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SECTION I

OVERVIEW:

UNIVERSIDAD DEL TURABO

SISTEMA UNIVERSITARIO

ANA G. MÉNDEZ, INC.
UNIVERSIDAD DEL TURABO

Universidad del Turabo (UT), member of the Sistema Universitario Ana G. Méndez, Inc., is a private nonprofit institution of higher education located 15 miles southeast of San Juan, Puerto Rico, within easy reach of the entire east-central part of the island. Its 140-acre suburban campus and its fifteen buildings provide an ideal atmosphere for the learning experience. The university also has centers in Yabucoa, Cayey, Naguabo, Isabela, Ponce, Barceloneta, and the branch campuses in Florida (Orlando, Miramar, and Tampa), one in Maryland and a new SUAGM Branch Campus in Dallas, Texas.

MISSION:

The mission of Universidad del Turabo is to enhance knowledge through excellence in teaching, and foster research, innovation, and the internationalization of its programs. The university is committed to graduate well-educated, professionally competent students who can think critically and are technologically literate. It promotes the development of ethical principles and values that allow students to contribute to the well-being of the community through their knowledge of social systems and their role as responsible citizens.

VISION:

The vision of Universidad del Turabo is to be a high quality learning community dedicated to enhancing education among its student population and promoting advanced technology with an international orientation.

Institutional Values Statement:

As an institution of higher education UT is committed to:

1. freedom of thought and expression;
2. excellence in teaching and the pursuit, generation, dissemination, and application of knowledge;
3. respect the dignity of the individual;
4. respect nature and the environment;
5. promote ethical, social, and cultural values;
6. recognize and respect diversity;
7. promote institutional excellence in planning, operations, and service; and,
8. promote human and esthetic sensibility.
Institutional Goals and Objectives:

To fulfill its mission, Universidad del Turabo:

1. Maintains a flexible admissions policy in which each academic school establishes requirements for its programs.
2. Provides services to a diversified student body to help it achieve academic and personal goals.
3. Fosters research to strengthen the teaching and learning processes, as well as to improve the quality of life in the surrounding communities.
4. Promotes the internationalization of its academic programs through strategic alliances.
5. Develops and implements a systematic faculty development plan to improve academic credentials, pedagogical competencies, and instructional technology skills.
6. Recruits and develops quality human resources.
7. Provides academic skills and career-oriented activities to precollege students, as well as opportunities for continuing education, thus fulfilling the needs of the community.
8. Promotes the use of innovative and nontraditional teaching methodologies.
9. Promotes ethical values that will allow students to exert their professional judgment and performance responsibly.
10. Fosters the preservation and dissemination of those values inherent to Puerto Rican culture in a global context.
11. Establishes collaborative partnerships among universities, government, industry, and community organizations.
12. Contributes to students' awareness of their rights and responsibilities as citizens in a democratic society.

KEY ADMINISTRATION AND STAFF OF UNIVERSIDAD DEL TURABO

Chancellor
Dr. Dennis Alicea Rodríguez

Vice Chancellor
Dr. Roberto Lorán

Vice Chancellor of Student Affairs
Dr. Brunilda Aponte
Vice Chancellor of Administrative Affairs
Dr. Gladys L. Betancourt

Vice Chancellor of Information Resources and Telecommunications
Dr. Saraí Lastra de León

Vice Chancellor of External Affairs
Jacqueline A. Mullen, MS

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

Vice Chancellor of Physical Facilities and Operations
Eng. Mayra Rodríguez

Dean of the School of Professional Studies
Prof. Mildred Y. Rivera

Acting Dean of the School of Education
Prof. Israel Rodríguez

Dean of the School of Business Administration and Entrepreneurship
Dr. Juan C. Sosa

Dean of the School of Social Sciences and Communications
Dr. María del C. Santos-Gómez

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

Dean of the School of Natural Science and Technology
Dr. Teresa Lipsett

Dean of the School of Health Sciences
Dr. Nydia V. Bou

Dean of International School of Design and Architecture
Arq. Aurorisa Mateo Rodríguez

Executive Director of the School of Continuing Education
Ms. Lizbeth Rivera

Dean of the School of Technical Studies
Mrs. Maria E. Flores

Associate Vice-Chancellor of Graduate Studies and Research
Dr. Sharon Cantrell

Dean of the General Studies Deanship
Dr. Felix Huertas
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 2020 as an “institution of excellence in learning, research and service, with a great social responsibility and a growing global projection”. 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
Commission on Collegiate Nursing Education
Council for Adult Experiential Learning
Florida Association of Post Secondary Schools and Colleges
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_comites_irbnet.asp or http://compliance.suagm.edu 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
Mrs. Josefina Melgar, IRB Institutional Coordinator – UT
Tel. (787) 743-7979 Ext.4126
Ramon L.Nieves, IRB Institutional Coordinator- SUAGM- United States
Tel. (407) 207-3363 Ext. 1889

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

Ramiro Millán Catasús, Chair of Board of Directors
Félix Rodríguez Schmidt, MD, Vice Chair of Board of Directors
José F. Méndez, DR.H.C, SUAGM President and Permanent Member
José F. Méndez, Jr., Permanent Member
Héctor A. Jiménez Ramírez
Víctor Hernández, DMD
René A. León Rodríguez
René A. Soto Torres, DBA
Rafael A. Nadal, Esq., Permanent Member
Herminio Martínez, Ph. D.
Manuel Agosto García
Wilfredo Cosme
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
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 AND STAFF

METRO ORLANDO CAMPUS ADMINISTRATION AND STAFF:

Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Carlos M. López, M.D., Campus Director
Claudia Camacho, Associate Director
Patricia Reynafe, Executive Assistant
Vacant, Academic Director
Laura Rivera, Academic Department Administrative Assistant
Silquia Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Sandra Mertune, Associate Registrar
Genevieve Cautiño, Registrar Assistant
Margie Viera, Daytime Program Director
Carmen Rivera, Daytime Program Counselor and Job Placement Officer
Frances Rivera, Daytime Program Integrated Services Officer
Anaida Rivera, Nursing Program Coordinator
Javier Osorio, Operations Manager
Vacant, Bursar Officer
Cristian Silva, Technical Support Specialist
Thomas Mestre, Outreach and Marketing Director
Gilbert Malavé, Recruitment Coordinator
Juan López, Learning Resources Center Director
Jonathan Cedeño, Learning Resources Specialist
Luis Fonseca, Librarian/Cataloger
Eduardo Milán, Library Assistant
Susan Rivera, Library Assistant
Magdali Zayas, Financial Aid Coordinator
Stephanie Castro, Financial Aid Officer
Maricelly Alomar, Counselor and Job Placement Officer
Ubaldo Santiago, Counselor and Job Placement Officer
Marlin Brignoni, Integrated Services Director
Rosa Valera, Integrated Services Coordinator
Edwin Trujillo, Integrated Services Officer
Karine Jiménez, Integrated Services Officer/Marketing
Jehonissi Viera, Integrated Services Officer
Lizmarie Calderón, Integrated Services Officer
Myleika Lynn Silva, Integrated Services Officer
Raymond Garófalo, Project Director Title V
Sasha Vázquez, Receptionist
Walter Restrepo, Maintenance Employee

SOUTH FLORIDA CAMPUS ADMINISTRATION AND STAFF:

Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Ramón García, Campus Director
Daniel Betancourt, Associate Director
Natalia Martínez, Executive Assistant
Vacant, Academic Director
Amparo Durán, Academic Department Administrative Assistant
Jorge Báez, Operations Manager
Ramón López, Bursar Officer
Silquia Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Katherine Martínez, Associate Registrar
Alejandro Portal, Technical Support Specialist
Hansel Rivera, Technical Support Specialist
Rosa Hernández, Integrated Services Director
Cinthia Tineo, Integrated Services Coordinator
Migdalia Roldán, Integrated Service Officer Marketing
Miriam Gómez, Integrated Services Officer
Vacant, Integrated Services Officer
Taimí Barbán, Integrated Services Officer
Yuliet Escandón, Integrated Services Officer
Vacant, Undergraduate Nursing Program Coordinator (BSN)
Gustavo Durand, Graduate Nursing Program Coordinator (FNP)
Richard Lozada, Outreach and Marketing Director
Carlos Durán, Outreach Specialist
Nydia Bonilla, Financial Aid Coordinator
María Heredia, Financial Aid Officer
Eric Santiago, Daytime Program Director
Dr. Carlos Gandía, Project Director Title V
Margarita Rosado, Administrative Assistant Title V
Carlos Álvarez, Document and Scanning Technician
Helga Martínez, Counselor and Job Placement Officer
Martha L. Rodríguez, Counselor and Job Placement Officer
Dianelys Breijo, Learning Resources Center Director
Kerelyne Escobar, Learning Assistant Specialist
Martha Campos, Library Assistant (PT)
Maritza Cordo, Library Assistant (PT)
Yarelys Mesa, Receptionist
Michael Ricardo, Maintenance Assistant

TAMPA BAY CAMPUS ADMINISTRATION AND STAFF:

Luis A. Burgos, Ed. D., **Chancellor Florida Campuses**
Yvonne Cádiz, Campus Director
Suheily Martínez, Associate Director
Marta Reyes, Executive Assistant
George Súarez, Academic Director
María Rodríguez, Academic Department Administrative Assistant
Miriam Avilés, Operations Manager
Vacant, Undergraduate Nursing Program Coordinator (BSN)
José Díaz, Outreach and Marketing Director
Víctor Méndez, Recruitment Coordinator
Janet Pappalardo, Daytime Program Coordinator
Zaylee Otero, Daytime Program-Counselor and Job Placement Officer
Manuel Robayna, Daytime Program-Integrated Services Officer
Debbie Ortega, Integrated Services Director
SUAGM: UT Metro Orlando Campus/South Florida Campus/Tampa Bay Campus
Catalog 2015-2016

