requisites: MATH 301-O, MATH 302-O

MATH 555-O
Statistics for Decision-Making
3 Credits

The course centers on the study of 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.
Pre-Requisite: None

MSPA 500-O
Theory, Practice, and Change in the Administration of Public Policy
3 Credits

This course deals with modern theories and ideologies that define and delineate the formulation, administration, and evaluation of public policy. It makes reference and aim to the understanding of concepts such as individualism, collectivism, and community as developed by philosophers. The course analyzes the conceptual requisites for planning as well as methods and applications. It focuses on critical analysis of alternate methods in which public and social policy are developed into practical actions.
Pre-Requisite: None
MSPA 505-O
Computer Education for Public Administrators
3 Credits

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

MSPA 510-O
Research and Quantitative Methods in Public Administration
3 Credits

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

MSPA 520-O
Administrative Law and Ethics
3 Credits

The course focuses on the study of the collaboration of norms, doctrines and the positive dispositions concerned with organizations, institutions, and agencies of public administration and the criminal justice system. The course covers the procedural and substantive dispositions that govern the administrative proceedings while studying ethical models in public administration. **Pre-Requisite: MSPA 500-O**
MSPA 530-O
Planning and Evaluation: Theories, Methods and Techniques
3 Credits

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

MSPA 540-O
Seminar: Planning, Development and Evaluation of Human Resources
3 Credits

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

MSPA 550-O
Fiscal Resources Management
3 Credits

The course covers the study of the administration and formulation of fiscal public policy. Evaluation of problems, covering efficiency, effectiveness, costs and benefits analysis, and fiscal decision making in the public budgetary administration, and in the nonprofit organizations is integrated. Analysis and evaluation of concepts, theories, models, and strategies in fiscal resources management and administration is studied. **Pre-Requisite: MSPA 530-O**
**MSPA 710-O**

**Research Seminar in Criminal Justice**

3 Credits

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

**MSPA 720-O**

**Internship**

3 Credits

This course is the requirement for the supervised internship in administrative functions in a public or non for profit organization. The student will complete 130 internship hours applying knowledge, theories, values, methods and administrative skills. **Pre-Requisites:** All courses except MSPA 710-O

**NURS 200-O**

**Introduction to Nursing**

1 Credit

The focus of this course is to increase awareness of the nurse’s role as a professional in the community at large, the realities of the profession and opportunities it represents. This course emphasizes the basic concepts of nursing, health, illness, as well as the emotional, spiritual, psychosocial and physiological components of the human being. The students will participate in two nursing workshops related to basic procedures in addition to familiarizing them with instrument and equipment from the skills laboratory. Through a series of activities the student is exposed to university life including aspects of cultural and nursing professional life. **Pre-Requisite:** None

**NURS 201-O**

**Fundamentals of Nursing**

5 Credits

This theoretical and clinical course provides an introduction to the historical, sociopolitical, and legal concepts of the nursing profession in Florida and the United States. Emphasis
is placed on the development of basic nursing skills, which are needed for promotion of health and maintenance of individuals, families and communities. The student is guided to consider the individual’s motivation in seeking health care and how these problems interfere with the person’s daily activities. Clinical practice provides opportunities for development of the skills needed in hospital and community settings to carry out the nursing role. Emphasis is placed on the client as a holistic being and the use of critical thinking when intervening in health and illness with a variety of individuals from different cultural/social backgrounds and age groups. **Pre-Requisites:** CHEM 224-O, BIOL 300-O, BIOL 304-O, NURS 200-O

**NURS 202-O**

**Health and Physical Assessment**

4 Credits

This course focuses on concepts of health promotion and disease prevention in conducting physical examinations and health assessments. Multidisciplinary and interdisciplinary collaboration, cultural competence, and professional interpersonal skills are modeled in order to achieve the goals of Healthy People 2010. Practice in the skills laboratory provides an opportunity for the students to examine and implement the nursing process with individuals, families and communities throughout the life span as consumers and resources of health care. The nursing diagnosis process, health screening, referrals process, and physical examination techniques are discussed, applied, and practiced in laboratory experiences. **Pre-Requisites:** NURS 201-O, NURS 203-O, NURS 205-O