Maikel Milian, Integrated Services Officer
Omar Garcia, Integrated Services Officer
Neida Solivan, Learning Resources Center Director
Yudiel Paneque, Learning Assistant Specialist
Caridad Hernandez Dieppa, Library Assistant (PT)
Christian Rodriguez, Library Assistant (PT)
Silquia Velez, Deputy Chief Records Officer/Branch Campus Registrar
Vidmary Cuevas, Associate Registrar
María Mateu, Financial Aid Officer
Daniel Suarez, Counselor and Job Placement Officer
Anthony Martin, Technical Support Specialist
Edwin Class, Document Control and Scanning Technician
Jennifer Echevarria, Receptionist
Rafael Class, Maintenance Assistant

PHYSICAL FACILITIES

The Metro Orlando Campus is located at 5601 South Semoran Boulevard, Orlando, Florida. The campus has 19 classrooms, 1 pharmacy lab, 1 nursing lab, 1 computer lab, 1 language lab, 1 library, administration offices, and 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, 2 nursing labs, 1 pharmacy, 1 computer lab, 1 language lab, 1 library, administration offices, a conference room, in addition to a student and staff 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 10 classrooms, 1 language lab, 1 computer lab, 1 pharmacy lab, 1 nursing lab, 1 library, administration offices, in addition to a student and a faculty lounge. Also, a parking area is available for students and the administration.

CAMPUSES ADDRESS AND TELEPHONE NUMBERS:

METRO ORLANDO CAMPUS

Physical and Mailing Address: 5601 South Semoran Blvd., Suite # 55, Orlando, FL 32822
Phone: 1-877-647-8246 / (407) 207-3363
Fax: (407) 207-3373
Website: www.suagm.edu/florida

SOUTH FLORIDA CAMPUS
Physical and Mailing Address: 3520 Enterprise Way, Miramar, Florida 33025
Phone: 1-877-647-8246 / (954) 885-5595
Fax: (954) 885-5861
Website: www.suagm.edu/florida

TAMPA BAY CAMPUS
Physical and Mailing Address: 3655 West Waters Ave. Tampa, Florida 33614
Phone: 1-877-647-8246 / (813) 932-7500
Fax: (813) 932-7527
Website: www.suagm.edu/florida
### SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
METRO ORLANDO, SOUTH FLORIDA AND TAMPA BAY CAMPUSES

#### ACADEMIC CALENDAR
FIRST SEMESTER 201611

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12 AUGUST 30 TO OCTOBER 3, 2015</th>
<th>E13 OCTOBER 4 TO NOVEMBER 7, 2015</th>
<th>E14** NOVEMBER 8 TO DECEMBER 19, 2015</th>
<th>E08 AUGUST 30 TO OCTOBER 24, 2015</th>
<th>E09 OCTOBER 25 TO DECEMBER 19, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to request graduation for students who complete requirements on December 2015</td>
<td>October 31, 2015</td>
<td>October 31, 2015</td>
<td>October 31, 2015</td>
<td>October 31, 2015</td>
<td></td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 2nd and Summer Semesters</td>
<td>September 5, 2015</td>
<td>September 5, 2015</td>
<td>September 5, 2015</td>
<td>September 5, 2015</td>
<td></td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>September 12, 2015</td>
<td>September 12, 2015</td>
<td>September 12, 2015</td>
<td>September 12, 2015</td>
<td></td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>September 6 to 12, 2015</td>
<td>October 11 to 17, 2015</td>
<td>November 15 to 21, 2015</td>
<td>September 6 to 12, 2015</td>
<td>November 1 to 7, 2015</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>October 6, 2015</td>
<td>November 10, 2015</td>
<td>December 21, 2015</td>
<td>October 27, 2015</td>
<td>December 21, 2015</td>
</tr>
</tbody>
</table>

** PT E14 & E15 will not meet the week of November 22 to 28, 2015.
<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>Last day to request graduation for students who complete requirements on May 2016</td>
<td>March 7, 2016</td>
<td>March 7, 2016</td>
<td>March 7, 2016</td>
<td>March 7, 2016</td>
<td>March 7, 2016</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 1st Semester</td>
<td>February 20, 2016</td>
<td>February 20, 2016</td>
<td>February 20, 2016</td>
<td>February 20, 2016</td>
<td>February 20, 2016</td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>February 27, 2016</td>
<td>February 27, 2016</td>
<td>February 27, 2016</td>
<td>February 27, 2016</td>
<td>February 27, 2016</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>January 24 to 30, 2016</td>
<td>February 28 to March 5, 2016</td>
<td>April 10 to 16, 2016</td>
<td>January 24 to 30, 2016</td>
<td>March 20 to 26, 2016</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>February 2, 2016</td>
<td>March 8, 2016</td>
<td>April 19, 2016</td>
<td>February 2, 2016</td>
<td>March 29, 2016</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal Total Withdrawal</td>
<td>February 20, 2016</td>
<td>April 2, 2016</td>
<td>May 7, 2016</td>
<td>March 12, 2016</td>
<td>May 7, 2016</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>February 23, 2016</td>
<td>April 5, 2016</td>
<td>May 10, 2016</td>
<td>March 15, 2016</td>
<td>May 10, 2016</td>
</tr>
</tbody>
</table>

**PT E14 & E15 will not meet the week of March 20 to 26, 2016.**
<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>Last day to request graduation for students who complete requirements during Summer 2016</td>
<td>July 9, 2016</td>
<td>July 9, 2016</td>
<td>July 9, 2016</td>
<td>July 9, 2016</td>
<td>July 9, 2016</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar's Office</td>
<td>May 24, 2016</td>
<td>June 28, 2016</td>
<td>August 9, 2016</td>
<td>May 24, 2016</td>
<td>July 19, 2016</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>June 14, 2016</td>
<td>July 19, 2016</td>
<td>August 30, 2016</td>
<td>July 5, 2016</td>
<td>August 30, 2016</td>
</tr>
</tbody>
</table>

** PT E14 & E15 will not meet the week of July 24 to 30, 2016.
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E10 – Nursing Courses (10 weeks)</th>
<th>E15 – Nursing/Pharmacy Courses (15 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AUGUST 30 TO NOVEMBER 7, 2015</td>
<td>AUGUST 30 TO DECEMBER 19, 2015</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 30, 2015</td>
<td>August 30, 2015</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on</td>
<td>October 31, 2015</td>
<td>October 31, 2015</td>
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<tr>
<td>December 2015</td>
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</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request</td>
<td>September 5, 2015</td>
<td>September 5, 2015</td>
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<tr>
<td>from 2nd and Summer Semesters</td>
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</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>September 12, 2015</td>
<td>September 12, 2015</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>September 6 to 12, 2015</td>
<td>October 11 to 17, 2015</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>September 15, 2015</td>
<td>October 20, 2015</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (WC)</td>
<td>November 7, 2015</td>
<td>December 19, 2015</td>
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<tr>
<td>Total Withdrawal (WT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>November 10, 2015</td>
<td>December 21, 2015</td>
</tr>
</tbody>
</table>

** PT E14 & E15 will not meet the week of November 22 to 28, 2015.**
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E10 – Nursing Courses (10 weeks)</th>
<th>E15 – Nursing/Pharmacy Courses (15 weeks)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>JANUARY 17 TO MARCH 26, 2016</td>
<td>JANUARY 17 TO MAY 7, 2016</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on May 2016</td>
<td>March 7, 2016</td>
<td>March 7, 2016</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from First Semester</td>
<td>February 20, 2016</td>
<td>February 20, 2016</td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>February 27, 2016</td>
<td>February 27, 2016</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>January 24 to 30, 2016</td>
<td>February 28 to March 5, 2016</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>February 2, 2016</td>
<td>March 8, 2016</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (WC)</td>
<td>March 26, 2016</td>
<td>May 7, 2016</td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>March 29, 2016</td>
<td>May 10, 2016</td>
</tr>
</tbody>
</table>

**PT E14 and E15 will not meet the week of March 20 to 26, 2016.
### SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
### FLORIDA CAMPUS
### NURSING/PHARMACY ACADEMIC CALENDAR
### SUMMER SEMESTER 201613

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E10 – Nursing Courses (10 weeks)</th>
<th>E15 – Nursing/Pharmacy Courses (15 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 8 TO JULY 16, 2016</td>
<td></td>
<td>MAY 8 TO AUGUST 27, 2016</td>
</tr>
</tbody>
</table>

#### Classes Begin
- May 8, 2016
- May 8, 2016

#### Last day to request graduation for students who complete requirements during Summer 2015
- July 9, 2016
- July 9, 2016

#### Official Census Rosters to Facilitators (NP)
- May 15 to 21, 2016
- June 19 to 25, 2016

#### Census Rosters Due at Registrar’s Office
- May 24, 2016
- June 28, 2016

#### Last day for:
- Partial Withdrawal (WC)
- Total Withdrawal (WT)
- July 16, 2016
- August 27, 2016

#### Grades due in Web for Faculty and Grade Rosters at Registrar’s Office
- July 19, 2016
- August 30, 2016

**PT E14 and E15 will not meet the week of July 24 to 30, 2016.**
## DAYTIME ACADEMIC CALENDAR
### FIRST SEMESTER 2016

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E16 AUGUST 30 TO OCTOBER 24, 2015</th>
<th>E17 OCTOBER 25 TO DECEMBER 19, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>August 30, 2015</td>
<td>October 25, 2015</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on December 2015</td>
<td>October 31, 2015</td>
<td>October 31, 2015</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 2nd and Summer Semesters</td>
<td>September 5, 2015</td>
<td>September 5, 2015</td>
</tr>
<tr>
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</tr>
<tr>
<td>ACTIVITIES</td>
<td>E16</td>
<td>E17</td>
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<tr>
<td>Classes Begin</td>
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<td>March 13, 2016</td>
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<tr>
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### DAYTIME ACADEMIC CALENDAR
#### SUMMER SEMESTER 201613

<table>
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<tr>
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<td>MAY 8 TO JULY 2, 2016</td>
<td>JULY 3 TO AUGUST 27, 2016</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements during Summer 2016</td>
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<td>July 5, 2016</td>
<td>August 30, 2016</td>
</tr>
</tbody>
</table>
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. Additional requirements may apply to specific academic programs including but not limited to High School GPA.

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.

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

1. High School Graduation Diploma or its equivalent (GED).
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 validated 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 participates in an admission interview (Puente Support Services Program and Nursing Program).
4. The applicant must also complete an interview with the Campus Director or authorized institutional officer to evaluate compliance with the previous requirements.

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 or an 80% score or more in admission interview.
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.
6. In validated cases, the Campus Director or his designated representative may consider the admission applicant’s for graduate studies who cannot present the evidence as describe above but meet the following requirements:
   a. The applicant demonstrates that he/she has no reasonable access to appropriate documentation.
   b. The applicant presents a notarized declaration in which applicant certifies that he/she has a bachelor’s degree with the minimum 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 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 Director of Integrated Services or an Integrated Services Officer for specific requirements that the chosen program may have. Students must attend the orientation session.

APPEALS OF ADMISSION DECISIONS

Undergraduate and graduate applicants may appeal admission decisions to the Campus Director. The Director will request from the student any information needed to evaluate the appeal. The Campus Director’s decision may be appeal in meritorious cases to the Chancellor.

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 from 6:00pm - 10:00pm. On Saturday, classes are from 8:00am - 12:00pm and 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 be required 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 SUPPORT SERVICES PROGRAM COURSE FORMAT:

The Puente Support Services 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 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 from 6:00pm - 10:00pm; Saturday from 8:30am - 12:30pm and 1:30pm – 5:30pm. Six (6) 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 classes meet once a week for four and a half (4.5) hours Monday through Friday, morning sessions from 8:30am – 1:00pm and afternoon sessions from 1:00pm - 5:30pm. 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 (6) 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 MODEL

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

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**LANGUAGE PLACEMENT TESTS**

All prospective students are required to take English and Spanish placement examinations. These tests help to place students in the most appropriate language level and courses. They also identify the developmental work required by students while enrolled in a degree program. Finally, prospective students who do not score at or above the required thresholds must register in a total immersion language course prior to enrolling in a degree program.
UNDERGRADUATE DEVELOPMENTAL COURSES:

The undergraduate English language developmental courses are: ENGL 050-O and ENGL 102-O. Students are required to take both or only ENGL 102-O, according to the score on their placement test.

The undergraduate Spanish language developmental courses are: SPAN 100-O and SPAN 102-O. Students are required to take both or only SPAN 102-O, according to the score on their placement test.

**Test-out** rules are included in the Discipline Based Dual Language Immersion Model® *(Language Placement Testing Rules - July 2013)*

GRADUATE DEVELOPMENTAL COURSES:

The graduate English language developmental courses are: ENGL 500-O, ENGL 501-O and ENGL 502-O. Students are required to take one, two, or all of the courses according to the score on their placement test.

The graduate Spanish language developmental courses are: SPAN 500-O, SPAN 501-O and SPAN 502-O. Students are required to take one, two or all of the courses according to the score on their placement test.

**Test-out** rules are included in the Discipline Based Dual Language Immersion Model® *(Language Placement Testing Rules - July 2013)*

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 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 Associate Registrar’s Office, 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, Integrated Services Director or Associate Registrar.

### 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 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®, which can be accessed remotely through the Internet.

Modules for the Metro Orlando, South Florida, and Tampa Bay Campuses also determine the percentages 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 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 VALIDITY:

1. The Campus Director, in collaboration with the Associate Registrar, 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 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 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.

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**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 Integrated Services Office 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 Integrated Services Office or Associate Registrar at the Metro Orlando, 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 Integrated Services Office or Associate Registrar at the Metro Orlando, Associate Registrar at South Florida and Associate Registrar at 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 Integrated Services Office 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

EVALUATION SYSTEM

CREDIT VALUE:

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

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

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

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

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

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

RESPONSIBILITY OF PROFESSORS:

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

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

GRADE SYSTEM:

Letter grade system and grade points per credit:

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

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

2. The following system of letters will be applied in special cases; they will not be considered for student’s average, except for the WF.
W = Official withdrawal
WF = Stopped attending the course without applying for withdrawal at the Registrar’s Office
I = Incomplete
IP = Incomplete in progress
NR = Grade not reported
* = Repeated course
WN = Administrative withdrawal. Student registered but did not attend classes on the first day, (no grade points)
WA = Administrative withdrawal. The Vice Chancellor or designated functionary approves a student withdrawal due to certain reasons.
T = Transfer course

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 Integrated Services Office or Associate Registrar at Metro Orlando, Associate Registrar at South Florida and Associate Registrar at 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 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.

4. Special cases on grade objections or changes will be resolved by an Appeals Committee composed by the Chancellor or his/her representative, who shall preside, the Academic Director, a professor, the Associate 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 Campus Director will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student’s objection was submitted.

**INCOMPLETES:**

**CONDITIONS:**

1. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if he or she has a minimum of partial grades.
2. The final exam will be offered or the final work will be accepted only for students who have the opportunity of obtaining a minimum final grade of “D”.

3. It will be the student’s responsibility to make the necessary arrangements with the Professor and the 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 Associate 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 Associate Registrar’s or 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 Associate Registrar’s, 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 Associate Registrar or Registrar 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](http://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 Counselor. 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 complied 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’s Office, Learning Resources Centers and at their Campus website at [www.suagm.edu/florida](http://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: Counselor, Associate 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 Integrated Services Office, Associate Registrar at Metro Orlando, Associate Registrar at South Florida and Associate Registrar at 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 the any semester or at the end of the summer session may apply and obtain a certification of completion of graduation requirements from the Registrar’s Office at Metro Orlando, 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.
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 $381.00
Undergraduate Nursing and Allied Health Programs $394.00*
*All courses with the courses prefixes BIOL, CHEM, PHAR, HESC and NURS
Graduate $450.00
Graduate Nursing and Allied Health Programs $465.00*
* All courses with the courses prefixes BIOL, CHEM, PHAR, HESC and NURS
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.

TECHNOLOGY FEE:
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:
SUAGM: UT Metro Orlando Campus/South Florida Campus/Tampa Bay Campus
Catalog 2015-2016

- 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 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:

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

After 60% of the total part of term days has elapsed, the student will be responsible for 100% of total costs.
PARTIAL WITHDRAWAL: COURSE DROP/ADD PERIOD:

Students may cancel a course before the first day of the part of term (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 charged 12% of total course tuition. After this time, the student who withdraw 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, withdraw administratively and charge 25% of total course tuition.

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 EVIDENCE:

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

• **Access to Better Learning and Education (ABLE)** - Student must be a Florida resident and a U.S. citizen or eligible non-citizen. Meet the standards of Satisfactory Academic Progress. Must enroll for a minimum of 12 credits hours per term. Not owe a repayment or be in default. Not have a previously a baccalaureated degree. Have a minimum institutional cumulative grade point grade point average (GPA) of 2.0. Do not consider the EFC of FAFSA.

• **Florida Student Assistance Grant Program (FSAG)** - Student must be a Florida resident and a U.S. citizen or eligible non-citizen. Meet the standards of Satisfactory Academic Progress. Must enroll for a minimum of 12 credits hours per term. Not owe a repayment or be in default. Not have a previously a baccalaureated degree. Have a minimum institutional cumulative grade point grade point average (GPA) of 2.0. Must not exceed the maximum EFC of FAFSA.

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.

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:

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 services offered are 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 and South Florida Campuses, and the Students and Associate Registrar at Tampa Bay Campus.

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

The Integrated Services provides 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 may 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 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 325 W. Gaines St, Suite 1414, Tallahassee, FL 32399.

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 and auto 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’s Regulations 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 institution internet page or the Integrated Services Office, Associate Registrar at Metro Orlando, Associate Registrar at South Florida and Associate Registrar at 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 and a digital copy is available at each Florida Campuses website www.suagm.edu.

### GENERAL PROVISIONS

#### COURSE NUMBERING SYSTEM:

Course Numbers:

The following course numbering system is used by the SUAGM: UNE

- 050, 100 and 200 coded courses are lower level bachelor’s degree courses
- 300 and 400 coded courses are upper division bachelor’s degree courses
- 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
ARTS – Arts
BIOL – Biology
CH - Community Health
COIS, COMP – Computer Information System
CRIM – Criminal Justice
ECED – Education
ECON – Economy
ENTR – Entrepreneurship
EDUG – EDAG – Graduate Education Courses
ENGL – English
FINA - Finance
HESM – Health Services Management
HIST – History
HS – Health Science
HUMA – Humanities
ITHM – International Tourism and Hospitality Management
LIAR – Liberal Arts
MANA – Management
MARK – Marketing
MATH – Mathematics
NURS - Nursing
OFAS – Office Systems
POSC – Political Science
PSYC – Psychology
PUHE – Public Health
SCIE – Integrated Sciences
SOCI – Sociology
SOSC – Social Sciences
SPAN – Spanish
SPED – Special Education
STMG – Strategic Management

SEPARATENESS

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

AMENDMENTS

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

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

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

STUDENT’S RESPONSIBILITY

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

INSTITUTION’S RESPONSIBILITY

This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, 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 Associate Registrar and Integrated Services Director, of any changes 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, South Florida and Tampa Bay Campuses in the regular accelerated and daytime formats.