**NURS 203-O**

**Pharmacology**

4 Credits

This course presents students with the opportunity to develop critical thinking related to pharmacology concepts applied to the nursing process. The content focuses on principles of pharmacology, drug classifications, administration routes, dosage calculations, therapeutic use, disinfection procedures, basic concepts of nontraditional medicine and drug interactions. Advantages and disadvantages of pharmacotherapy and the patient’s well-being are discussed. In addition, the course includes content on bioterrorism agents, drugs for HIV/AIDS, medication errors and gene therapy. **Pre-Requisite:** NURS 200-O
NURS 205-O
Pathophysiology
3 Credits

This course presents the basic concepts of human pathophysiology and explains the processes of specific diseases. The course is divided in two parts: the microsystem and the macrosystem. Part one reviews cellular responses to infection, environmental factors, genetics, diet, cancer, and stress. Part two is organized by body systems. Students are expected to have a basic knowledge of microbiology, chemistry, anatomy and physiology. Relevant case studies are discussed in class, and aspects such as risk factors pertinent to pediatric, aging and women’s health are presented. **Pre-Requisite: NURS 201-O**

NURS 303-O
Medical Surgical Nursing
5 Credits

This theoretical and clinical course prepares students to intervene with individuals in adult and elderly stages who present physiological alterations affecting their homeostasis. The focus is on the development of knowledge based on application of the nursing process, communication skills, critical thinking and therapeutic interventions, as essential to ensuring optimal care. The course includes theory, nursing skills laboratory, clinical experiences (hospitals and communities), and seminars. The hospitals used for clinical practice are at secondary and tertiary levels of care. **Pre-Requisites: NURS 201-O, NURS 203-O, NURS 205-O**

NURS 304-O
Maternal & Child Nursing
5 Credits

This theoretical and clinical course focuses on concepts of the childbearing patient, her infant and the impact on her family. The nursing process is presented as a guide for intervention with families during the normal human development process including: pregnancy, delivery, postpartum, and care of the newborn. Health promotion is emphasized. Epidemiology, infectious, acute, and chronic diseases are discussed, taking into consideration maternal and newborn needs in community and hospital care settings, from a bio-psychosocial perspective. At the beginning of the course, specific maternal and childcare skills are practiced in a nursing skills laboratory. After this practice, students
participate in different experiences within the clinical setting. **Pre-Requisites:** NURS 202-O, NURS 210-O, NURS 303-O

**NURS 305-O**  
Nursing Care of Children and Adolescents  
5 Credits

This theoretical and clinical course focuses on the care of children and adolescents. The student is introduced to the concepts of nursing care from the first year of life through adolescence. Basic nursing skills are developed for the prevention of illness, health promotion, and health maintenance in this age group. Emphasis is placed on the client as a holistic being, on applying critical thinking, and on promoting the use of nursing diagnosis according to the North American Nursing Diagnosis Association (NANDA), with nursing interventions (NIC) and outcomes (NOC) adequate to this age group. **Pre-Requisites:** NURS 202-O, NURS 210-O, NURS 303-O

**NURS 403-O**  
Community Health Nursing  
5 Credits

This theoretical and clinical course focuses on the study of principles and practices involved in community health nursing and the development of skills for health education in community settings.

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

**NURS 404-O**  
Mental Health Nursing  
5 Credits

The focus of this theoretical and clinical course is the promotion of health and provision of opportunities for clients to maximize their ability to live, work, socialize, and learn in the communities of their choice. The practice of mental health nursing is presented from the
perspective of helping people manage difficulties, solve problems, decrease emotional pain, and promote growth, while respecting their rights to their own values, beliefs and decisions. Nursing students are encouraged to engage in self-analysis in order to increase their understanding and self-acceptance. This is important because nurses who are able to clarify their own beliefs and values are less likely to be judgmental or to impose their own values and beliefs on clients. Neurobiological, psychosocial, sociological, and spiritual theories are discussed, to help students understand clients and their experiences and to help them engage in the healing process. Emphasis is given to development of effective communications skills, application of the nursing process, community mental health, critical thinking and cultural diversity. **Pre Requisites:** NURS 304-O, NURS 305-O

**NURS 405-O**

**Nursing Leadership**

3 Credits

The focus of this course is on the basic concepts of effective nursing leadership and management within today’s dynamic health care system where nursing roles are evolving. The impact of economics, information, technology, and politics on the health care system is discussed and analyzed. Problems and challenges are viewed as opportunities for growth and improvement for the health care team where nursing plays a key role. The student has the opportunity to critically analyze case studies in various health care settings. A variety of concepts and theories from research and literature are analyzed and applied to practice. Participation in local, national, and international nursing and non-nursing organizations is encouraged. **Pre-Requisites:** NURS 403-O, NURS 404-O

**NURS 406-O**

**Practicum**

4 Credits

In this course the student has the opportunity to integrate knowledge from previous courses with the purpose of promoting professional attitudes, internal motivation, development of responsibility, and accountability for practice. Emphasis is placed on the development of skills in the clinical area selected by the student in agreement with the professor. The goal is to increase clinical skills and apply critical thinking, using nursing diagnoses according to the North American Nursing Diagnosis Association (NANDA, NIC and NOC). In addition, students have the opportunity to practice the employer-employee
relationship and leadership skills. In addition to the clinical experiences, the group meets once a week for two hours to discuss issues relevant to this stage of their professional development. **Pre-Requisites: NURS 403-O, NURS 404-O**

**NURS 407-O**
**Knowledge Integration in Nursing**
**3 Credits**

The focus of this course is integration of knowledge in preparation for local and/or national professional examination tests. Students have the opportunity to become familiar with the requirements for practicing the nursing profession in Florida and the National Council Licensure Examination (NCLEX). In addition, students will review and practice the basic components included in the examination test required by the Department of Health to practice the profession of Nursing and the NCLEX. **Pre-Requisites: NURS 403-O, NURS 404-O**

**NURS 500-O**
**Theoretical Foundations of Advanced Practice Nursing**
**3 Credits**

Discussion and analysis of a wide range of theories from nursing and other sciences. Scientific knowledge of care is presented as the central concept and essence of nursing. Emphasis is given to clinical care and research focused on a comprehensive and holistic approach. The practice of nursing is viewed as directly related to the development and revision of nursing theory where advanced practice nurses can make important contributions. **Pre Requisite: None**

**NURS 501-O**
**Public Health Policies, Ethics and Systems**
**3 Credits**

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

**NURS 505-O**

**NURS 502-O**

*Nursing Science and the Research Process*

3 Credits

Discussion of professional nursing practice that is based on evidence to achieve optimal outcomes. Pragmatic considerations of scientific inquiry in the use and conduct of research in practice. The scientific method is presented as it relates to nursing research. Experimental and non-experimental methods of conducting clinical research are examined, with ethical implications. Emphasis is given to the writing of a research proposal as the plan for a scientific project. Successful grantsmanship is presented as an art that requires sound planning for the project development of a well written proposal, and selection of an appropriate funding source. **Pre-Requisite: NURS 500-O**

**NURS 503-O**

*Nursing Research Project: Proposal to Publication*

3 Credits

The research proposal for this study must have been approved in the previous course (NURS 502-O). The implementation phase of a clinical nursing research project focused on evidenced-based. This phase is presented as requiring a set of thoughtful, careful, organized and sequential activities to conduct a research project which improves the quality of care. Ethical conduct of research with human subjects, animal subjects and research staff is discussed. In this course the student demonstrates the implementation of a study that has received institutional approval and contribute to the advancement of nursing practice. Emphasis is given on preparation of a scientific paper about the research and submission for publication as an essential step of the research process in order to contribute to the development of a foundation for practice, to provide visionary leadership, and to achieve personal satisfaction. **Pre Requisites: NURS 502-O, HESC 500-O**
NURS 504-O
Advanced History Taking and Physical Assessment
3 Credits

Discussion, performance and interpretation of the theoretical knowledge and development of psychomotor skills for advanced health assessments and techniques with clients of all ages and cultural backgrounds. Develop a client database and a differential diagnosis of common client complaints encountered in primary health care practice settings. Demonstrate the ability to obtain and record a comprehensive adult, elderly, adolescent and well-client database. **Pre-Requisites: NURS 506-O, NURS 507-O**

NURS 505-O
Health Promotion and Disease Prevention: Transcultural Considerations
2 Credits

Discussion of health priorities according to Healthy People 2010. Analysis of human caring as an essential dimension of advanced practice nursing work, especially dealing with life crises, health maintenance problems, and change in health practices. Discussion of demands made by changing life-styles and disease patterns, new and complex technologies, shifting demographics, global economies, dramatic health system changes and sociobiological and environmental threats to health and safety. Development of culturally competent holistic plans of care that address the health promotion and disease prevention needs of client populations. Theoretical models are presented as the means by which health care practitioners can give structure and organization to disease prevention and health promotion programs. **Pre-Requisite: None**