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. Among the concentration courses and 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.

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<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
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<tbody>
<tr>
<td>General Education Courses</td>
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<td>Core/Professional Courses</td>
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### GENERAL EDUCATION COURSES (51 CREDITS)

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### CORE PROFESSIONAL COURSES (45 CREDITS)

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<td>ENTR 360-O Entrepreneurship</td>
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<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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<td>MANA 340-O Operations Management</td>
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<td>NBU 350-O International Business</td>
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### MANAGEMENT MAJOR COURSES (18 CREDITS)

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<td>MANA 213-O Human Resources Administration</td>
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<td>MANA 302-O Labor Legislation</td>
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<td>MANA 316-O Small Business Administration</td>
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<td>MANA 321-O Supervision and Leadership</td>
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<tr>
<td>MANA 401-O Business Strategies</td>
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<td>MANA 450-O Management Project</td>
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<td>ACCO 111-O, FINA 202-O</td>
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### 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)

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<td>HURM 400-O Safety and Health Occupation</td>
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<td>MANA 404-O Labor Relations</td>
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#### ENTREPRENEURSHIP (9 CREDITS)

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<td>ENTR 401-O Entrepreneurial Opportunities</td>
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<td>ENTR 403-O E-Commerce and Network Design</td>
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</table>

Total Number of Credits: 123

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the Student's scores in placement tests. 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 7/8/14.
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.

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### CORE/PROFESSIONAL COURSES (45 CREDITS)

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### MARKETING MAJOR COURSES (18 CREDITS)

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<th>PRE-REQ</th>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
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<tbody>
<tr>
<td>MARK 206-O Consumer Behavior</td>
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<td>MARK 133-O</td>
<td>MARK 301-O Marketing Management</td>
<td>3</td>
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<td>MARK 133-O</td>
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<tr>
<td>MARK 318-O Sales Management</td>
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<td>MARK 320-O Market Research</td>
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<td>STAT 202-O</td>
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<tr>
<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>
<td>3</td>
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<td>MARK 450-O</td>
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</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>COURSES</th>
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<th>PRE-REQ</th>
<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
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<tbody>
<tr>
<td>MARK 306-O Sales</td>
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<td>MARK 301-O</td>
<td>MARK 415-O Sales Projections</td>
<td>3</td>
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<td>MARK 301-O</td>
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<tr>
<td>MARK 406-O Direct Marketing</td>
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<td></td>
<td>MARK 301-O</td>
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### INTERNATIONAL MARKETING (9 CREDITS)

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<th>COURSES</th>
<th>CR</th>
<th>UT-T</th>
<th>PRE-REQ</th>
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<tbody>
<tr>
<td>MARK 350-O Distribution Channels</td>
<td>3</td>
<td></td>
<td>MARK 133-O</td>
<td>MARK 410-O International Marketing</td>
<td>3</td>
<td></td>
<td>MARK 133-O</td>
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<tr>
<td>MARK 404-O Negotiations</td>
<td>3</td>
<td></td>
<td>MARK 133-O</td>
<td></td>
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</tr>
</tbody>
</table>

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 scores in placement tests. 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 practive experiences. Students must comply with state and local education certification requirements for the degree, as applicable. CYCLE 110-O must be taken within the first term of enrollment. Revised 7/10/14.
 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>
</tr>
</thead>
<tbody>
<tr>
<td>CREDITS</td>
</tr>
<tr>
<td>General Education Courses</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
</tr>
<tr>
<td>Accounting Concentration Courses</td>
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<tr>
<td>Accounting Specialization Courses</td>
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### GENERAL EDUCATION COURSES (51 CREDITS)

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<th>COURSE</th>
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<th>CR</th>
<th>UT-T</th>
<th>PR</th>
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</thead>
<tbody>
<tr>
<td>SCIE 111-O Integrated Science I</td>
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<td>SCIE 112-O Integrated Science II</td>
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<tr>
<td>ENGL 119-O College Reading and Writing I</td>
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<td>ENGL 102-O*</td>
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<td>ENGL 115-O College Reading and Writing II</td>
<td>4</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>SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I</td>
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<td>SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II</td>
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<td>SPAN 115-O</td>
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<td>SPAN 115-O Spanish for Writing and Research</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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<tr>
<td>SOSC 111-O Individual, Community, Government, and Social Responsibility</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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<td>HUMA 102-O World Cultures II</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>COURSES</th>
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<th>UT-T</th>
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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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<tr>
<td>ECON 121-O Introduction to Economics: Microeconomics</td>
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<td>ECON 122-O Introduction to Economics: Macroeconomics</td>
<td>3</td>
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<tr>
<td>STAT 201-O Administration Statistics I</td>
<td>3</td>
<td></td>
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<td>STAT 202-O Administration Statistics II</td>
<td>3</td>
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<tr>
<td>ENTR 360-O Entrepreneurship</td>
<td>3</td>
<td></td>
<td></td>
<td>COMP 110-O, MARK 133-O, MANA 210-O, FINA 202-O</td>
<td>3</td>
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</tr>
<tr>
<td>MANA 204-O Business Law and Professional Ethics</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 210-O Business Administration Theory</td>
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<tr>
<td>MANA 230-O Organizational Behavior</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 210-O MARK 133-O Marketing Principles</td>
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<tr>
<td>MANA 340-O Operations Management</td>
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<td></td>
<td>STAT 201-O INBU 350-O International Business</td>
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<tr>
<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st term of enrollment.)</td>
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### ACCOUNTING MAJOR COURSES (18 CREDITS)

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<th>CR</th>
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<th>PR</th>
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<tbody>
<tr>
<td>ACCO 301-O Intermediate Accounting I</td>
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<td>ACCO 112-O ACCO 302-O Intermediate Accounting II</td>
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<tr>
<td>ACCO 304-O Auditing I</td>
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<td>ACCO 302-O</td>
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<td>ACCO 453-O Accounting Project</td>
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### ACCOUNTING SPECIALIZATION COURSES (30 CREDITS)

*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>
<th>COURSE</th>
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<th>PR</th>
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<tbody>
<tr>
<td>ACCO 307-O Auditing II</td>
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<td>ACCO 304-O</td>
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<td>ACCO 310-O Forensic Accounting</td>
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<td>ACCO 330-O Corporate Accounting Government</td>
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<td>ACCO 302-O</td>
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<td>ACCO 340-O EDP Auditing</td>
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#### FINANCIAL ANALYSIS (9 CREDITS)

<table>
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<tr>
<th>COURSE</th>
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<th>COURSES</th>
<th>CR</th>
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<tbody>
<tr>
<td>ACCO 391-O Cost Accounting II</td>
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<td>ACCO 303-O</td>
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<td>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</td>
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<td>FINA 410-O Corporate Finance</td>
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</table>

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 scores in placement tests. 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. REVIS 07/8/14.*
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 the 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.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
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<tr>
<td>General Education Courses</td>
<td>51</td>
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<tr>
<td>Core/Professional Courses</td>
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<td>CIS Concentration Courses</td>
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<td>CIS Specialization Courses</td>
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<td><strong>TOTAL</strong></td>
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## General Education Courses (51 Credits)

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<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>SCIE 111-O Integrated Science I</td>
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<tr>
<td>ENGL 115-O College Reading and Writing I</td>
<td>4</td>
<td>ENGL 102-O*</td>
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</tr>
<tr>
<td>ENGL 331-O Public Speaking</td>
<td>4</td>
<td>ENGL 115-O</td>
<td>ENGL 116-O</td>
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<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 115-O</td>
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<tr>
<td>MATH 111-O Intermediate Algebra I</td>
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<tr>
<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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<tr>
<td>COMP 110-O Computer and Software</td>
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</table>

## Core/Professional Courses (45 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ACCO 111-O Introduction to Accounting I</td>
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<td></td>
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<tr>
<td>ECON 121-O Introduction to Economics: Microeconomics</td>
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<tr>
<td>STAT 201-O Administration Statistics I</td>
<td>3</td>
<td>MATH 112-O</td>
<td></td>
</tr>
<tr>
<td>ENTR 360-O Entrepreneur</td>
<td>3</td>
<td>COMP 110-O</td>
<td>MARK 133-O</td>
</tr>
<tr>
<td>MANA 204-O Business Law and Professional Ethics</td>
<td>3</td>
<td>MANA 210-O</td>
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<tr>
<td>MANA 230-O Organizational Behavior</td>
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<td>MANA 210-O</td>
<td></td>
</tr>
<tr>
<td>MANA 340-O Operations Management</td>
<td>3</td>
<td>STAT 201-O</td>
<td></td>
</tr>
<tr>
<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st term of enrollment)</td>
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</table>

## Computerized Information Systems Major Courses (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COIS 102-O Logical Concepts and Problem Solving</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COIS 250-O Systems Analysis and Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COIS 420-O Introduction to Databases and SQL Programming</td>
<td>3</td>
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</table>

## Computerized Information System Specialization Courses (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>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>COIS 454-O Application Development for Mobile Devices</td>
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</table>

### Advanced SQL (9 Credits)

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>COIS 421-O SQL Advanced Programming</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>COIS 423-O Database Administration</td>
<td>3</td>
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</table>

Total Number of Credits 123

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s score in placement tests. 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. QYLE 110-O must be taken within the first term of enrollment. REVISED 7/8/14.
Bachelor in Business Administration (BBA)
Major in Office Technology Management
120 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 holistic development by providing learning experiences oriented towards the development of cognitive, affective and psychomotor skills, according to the description of the program of study.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Core Professional Courses</td>
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<td>Technology Management Specialization Courses</td>
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**SISTEMA UNIVERSITARIO ANA G. MENDEZ**  
**UNIVERSIDAD DEL TURABO**  
**SCHOOL FOR PROFESSIONAL STUDIES**  
**PROGRAM TITLE:** OFFICE TECHNOLOGY MANAGEMENT  
**CREDENTIAL ISSUED:** BACHELOR DEGREE IN BUSINESS ADMINISTRATION (BBA)  
**DEGREE REQUIREMENTS**

### GENERAL EDUCATION COURSES (51 CREDITS)

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<thead>
<tr>
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<td>SCIE 112-O Integrated Science II</td>
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<td>ENGL 115-O College Reading and Writing I</td>
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<td>SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II</td>
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<td>SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I</td>
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<tr>
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<td>SOSE 111-O Individual, Community, Government, and Social Responsibility I</td>
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<td>PSYC 123-O General Psychology</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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<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>MANA 204-O Business Law and Professional Ethics</td>
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<td>MANA 210-O Business Administration Theory</td>
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<td>MANA 230-O Organizational Behavior</td>
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<td>MARK 133-O Marketing Principles</td>
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<td>OITEM 101-O Introduction to Office Technology Systems</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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<td>OITEM 303-O Introduction to Database Administration</td>
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<td>OITEM 404-O Office System Training and Development</td>
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<td>OITEM 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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<td>OITEM 410-O Final Project in Electronic Publications</td>
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#### MANAGEMENT FOR ELECTRONIC CONTENT (9 CREDITS)

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<tr>
<td>OITEM 415-O Strategic Content Management</td>
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<tr>
<td>OITEM 420-O Final Project: Management of Electronic Content</td>
<td>3</td>
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</table>

**TOTAL NUMBER OF CREDITS 120**

*Language skills in English and Spanish will be assessed with a placement test. Additional language course may be needed according to the student’s scores in placement tests. 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 7/8/14.*
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’s 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 will develop application’s skills to evaluate understanding of the content measured to meet state achievement tests, reading, interpretation data, and using data to improve student’s 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 Academic Director 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. Minimum 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.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</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>Elementary Education Concentration Courses</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>COURSES</td>
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<tr>
<td>SCIE 111-O Integrated Science I</td>
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<tr>
<td>ENGL 115-O College Reading and Writing II</td>
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<td>ENGL 331-O Public Speaking</td>
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<tr>
<td>SPAN 116-O Reading, Writing, and Oral Communication in Spanish II</td>
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<td>MATH 111-O Intermediate Algebra I</td>
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<td>HUMA 101-O World Cultures I</td>
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**CORE/PROFESSIONAL COURSES (26 CREDITS)**

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<td>EDUC 171-O Human Growth and Development</td>
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<td>EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education</td>
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<td>EDUC 214-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>EDUC 202-O Technology and Materials for Teaching and Learning</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 135-O, EDUC 202-O</td>
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<td>EDUC 435-O Interdisciplinary Seminar</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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**MAJOR COURSES (40 CREDITS)**

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<td>EDUC 123-O Creative Expression in Children</td>
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<td>EDUC 171-O</td>
<td>EDUC 207-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>EDUC 172-O</td>
<td>TESL 223-O Applied Linguistics in ESOL</td>
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<td>EDUC 213-O Curriculum and Teaching Mathematics and Sciences in Elementary School</td>
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<td>EDUC 323-O Literature for Children</td>
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<td>EDUC 217-O</td>
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<td>EDUC 215-O Curriculum and Teaching Social Studies in Elementary School</td>
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<td>HUMA 101-O, HUMA 102-O, EDUC 135-O</td>
<td>EDUC 216-O Teaching Reading: Diagnosis and Correction of Reading Difficulties</td>
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<td>EDUC 135-O, EDUC 172-O</td>
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<td>EDUC 436-O Pedagogical Integration Seminar</td>
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<td>EDUC 447-O Practicum</td>
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**Total Number of Credits: 127**

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. 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. The practicum lasts 12 weeks. 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. QYLE 110-O must be taken within the first term of enrollment. REVISED 7/28/14.*
BACHELOR OF SCIENCES IN NURSING (BSN)
Major in Nursing
128 Credits
Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses

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

MINIMUM PASSING GRADE:

BSN students must approve the required nursing courses with a grade of A, B or C.
CURRICULAR SEQUENCE

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The (BSN and MSN-FNP Programs) at (Universidad del Turabo-SUAGM) are accredited by the Commission on Collegiate Nursing Education (CCNE): One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.
### GENERAL EDUCATION COURSES (45 CREDITS)

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<td>ENGL 115-O</td>
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<td>ENGL 331-O Public Speaking</td>
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<td>ENGL 116-O</td>
<td>SPAN 115-O Reading Writing and the Oral Communication in Spanish I</td>
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<td>SPAN 102-O*</td>
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<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st Semester)</td>
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<td>PSYC 123-O General Psychology (Compendium)</td>
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<td>SOSC 112-O</td>
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### PROFESSIONAL COURSES (22 CREDITS)

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<tbody>
<tr>
<td>BIOL 103-O Biology for Health Sciences</td>
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<td>CHEM 224-O Fundamentals of General Chemistry</td>
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<tr>
<td>BIOL 300-O Microbiology</td>
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<td>BIOL 303-O</td>
<td>CHEM 224-OL Fundamental of General Laboratory</td>
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### HEALTH SCIENCES CORE COURSES (6 CREDITS)

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**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). These requirements include but are not limited to reporting felonies and misdemeanors in this application's process. *Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. 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. QYLE 110-O must be taken within the first term of enrollment. REVISED 7/8/14. Minimum Passing Grade: BSN students must approve the required nursing courses with a grade of A, B or C.
BACHELOR OF SCIENCES IN COMMUNITY HEALTH (BSCH)
Major in Community Health
120 Credits
Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses

The Community Health Bachelor’s program will prepare students for careers in a variety of community and public health settings, including governmental and non-profit health agencies, health care facilities, worksite wellness programs, program research and development, and schools. Graduates will be able to promote healthy lifestyles and wellness through informing and educating individuals and communities about behaviors that promote healthy living and prevent injury, disease, and illness; plan, implement and evaluate health programs; develop effective and culturally competent health promotion and disease prevention strategies; apply statistics and research methods to population health and community health program evaluations, and advocate for community health initiatives at local, state and federal levels.

The curriculum includes coursework addressing the seven CHES competencies as identified by the National Commission for Health Education Credentialing (NCHEC) and the five core areas of public health as identified by Council on Education for Public Health (CEPH).

Knowledge and skills in the BSCH program include comprehension of basic community health content related to health care systems; public health; health disparities; health education resources; communications and instructional methods; health and wellness promotion; disease and injury prevention; behavioral health education; epidemiology; trauma; community health research; strategic management of health programs, cultural competency, and community health issues and advocacy.

The Main Objectives of the BSCH Program include the Following:

1. Prepare entry level BSCH Community Health professionals for successful employment and graduate studies;

2. Foster a high degree of professionalism as a supporting member of the health interdisciplinary team;

3. Produce graduates with the ability to apply practical knowledge in the workplace and willing to continuously develop skills throughout their health career.
4. To respond to society’s demand for human resources with skills in the field of community health.

5. 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.

**BSCH GRADUATE PROFILE:**

Community Health students are expected to:

1. Base practice on current knowledge, theory, and research.
2. Assume responsibility and accountability for practice.
3. Form partnerships with health care and allied health professionals.
4. Communicate, collaborate, lead, and negotiate.
5. Practice across a variety of settings and with diverse populations.
6. Assess needs, plan, implement, and evaluate health programs.
7. Educate individuals and groups.
8. Advocate for patients and communities within the public health system.
9. Manage physical, fiscal, and human resources.
10. Participate in research and apply research findings.
11. Assume responsibility for lifelong learning and plan for professional career development.
12. Participate in shaping public health policy and programs.

**ADMISSION REQUIREMENTS:**

1. High School Graduation Diploma or its equivalent.
2. Minimum GPA 2.50 or its equivalent or evidence of 2 years of work experience.

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* CREDENTIAL ISSUED: BACHELOR IN SCIENCES IN COMMUNITY HEALTH (B.S.C.H.)
Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. 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 all required hours set by the state for practicum experiences and placement requirements for the professional area set by the State Law. QYLE 110-O must be taken within the first term of enrollment. REVISED 12/2014.

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<td>Community Health Research Design</td>
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<td>Health Promotion &amp; Disease Prevention II</td>
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<td>COHE 405-O</td>
<td>Certified Health Education Specialist (CHES)</td>
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<td>COHE 404-O</td>
<td>Field Experience - Community Health Services</td>
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<td>Certification Preparation</td>
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Total Number of Credits 120
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-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).