NURS 506-O
Advanced Pathophysiology
3 Credits

A course analyzing the complex interrelationships and interdependence of pathophysiological concepts that produce alterations in the human functioning across the life span. This serves as a primary component of the foundation for clinical assessment, decision making and management for advanced nursing practice. Interpretation of the natural history and clinical manifestations for specific illness in terms of their etiology and pathogenesis. Description of the relationship between pathologic changes in body defense and the illness experience. Discussion of the features of pathophysiologic
processes involved in the body’s reactions to injury and infection, the immune response, circulatory disturbances and abnormalities of cellular growth. Description of the relationship between pathophysiologic process and alterations in body fluids and the pathophysiologic process involved in altered endocrine, exocrine and neuromuscular functions. **Pre-Requisite: MSN Students only.**

**NURS 507-O**  
**Advanced Pharmacology**  
**3 Credits**

Analysis of the essential pharmacotherapeutics for advance nursing practice. Study of the actions and effects of drugs on human systems across the life-span. Analysis of the scope of legal professional nursing responsibilities related to pharmacology in an expanded role. Description and identification of the actions, effects, uses and potential interaction of the major categories of drugs. Discussion of the pharmacologic process of absorption, distribution, metabolism, excretion and the factors that influence the pharmacokinetics of drugs. Analysis of the physiologic effects of the drugs in the individual across the life-span and the factors, which influence the patient response to therapeutic agents, adverse drug reactions and appropriate interventions. Description of the controversies related to the biodisponibility and bioequivalence of the drugs. **Pre-Requisite: MSN Students only.**

**NURS 508-O**  
**Diagnostics and Differential Diagnosis**  
**3 Credits**

Presentation of the critical thinking process necessary to form differential diagnoses. These differential diagnoses are established after analyzing the findings from the history and physical assessment and results of laboratory findings (diagnostic findings). This course emphasizes the importance of ordering the correct diagnosis. Discussion and practice of proper specimen collection, handling of specimens, analysis of microscope slides and radiologic examinations. **Pre-Requisites: NURS 506-O, NURS 507-O**

**NURS 509-O**  
**Pharmacology for FNP's**  
**3 Credits**

Practical exposure to the general principles of providing and monitoring drug therapy for FNP's. Identification of a disease, review of the drugs used to treat the disease, select
treatments, special patient considerations and therapy adjustment. Finally, learned how to provide a primary, second and third line therapy when the first line fails. Discussion of the prescription, monitoring and evaluation of pharmacologic agents utilized to treat common disease states. Description of the teaching needed by individuals and families to properly adhere to prescribed pharmacology therapy. Identification of the roles and responsibilities of the FNP in prescribing pharmacologic agents, monitoring and evaluating patient responses. The collaborative role of the FNP with the physician when consulting in providing, monitoring and evaluating the pharmacologic agents is identified and discussed. **Pre-Requisites: NURS 506-O, NURS 507-O**

**NURS 510-O**  
Primary Care I  
3 Credits

This course is the first of a three part series focusing on established primary care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms, behavioral problems, mental health and HEENT. The clinical portion of the course will consist of 19 hours per week for the duration of this 8 week course making a total of 150 hours. **Pre-Requisites: NURS 504-O, NURS 505-O, NURS 506-O, NURS 507-O, NURS 508-O**

**NURS 511-O**  
Primary Care II  
3 Credits

This course is the second of a three part series focusing on established primary care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Pulmonary
and Cardiovascular Disorders, Gastrointestinal Diseases, Metabolic and Endocrine Disorders. The clinical portion of the course will consist of 19 hours per week for the duration of this 8 week course making a total of 150 hours. **Pre-Requisite: NURS 510-O**