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>
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<tr>
<td>Core Professional Courses</td>
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<td>Specialization Courses</td>
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PROGRAM TITLE: GUIDANCE AND COUNSELING
CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED)

DEGREE REQUIREMENTS

**CORE PROFESSIONAL COURSES (9 Credits)**

<table>
<thead>
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<th>COURSES</th>
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<tr>
<td>EDUC 580-O Evolutive Psychology: Human Growth and Development</td>
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<tr>
<td>EDUC 581-OO Introduction to Guidance and Counseling Services</td>
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<tr>
<td>* TESL 522- O Theory and Practice of Teaching ESOL Students in Schools</td>
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**SPECIALIZATION COURSES (21 Credits)**

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<tr>
<td>EDUC 582-O Legal and Ethical Issues in Counseling</td>
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<td>EDUC 583-O Instruments and Techniques for Diagnosis and Appraisal</td>
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<td>EDUC 584-O Individual Counseling Techniques</td>
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<td>EDUC 585-O Group Counseling Techniques</td>
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<td>EDUC 586-O Career Counseling</td>
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<tr>
<td>EDUC 601-O Educational Research Methods</td>
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<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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<td>18 credits from specialty component</td>
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**ADDITIONAL RESEARCH COURSE (3 credits)**

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<tr>
<td>EDUC 603-O Lecture Seminar</td>
<td>3</td>
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<td>EDUC 601-O</td>
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**ELECTIVE COURSES (3 CREDITS)**

Student will select one of the following courses:

- EDUC 589-O Consultation in Schools                                     | 3   |    |    |
- EDUC 618-O Counseling Children and Adolescents                         | 3   |    |    |

**TOTAL NUMBER OF CREDITS**

36

(This program is in teach-out and not accepting enrollments)*Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s score of placement tests. 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. Students must make arrangements to comply with the school clinical observations and internship requirements during a regular school day schedule. 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 Director of Faculty 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-hours final formative experience in student’s affairs counseling. The practicum/internship 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

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<tr>
<td>Elective Courses</td>
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SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL TURABO
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: COUNSELING
CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED)
DEGREE REQUIREMENTS

SPECIALIZATION COURSES  (33Credits)*

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<td>EDUC 580-O Education Psychology: Human Growth and Development</td>
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<td>EDUC 581-O Introduction to Guidance and Counseling Services</td>
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<td>EDUC 581-O</td>
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<tr>
<td>EDUC 582-O Legal and Ethical Issues in Counseling</td>
<td>3</td>
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<td>EDUC 581-O EDUC 581-O</td>
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<td>EDUC 583-O Instruments and Techniques for Diagnosis and Assessment</td>
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<td>EDUC 584-O Individual Counseling Techniques</td>
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<td>EDUC 585-O Group Counseling Techniques</td>
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OPTION IN SCHOOL COUNSELING K-12 (12 credits)

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<td>EDUC 645-O Counseling in Schools</td>
<td>3</td>
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<td>EDUC 618-O Counseling for Children and Adolescents</td>
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<td>EDUC 646-O Development and Management of Schools Counseling Programs</td>
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<td>EDUC 648-O Practicum in School Guidance and Counseling</td>
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<td>EDUC 580-O EDUC 581-O EDUC 583-O EDUC 584-O</td>
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OPTION IN STUDENT AFFAIRS IN HIGHER EDUCATION (12 credits)

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<tr>
<td>EDUC-649-O Counseling in Students Affairs in Higher Education</td>
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<td>EDUC-650-O Counseling for Students Development in Higher Education</td>
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<td>EDUC-651-O Counseling for Prevention in Higher Education: The College Students Experiences</td>
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<td>EDUC-652-O Practicum in Counseling in Student Affairs in Higher Education</td>
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RESEARCH COURSES  (9 credits)

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<td>EDUC 601-O Educational Research Methods</td>
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<td>18 credits from Specialization Courses</td>
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<td>EDUC 630-O Statistics for Educational Research</td>
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<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)

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<tr>
<td>TESL 522- O Theory and Practice of Teaching ESOL Students in Schools*</td>
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<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>
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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 scores in placement tests. 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 07/16/13.
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 Director of Faculty for specific requirements and procedures.

**EDUCATION PROGRAMS INTERNSHIP REQUIREMENTS:**

All students seeking an education degree must achieve a passing score on the 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>Operating System</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>
<td>Compatible</td>
<td>Certified</td>
</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](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
- has 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](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>CURRICULAR SEQUENCE</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>6</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>27</td>
</tr>
<tr>
<td>Research Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>
SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL TURABO
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: TEACHING OF ENGLISH AS A SECOND LANGUAGE (ONLINE)
CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED)

DEGREE REQUIREMENTS

<table>
<thead>
<tr>
<th>CORE PROFESSIONAL COURSES (6 Credits)*</th>
<th>CRS</th>
<th>TR</th>
<th>UT</th>
<th>PRE-REQUISITE</th>
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</thead>
<tbody>
<tr>
<td>EDUC 501-O Principles and Development of Curriculum in ESOL</td>
<td>3</td>
<td></td>
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<tr>
<td>EDUC 512-O Innovations and Education in ESOL</td>
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</table>

<table>
<thead>
<tr>
<th>SPECIALIZATION COURSES (27 Credits)</th>
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<th>PRE-REQUISITE</th>
</tr>
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<tbody>
<tr>
<td>EDUC 550-O Second Language Acquisition</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 550-O</td>
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<tr>
<td>EDUC 551-O Reading Processes in a Second Language Setting</td>
<td>3</td>
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<tr>
<td>EDUC 553-O ESOL Curriculum and Materials Development</td>
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<tr>
<td>EDUC 555-O Development of Communication Skills in English</td>
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<tr>
<td>EDUC 566-O Methods of Teaching English as a Second Language</td>
<td>3</td>
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<tr>
<td>EDUC 567-O Cross-Cultural Communication and Understanding</td>
<td>3</td>
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<tr>
<td>EDUC 564-O Applied Linguistics for ESOL Teachers</td>
<td>3</td>
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<tr>
<td>EDUC 569-O Testing and Evaluation of ESOL</td>
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<tr>
<td>EDUC 604-O Knowledge Integration Seminar in ESOL</td>
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<td>All Core and Specialization Courses</td>
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<table>
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<tr>
<th>RESEARCH COURSES (6 Credits)</th>
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<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 600-O Educational Research Methods in ESOL</td>
<td>3</td>
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<td></td>
<td>All Core and Specialization Courses</td>
</tr>
<tr>
<td>EDUC 617-O ESOL Seminar in a School Setting (Internship)</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 600-O, a passing score in the Florida Basic General Knowledge Test</td>
</tr>
</tbody>
</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 scores in placement tests. 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>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
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<tr>
<td>Specialization Courses</td>
<td>15</td>
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<tr>
<td>Elective Courses</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>
**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ**
**UNIVERSIDAD DEL TURABO**
**SCHOOL FOR PROFESSIONAL STUDIES**
**PROGRAM TITLE: CRIMINAL JUSTICE**
**CREDENTIAL ISSUED: MASTER OF SCIENCE IN PUBLIC AFFAIRS (MSPA)**

### DEGREE REQUIREMENTS

**CORE PROFESSIONAL COURSES (21 Credits)**

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

<table>
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<tr>
<th>COURSES/DESCRIPTIONS</th>
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<tbody>
<tr>
<td>CRJU 500-O Foundations, Practice and Changes in the Administration of the Criminal Justice System</td>
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<td>CRJU 520-O Philosophy of Punishment</td>
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<td>MSPA 500-O</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 + 24 CREDITS</td>
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</table>

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

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
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<tbody>
<tr>
<td>MSPA 710-O Research Seminar in Criminal Justice</td>
<td>3</td>
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<td></td>
<td>MSPA 510-O + 24 CREDITS</td>
</tr>
<tr>
<td>MSPA 720-O Internship</td>
<td>3</td>
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<td></td>
<td>All Courses (Except MSPA 710-O)</td>
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</table>

**ELECTIVE COURSES (STUDENTS WILL SELECT ONE OF THE FOLLOWING COURSES (3 CREDITS)**

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
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<th>UT</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
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<td>CRJU 500-O</td>
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<tr>
<td>CRJU 540-O The Police and Judicial Changes</td>
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<td>CRJU 500-O</td>
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<tr>
<td>CRJU 575-O Rehabilitation and Delinquent Treatment Programs</td>
<td>3</td>
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<td>CRJU 500-O</td>
</tr>
<tr>
<td>CRJU 600-O Seminar: Crime, Victims, and Society</td>
<td>3</td>
<td></td>
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<tr>
<td>CRJU 630-O Organizations and Administrative Techniques of the Police System</td>
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<tr>
<td>CRJU 635-O Mental Health and the Law</td>
<td>3</td>
<td></td>
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<td>CRJU 500-O, MSPA 520-O</td>
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<tr>
<td>CRJU 640-O Addiction: Legal and Psycho-Social Aspects</td>
<td>3</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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<tr>
<td>CRJU 730-O Criminality, Crime Control, and Criminal Justice</td>
<td>3</td>
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**TOTAL NUMBER OF CREDITS**

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<tr>
<th>COURSES/DESCRIPTIONS</th>
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*Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. 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. Revised 6/2013*
MASTER OF SCIENCE IN NURSING
Specialization in Family Nurse Practitioner
51 Credits
Offered at South Florida and Metro Orlando Campuses

Master of Science Degree in Nursing with a Family Nurse Practitioner Specialty and Graduate Professional Certificate with a Family Nurse Practitioner Specialty. Students are taught through a holistic perspective with a multidisciplinary and collaborative focus throughout the life span of the patient. Students are exposed to educational activities that will prepare them to increase health promotion, preventive health, and provide primary care services. Students will contribute to decrease morbidity and mortality in medically underserved, low-income populations both globally and in the United States.