**NURS 512-O**  
*Primary Care III*  
*3 Credits*

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

**NURS 513-O**  
*Residency*  
*3 Credits*

Culminating clinical experience consisting of 240 hours of clinical practice in an ambulatory setting providing comprehensive primary care services to underserved communities. Students will be paired with qualified and credentialed nurse practitioners or physicians who will be oriented and trained and certified to serve as preceptors. Provides a depth of practice during 8-hour clinical days. Students develop and refine FNP competencies through clinical hours/experience. Weekly seminar conferences provide a forum for clinical case study discussions, case presentations and preparation for the mock FNP certification test, which is required to be taking and passed in order to approve the course. **Pre Requisite: NURS 512-O**
OTEM 101-O
Introduction to Office Technology Systems
3 Credits

The course introduces the student to basic computer concepts, the Internet as a technological resource, electronic mail, and the importance of the different applications. It will familiarize the student with the basic concepts of prosecution of information, as well as the basic concepts on the electronic prosecution of data. Emphasis will be placed on the computer handling. **Pre-Requisite: None**

OTEM 201-O
Information Technology
3 Credits

This course will develop different input technologies: digital image, scanning, speech recognition, electronic communication and information processing. **Pre-Requisite: OTEM 101-O**

OTEM 202-O
End-User Productivity Programs
3 Credits

This course introduces three of the most important office applications: Word Processing, Excel, and PowerPoint. By the end of the course the students will know how to use the office applications to create documents, such as reports, spreadsheets, and PowerPoint presentations. The exercises focus on the most common skills that every computer user needs for proficiency. **Pre-Requisite: OTEM 201-O**

OTEM 303-O
Introduction to Database Administration
3 Credits

This course provides the concepts, advanced techniques, and skills necessary in the process of relational databases, analysis and design. It is intended to offer the necessary tools for maintaining and managing information. The student will learn how to analyze information and present it in table reports, forms, and queries. The basics of SQL programming are introduced. **Pre-Requisite: OTEM 201-O**
OTEM 310-O
Office Information Administration
3 Credits

This course develops in the student the competencies to administer all types of offices. The processes and administrative basic principles and topics are presented such as: administration of documents using the rules promulgated by ARMA (Association of Records Managers and Administrators, Inc.), ethical aspects and social responsibility, efficiently work and time management, the importance of ergonomics in the office environment, relevant information for the selection of office personnel. Motivational techniques of motivation and the selection of employees are also discussed.

Pre-Requisite: None

OTEM 401-O
Electronic Publications
3 Credits

Electronic Publications is an introductory course that will acquaint students with graphic design technique, principles of page layout and design, and desktop publishing terminology and applications.

Students will create a variety of documents such as flyers, brochures, newsletters, and business cards. This course will assist the students in producing documents that communicate effectively through good design and application of basic concept of desktop publishing. Pre-Requisites: OTEM 202-O, OTEM 405-O

OTEM 402-O
Network Electronic Document Publications
3 Credits

The course is designed to enhance skills and knowledge of the professional web author by using cross-platform HTML editor for creating and managing Web sites and pages. The student will use a variety of techniques and tool activities designed to develop pages for the commercial/professional web developer standard. The student will design, develop and manage the navigation of the Web sites and Web pages. Pre-Requisites: OTEM 202-O, OTEM 401-O
OTEM 404-O
Office Systems Training and Development
3 Credits

This course focuses on learning theories and instructional development to education as applied in the training of employees in office systems. The following material will be covered: needs of the employee and the business, selection of instructional strategies, conducting the training, along with follow-up re-training. **Pre-Requisite: None**

OTEM 405-O
Integration of Applications
3 Credits

In this course students will integrate Microsoft Office Applications. The software to be covered is Word, Excel, PowerPoint, Access and Outlook. During the course students will apply the knowledge and skills acquired in word processing, spreadsheet, electronic presentations and database. Students will apply the internet options including e-mail. Students will also apply critical thinking in solving problems. **Pre-Requisites: OTEM 202-O, OTEM 303-O**

OTEM 410-O
Final Project in Electronic Publications
3 Credits

The capstone simulations allow students to apply all the skills acquired in the previous courses, and see them come together in developing site projects and facilitate collaborative learning. Emphasis is placed on projects, simulations, and case studies that challenge and sharpen learners’ problem-solving skills. The course provides an opportunity for students to gain practical experience in web design environments. **Pre-Requisites: OTEM 401-O, OTEM 402-O**

OTEM 415-O
Strategic Content Management
3 Credits

This course provides principles and practices for designing, developing, and maintaining web-based projects of all sizes and audiences. The content management strategy is
unique because it combines three critical components: processes, technology, and people. **Pre-Requisite: OTEM 405-O**

**OTEM 416-O**  
Electronic Documents Management  
3 Credits

The Electronic Document Management course clearly defines and simplifies the principles of document engineering and management. It sets the proven techniques and methods for planning, building, and maintaining automated systems (EDMS) for fast and efficient storage and retrieval of documents and forms. **Pre-Requisite: OTEM 415-O**

**OTEM 420-O**  
Final Project: Management of Electronic Content  
3 Credits

This course focuses on the application of concepts, principles and design practices of systems and programming techniques, for the development of applications in the engineering and administration of documents. It includes the design of files and the programming for the implementation of the (EDMS) and (CMS) System. The course requires computer laboratory. **Pre-Requisites: OTEM 415-O, OTEM 416-O**

**PSYC 123-O**  
General Psychology (Compendium)  
3 Credits

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

**QYLE 110-O**  
Attitude Development and University Adaptation  
3 Credits

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

**SCIE 111-O**  
*Integrated Sciences I*  
*3 Credits*  
This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied.  
**Pre-Requisite: None**  

**SCIE 112-O**  
*Integrated Sciences II*  
*3 Credits*  
This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied.  
**Pre-Requisite: SCIE 111-O**  

**SOSC 101-O**  
*Introduction of Social Sciences I*  
*3 Credits*  
This course focuses on the human society. The main topics addressed in the course are the individual and his or her relationship to society, collective behavior and Florida and its relationship to the social and historical development of western civilization. Economic, psychological, sociological, anthropological and political problems of the contemporary world are integrated and applied to real life scenarios.
SOSC 102-O  
Introduction of Social Sciences II  
3 Credits

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

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

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

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

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions. **Pre-Requisite: SOSC 111-O**

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

This is a preparatory Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used.
SPAN 100-O
Communications Skills for Spanish as a First Language
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At a basic level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities that spelling and grammatical rules are emphasized, while keeping the focus on reading comprehension as a skill that helps them to express themselves both orally and in writing effectively. It emphasizes effective oral communication as a useful tool in the professional and personal development of the students. In addition, it introduces and emphasizes the verbal and written aspects of language as important elements in formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.

SPAN 102-O
Basic Level
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At an intermediate level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities that spelling and grammatical rules are emphasized, while keeping the focus on reading comprehension as a skill that helps them to express themselves both orally and in writing effectively. It emphasizes effective oral communication as a useful tool in the professional and personal development of the students. In addition, it introduces and emphasizes the verbal and written aspects of language as important elements in formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this
course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. **This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.**

**SPAN 115-O**
**Reading, Writing, and the Oral Communication in Spanish I**
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At a **high intermediate level**, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities, with emphasis on spelling and grammatical rules, and the correct use of writing/editing techniques, that college-level students will learn effective ways to express themselves and apply these to their subject area. They will not only learn the proper rules for written communication, but also the correct etiquette that includes from writing e-mails to written reports. Special attention is given to verbal communication and body language as important characteristics of formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. **This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. Pre-Requisite: None**

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

This **advanced** Spanish course focuses on the use of language from a communication approach thus allowing the adult learner to further develop his/her language skills. In addition, the course deals with reading analysis and interpretation in reference to the evaluation of the content of the message (inference, critical analysis, distinguishing between facts, opinions, and assumptions), which goes beyond the meaning of the text, techniques, and author’s resources. It also includes studying the text readings from the
reader’s perspective, while analyzing the content in reference to the central idea of the context, secondary idea, vocabulary, the correlation of ideas, different types of speeches, and languages. The course will give special attention to the proper wording of messages and sentence/paragraph construction. It will allow many opportunities to practice and manage grammatical structures in reference to spelling, punctuation, the development of techniques for oral presentations, proper body language, and the use of technology. The course pays close attention to the practice and management of grammatical structures in regards to the inaccuacies or misuse of the language (barbarisms, solecisms, ambiguities, agreement, pleonasms, etc.). The course is developed through reading discussions, reflections, reviews, research, essay writing, and oral presentations supported by technology. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. **This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. Pre-Requisite: SPAN 115-O**

**SPAN 151-O**

*Basic Spanish I*

*3 Credits*

This course is designed for students who score between 41 to 60 percent on the SUAGM Spanish Placement Test. The course covers the history and evolution of the Spanish language. The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of E-Lab and/or the Language Lab. **Pre-Requisite: None**

**SPAN 153-O**

*Introductory Spanish Language Course*

*Intermediate Level I*

*3 Credits*

This course is designed for students who score between 76 to 90 percent on the SUAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.
SPAN 154-O
Introductory Spanish Language Course
Intermediate Level II
3 Credits

This course is designed for students who score between 91 to 100 percent on the SUAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.