PROGRAM OBJECTIVES:
1. Utilize national primary care guidelines and standards to promote high quality health care services.
2. Participate in the generation, application, and dissemination of research.
3. Participate in planning, development, and implementation of community health programs.
4. Utilize research to enhance the quality of health care.
5. Provide health promotions and disease prevention.
6. Maintain collaborative relationship with other health cares professions.
7. Participate in continuing education through differenter methodologies, including online courses.
8. Maintain proficiency in computer skills and information technologies.
9. Participate in legislastive and policy-making activities which influence health care.
10. Develop grant/proposal writing skills.

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.

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 three letters of recommendation.
• Submit evidence of credits at the Nursing Bachelor’s Degree with the admissions forms.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
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<tr>
<td>CREDITS</td>
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The (BSN and MSN-FNP Programs) at (Universidad del Turabo-SUAGM) are accredited by the Commission on Collegiate Nursing Education (CCNE): One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.
<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
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<th>PRE-REQUISITE</th>
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<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>
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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>
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<td>NURS 503-O Nursing Research Project: From Proposal to Publication</td>
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<td>NURS 502-O &amp; HESC 500-O</td>
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<td>NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations</td>
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<td>HESC 500-O Statistics Applied to Clinical Research</td>
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**ADVANCE PRACTICE CORE COURSES (15 Credits)**

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

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<tr>
<td>NURS 510-O Primary Care I</td>
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<td>NURS 504-O, NURS 505-O</td>
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<td>NURS 506-O, NURS 507-O &amp; NURS 508-O</td>
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<td>NURS 512-O Primary Care III</td>
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<td>NURS 513-O Residency</td>
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**ELECTIVE COURSES (SELECT 3 CREDITS ONLY)**

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<td>CRJU 600-O The Victim: Crime, Practices and Society</td>
<td>3</td>
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<tr>
<td>CRJU 640-O Addiction Problems: Legal and Psychosocial Aspects</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>HURM 732-O Occupational Health and Safety</td>
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</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 scores in placement tests. 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
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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<tr>
<td>Windows® XP (32-bit)</td>
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<td>Certified</td>
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</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 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>CURRICULAR SEQUENCE</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
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**SISTEMA UNIVERSITARIO ANA G. MENDEZ**
**UNIVERSIDAD DEL TURABO**
**SCHOOL FOR PROFESSIONAL STUDIES**
**PROGRAM TITLE: MANAGEMENT (On-Line)**
**CREDENTIAL ISSUED: MASTER IN BUSINESS ADMINISTRATION (MBA)**

**DEGREE REQUIREMENTS**

**CORE PROFESSIONAL COURSES (21 Credits)**

<table>
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<tr>
<th>COURSES</th>
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<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>ACCO 501-O Managerial Accounting</td>
<td>3</td>
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<td>ACCO 500-O</td>
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<tr>
<td>ECON 519-O Managerial Economics</td>
<td>3</td>
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<td>STAT 555-O or equivalent</td>
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<tr>
<td>FINA 503-O Managerial Finance</td>
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<td>MANA 501-O Organizational Behavior</td>
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<tr>
<td>MANA 600-O Research Methods</td>
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<td>STAT 555-O</td>
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<tr>
<td>MARK 511-O Marketing Management</td>
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<td>STAT 555-O Statistics for Decision-Making</td>
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**SPECIALIZATION COURSES (18 Credits)**

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<tbody>
<tr>
<td>HURM 710-O Personnel Administration</td>
<td>3</td>
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<tr>
<td>MANA 715-O Supervision and Leadership</td>
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<td>MANA 501-O</td>
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<tr>
<td>HURM 725-O Labor Law</td>
<td>3</td>
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<td>HURM 710-O</td>
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<tr>
<td>MANA 625-O Total Quality Management</td>
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<td>MANA 501-O</td>
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<tr>
<td>MANA 705-O Production and Operations Management</td>
<td>3</td>
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<td>STAT 555-O</td>
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<tr>
<td>MANA 738-O Knowledge Integration in Management</td>
<td>3</td>
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<td>27 or more credits approved, including MANA 600-O</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 scores in placement tests. 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.*
MASTER IN EDUCATION
Specialization in Instructional Design and Technology Integration with E-Learning
39 Credits
Offered at Metro Orlando, South Florida and Tampa Bay Campuses

PROGRAM DESCRIPTION:

The Program in Instructional Design and Technology Integration with E-Learning is designed for the student interested in a career in the area of curricular development with technological integration in private, public and nonprofit educational organizations. The program will serve students with multiple professional interests in education and will provide the students with general and specific competencies that they could apply in their chosen career path.

All students in the program will have to a common core of courses including: E-Learning, Technological Integration and multimedia, development of on-line trainings for businesses, virtual learning communities, assessment of on-line offerings and two final instructional design and technological projects.

The students will have the option of taking courses that provide ample experiences to learn diverse models of instructional design and their applicability in real careers settings. In addition, the students will be able to choose between Instructional Design in the workforce based on the ADDIE model and Instructional Design for the academic area base on the Dick and Cary Model.

The M. Ed. in Instructional Design and Technology Integration with E-Learning will have 18 credit-hours in core requirements, 18 credit-hours in specialization courses with 3 credit-hours in electives for a total of 39 credit-hours.

PROGRAM OBJECTIVES:

1. Contribute in the development of professionals in the area of instructional design and technological integration with E-Learning. That will assume, with vision and leadership, the management of organizations in the present and in the future.
2. Promote the education of a professional with the capacity to understand instructional design and technological integration as part of national and global perspective.
3. Train students in the use of technological and communication means for the purpose of integrating them in a strategic way in the development of technological processes in education.

4. Develop in students skills of communications, analysis and synthesis and to apply those skills in the process of decision making in educational settings.

5. Develop in students a creative and visionary attitude and teach them how to interpret correctly organizational culture and anticipate and foster opportunities for their organizations.

6. Promote in students an interest in innovation and use of leadership skills in the integration of technology.

7. Collaborate in the development of a professional with technological and strategic vision, with a clear understating of the social responsibility of a leader.

8. Prepare students with the skills to identify and use institutional resources to guaranty development and success of a program.

9. Teach students the skills necessary to identify partnerships with local, national and international enterprises that will help their organizations in the achievement of high standards.

10. Promote in students an interest of integrating their knowledge in instructional design, technological integration and E-Learning into the highest professional standards in their careers.

11. Promote in students an interest in research that contribute in the solution of problems in non-traditional ways in the context of a globalize economy.

12. Apply their specialize knowledge in serving the educational needs of adults at all levels and points of their careers.

13. Develop in students the knowledge and skills necessary to start their own enterprises and rise in an ethical way to the highest levels of management in private and public enterprises.

14. Learn to adapt their knowledge in the field to diverse settings while maintaining the highest standards in the practice of their profession.

15. Develop in students the knowledge and skills to practice their profession in an ethical and conscientious way for the benefit of his business and the community in general.

16. Contribute in the education of professionals in the field of instructional design, technological integration and E-Learning that will serve effectively to our modern society at the local, national and international levels.
<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Advanced Practice Core Courses</td>
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<tr>
<td>Elective Courses</td>
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<td>COURSES</td>
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<tr>
<td>ETEG 500-O Applied Instructional Design Models</td>
<td>3</td>
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<tr>
<td>ETEG 501-O Fundamental of Educational Technology</td>
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<tr>
<td>ETEG 502-O Fundamentals of Distance Education</td>
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<tr>
<td>ETEG 503-O Curriculum Design and Instructional Design for the Adult Learner</td>
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<tr>
<td>ETEG 504-O Technology Immersions</td>
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<tr>
<td>ETRE 525-O Applied Research</td>
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<tbody>
<tr>
<td>ETEL 600-O E-Learning Technology Integration Multimedia</td>
<td>3</td>
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<tr>
<td>ETEL 601-O Development of Corporate Virtual Training</td>
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<td>ETEL 602-O Distance Education Assessment</td>
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<tr>
<td>ETEL 603-O E-Learning and Virtual Learning Communities</td>
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<tr>
<td>ETEL 630-O Instructional Design and Technological Project I</td>
<td>3</td>
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<td>Core Courses</td>
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<tr>
<td>ETEL 640-O Instructional Design and Technological Project II</td>
<td>3</td>
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<tr>
<td>ETEL 604-O Applied Instructional Designs for the Corporate World</td>
<td>3</td>
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<tr>
<td>ETEL 605-O Applied Instructional Designs for the Academy</td>
<td>3</td>
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<td>Core Courses</td>
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</tbody>
</table>

**TOTAL NUMBER OF CREDITS** 39

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COURSE DESCRIPTIONS

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 302-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, Co-Req BIOL 300-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-Requisites:** BIOL 103-O, Co-Req BIOL 303-OL

**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, Co-Req BIOL 303-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, Co-Req BIOL 304-OL**

**BIOL 304-OL**

**Human Biology Laboratory II**

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 303-O, BIOL 303-OL, Co-Req BIOL 304-O**

**COHE 201-O**

**Healthcare Systems, Policy, & Politics**

3 Credits

In this course, students study U.S. health care systems, health policies, health reforms and implications to infrastructure and in the delivery of health care services. Emphasis is placed on the Affordable Care Act, access to health care; health advocacy, and child health policy. **Pre-Requisite: None**

**COHE 202-O**

**Health Law and Ethics**

3 Credits

This course explores ethical and legal issues in health care and emphasizes frameworks for conducting ethical analysis (on what basis can you say that a course of action is or is not ethical), the analysis of ethical dilemmas (how do you think about situations in which different ethical precepts collide), and how to deal on a day-to-day basis with the practical issues of ethical behavior. Students will explore compliance, confidentiality, and best practices in health care services; HIPAA and protected health information (PHI); an introduction to electronic medical records, and reporting child abuse and human trafficking. **Pre-Requisite: None**
COHE 203-O
Introduction to Public & Community Health
3 Credits