SPAN 215-O
Advanced Composition I
3 Credits

This developmental course emphasizes the development of the skills needed to write logically and correctly in Spanish. It focuses on research techniques.

Pre-Requisite: SPAN 151-O

SPAN 255-O
Spanish for Writing and Research
4 Credits

This highest level Spanish course focuses on the strengthening of Spanish language skills; allows the adult learner to further develop his/her linguistic skills, technical writing, and oral expression, in order to reach the highest and most effective professional level of communication. The learner will perfect the art of writing technical reports, essays, and conduct research relevant to his/her academic subject area. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives.

This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. Pre-Requisites: SPAN 115-O, SPAN 116-O
SPAN 463-O
Spanish-American Literature
3 Credits

This course focuses on the study of Hispanic/Spanish literature from its early beginnings, emphasizing authors and classic literary works of each period. **Pre-Requisites: None**

SPAN 500-O
Graduate Preparatory Spanish
3 Credits

This is a preparatory Spanish course for graduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete graduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish Placement Test (for native speakers of Spanish) and scores between 0 and 40% must register for this course. This course requires the use of E-Lab or the Language Lab. **Pre-Requisites: None**

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

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. This course requires the use of e-lab or the language lab. **Pre-Requisites: None**

SPAN 502-O
Academic Writing for Graduate Students II
3 Credits

A native speaking student who takes the SUAGM Spanish placement test and receives a score of 65 to 100 percent will need to enroll in this course within the first semester of
enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on written assignments. This course requires the use of E-Lab or the Language Lab.  **Pre-Requisites: None**

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

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

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

This is an introductory statistics course dealing with frequency distribution, presentation of statistical data, measure of central tendency, and dispersion. The concept of probability, and probability distributions used commonly in business analysis is emphasized.  
**Pre-Requisite: MATH 112-O**

**STAT 202-O**  
Administration Statistics II  
3 Credits

This course focuses on the study of sampling distributions, estimating with confidence internals, hypothesis testing, analysis of variance, simple regression and correlation, decision analysis, and techniques of quality control. Chi-square and other nonparametric test are studied in the course.  
**Pre-Requisite: STAT 201-O**
TESL 222-O
Methods of Teaching ESOL Students in School
3 Credits
This course is a survey of the historical law, and current approaches, methods, and techniques of teaching English to Speakers of Other Languages. Successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. If addresses ESOL requirements and Florida TESOL Program Goals. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP). The course focuses on cross-cultural understanding strategies, and methods of teaching, curriculum, assessment and linguistics research based practices to improve student achievement. This course is considered the ESOL required course. This course must be taken before the student takes any other ESOL integrated course. Pre-Requisite: ENGL 231-O

TESL 223-O
Applied Linguistics in ESOL
3 Credits
This course is designed to provide students with the essential foundation on which they can build future studies of language learning, language acquisition, and teaching. It examines major areas of linguistics (e.g., phonology, syntax, semantics, pragmatics, and sociolinguistics) and focus on various aspects of language structure and use. What does it mean to be proficient in a language? How are young children able to produce an infinite number of sentences given a relatively limited set of lexical items? What are the types of variation found in language? How do second language learners approach the complex task of second language acquisition? These are only some of the questions that this course will address. This course should be taken as a capstone ESOL course. Pre-Requisite: TESL 222-O

TESL 522-O
Theory and Practice of Teaching ESOL Students in Schools
3 Credits
This course has been designed for graduate students in the area of Guidance and Counseling and Educational Leadership to meet the requirements of the state of Florida regarding ESOL. This course focuses on the application of the historical processes and research based on proven practices for ESOL students to achieve academic performance
in school from the perspective of the guidance counselor and school administrators’ expectations and roles. The course is a survey of law, linguistics, culture, methodology, curriculum, and assessment practices that impact student achievement and school administrators. Students will develop a clinical field experience project that applies to their area of expertise. **Pre-Requisite: None**