This course covers the foundations of public health and education, including factors associated to health and disease. Emphasis includes, the current technical issues and practical obstacles facing community health practitioners and policymakers; surveillance systems and their contribution to disease control; the continuum of individual and community health prevention to intervention in controlling disease, and the role and interactions of biological, psychological, social, and systems factors that affect public health. **Pre-Requisite: COHE 201-O**

COHE 204-O
Infectious Disease Epidemiology & Prevention
3 Credits

In this course, students will explore infectious disease epidemiology and its relation to health prevention for control and eradication of diseases from a public health framework. Emphasis is on terminology and application of epidemiology and demography; sources and usage of population data; types of epidemiologic studies; risk assessment; sources of bias in population studies; screening; classification of disease; methods of disease control; outbreak investigation; immunization, and reportable diseases. **Pre-Requisites: COHE 201-O, COHE 203-O, MATH 111-O, BIOL 103-O, BIOL 303-O, BIOL 303-OL, HESC 201-O**

COHE 205-O
Health Disparities
3 Credits

This course explores health care disparities and related topics such as minority health; access to health services; health disparities research; strategies for Hispanic health engagement and empowerment; community-based participatory research; educational efforts and health equity, and methods for benchmarking progress in minority health. **Pre-Requisites: COHE 201-O, COHE 203-O, HESC 201-O**
COHE 206-O
Community Health Work, Education, & Communications
3 Credits

In this course, students will review major health education campaigns and develop professional health education skills and frameworks for addressing community assets; patient referrals and resources; community health advocacy; health communication barriers with Hispanic clients; adolescent health programs; best practices for talking with children and teens about health and sexuality; work with children and families with special needs; community outreach; communication techniques; social marketing, and culturally sensitive health issues. **Pre-Requisites: COHE 201-O, COHE 202-O, COHE 203-O**

COHE 207-O
Community Health Education
3 Credits

This course introduces students to public health and education theories that are applied in health promotion activities, including culturally relevant techniques and strategies. Emphasis is placed on education design; effective health communications; identification and evaluation of local, state, and national resources; community health field methods such as group facilitation; organizing and conducting peer-to-peer dialogues and Spanish language “Platicas”; computer applications in health education, and Hispanic health literacy and strategies for behavioral change at group and community levels. **Pre-Requisites: COHE 201-O, COHE 202-O, COHE 203-O, COHE 205-O**

COHE 301-O
Community Health Leadership
3 Credits

This course will prepare students for the management and communication challenges of the health education workplace and development of future leadership styles. Emphasis includes creative problem solving; emotional intelligence; diversity; customer service; negotiation; interpersonal communication; conflict resolution; leadership, and Influence. **Pre-Requisite: None**
COHE 302-O
Behavioral Health Education
3 Credits

This course is designed to introduce students to behavioral health as a foundation for program work and development. Emphasis spans mental health; depression, substance abuse, including drugs, alcohol, and tobacco; the role of culture and mental health; relapse prevention programs; domestic and other types of violence; mandatory domestic violence reporting; psychosocial, environmental, and biological influences on violent behaviors; youth gangs and intervention programs; interactions among drugs, alcohol, and violence; family violence; violence prevention and intervention strategies; infant and early childhood mental health issues, and human stress management. Pre-Requisites: COHE 203-O, COHE 205-O, COHE 206-O, COHE 207-O, PSYC 123-O

COHE 303-O
Trauma & Psychological Perspectives
4 Credits

In this course, students examine the fundamentals of trauma and psychological perspectives in the field of public health, health education and wellness promotion. Emphasis is placed on epidemiology; Post-Traumatic Stress Disorder (PTSD) and other anxiety disorders; emotional and psychological trauma; eating disorders; Dissociative Disorders (DD), as well as the interrelationship between culture and victims of violence. Pre-Requisites: COHE 203-O, COHE 205-O, COHE 206-O, COHE 302-O, PSYC 123-O

COHE 304-O
Instructional Methods & Culturally Competent Community Health Work
3 Credits

This course will offer students an overview of different types of instructional methods and cultural values, beliefs, and issues that enhance and affect diverse group communications. Emphasis is placed on culturally competent client-centered health education communications; assessment of needs, assets, and available resources for effective interventions and health program design; the relationship that culture plays in the health and wellness of individuals and the community in which they live; fundamentals for developing linguistically and culturally relevant health education and prevention information and programs, and identification and evaluation of Internet resources that
interact with culture and health. **Pre-Requisites:** COHE 203-O, COHE 205-O, COHE 206-O, COHE 207-O

COHE 305-O  
**Assessment, Planning, and Evaluation of Health Programs**  
3 Credits

In this course, students are exposed to the substantive and procedural aspects of assessment, planning, and evaluation for health program management. Emphasis is placed on community needs assessment; barriers, beliefs, and values impacting health programs in Hispanic populations; development, coordination, and evaluation of health programs; collection and analysis of data for research, reporting, and continuous learning; PDCA; adaptation of health education programs for Hispanic Populations, and evaluation of program outcomes in minority communities. **Pre-Requisites:** COHE 203-O, COHE 206-O, COHE 207-O, COHE 304-O, HESC 201-O

COHE 306-O  
**Human Sexuality & Reproductive Health**  
4 Credits

In this course, students explore the biological, psychological and sociological aspects of human sexuality and reproductive health. Emphasis includes differentiating the structures and functions of the human reproductive systems; masturbation; sexual orientation; pregnancy and prenatal care; lactation; voluntary motherhood; effective patient-centered contraceptive counseling; contraceptive methods and evidence-based effectiveness; patient informed choice, consent, and birth control; best practices for counseling teens and adults on LARCs (Long-acting, reversible contraceptives); abortion; STD/HIV prevention strategies; AIDS, and the value of cultural competency in sexual health programs. **Pre-Requisites:** COH 201-O, COHE 203-O, COHE 204-O, BIOL 103-O, BIOL 303-O, BIOL 303-OL, PSYC 123-O

COHE 401-O  
**Health Promotion and Disease Prevention I**  
3 Credits

This course exposes students to the contributions of behavior to major causes of morbidity and mortality; the relationship between culture and health behaviors; epidemiology of obesity; environmental, social, and motivational barriers to physical activity; behavior and
education strategies for nutrition and fitness; assessment and evaluation of school wellness programs and policies; family health behaviors and education; cancer prevention; injury prevention, and oral health. **Pre-Requisites:** COHE 203-O, COHE 204-O, COHE 205-O, COHE 206-O, COHE 207-O, COHE 301-O, COHE 302-O, COHE 303-O, COHE 304-O, COHE 305-O, COHE 306-O

COHE 402-O
**Health Promotion and Disease Prevention II**
3 Credits

This course focuses on expanding skills in health promotion and disease prevention. Emphasis is placed on epidemiology of chronic disease; chronic disease prevention and behavioral management of chronic illness; the role of culture and treatment, adherence, and adaptation; heart disease; hypertension; diabetes; arthritis, and respiratory diseases. **Pre-Requisite:** COHE 401-O

COHE 403-O
**Community Health Research Design**
3 Credits

Community health professionals require a sophisticated understanding of research design in public health. The Community Health Research Design course is focused on integration knowledge through the development of an individual student research project proposal spanning design, data collection, analysis, and reporting components. **Pre-Requisite:** COHE-402-O

COHE 404-O
**Field Experience - Community Health Services**
6 Credits

In this integrative field course, students will apply a research design to a community health professional experience within a community agency such as a health services agency, a nonprofit agency, or a health care setting, concluding with a community health research report. **Pre-Requisite:** COHE 403-O
COHE 405-O  
Certified Health Education Specialist (CHES) Certification Preparation  
3 Credits  
The Certified Health Education Specialist Certification Preparation course offers students a general review of the NCHEC Framework: Seven Areas of Responsibility to guide them in preparing for the CHES certification examination. **Pre-Requisite: COHE 403-O**

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: Co-Req CHEM 224-OL**

CHEM 224-OL  
Fundamentals of General Chemistry Laboratory  
1 Credits  
The knowledge of this course contributes to the student interprets and verifies the main definitions, laws and theories of the general chemistry (matter, properties of matter, elements and compounds, chemical reactions, solutions, acids and bases, and radiations) and in its practical application. Also to dominate the main experimental techniques and the works with the measuring instruments and to develop experimental skills that allows him to acquire new knowledge. **Co-Requisite: CHEM 224-O**

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, 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, 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
3 Credits

This course consists of theory and practice of educational testing and measurement foundations. This course introduces the relationship between goals and evaluation. The course focuses on different goal taxonomies (cognitive, affective, psychomotor), and helps the teacher understand the importance of effective learning that promotes the development of higher thinking processes in learners. It covers the latest evaluation concepts such as: alternatives assessment, criterion-based tests, performance tests, standardized tests, assessment in two languages, and other evaluation concepts. In addition to the traditional concepts of assessment preparation, administration, grading, and interpretation of tests, it also includes a session of basic statistics concepts. The course also includes teacher evaluation procedures needed to prepare the teacher student and emphasizes the use of the computer as an instructional tool. The faculty facilitator will align assignments, activities and research projects with the degree program for the student. **Pre-Requisites: EDUC 172-O, EDUC 363-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 Academic Director 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-Requisite:** 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 20th Century and the beginning of the 21st Century. Challenges and concerns affecting today's educational system and their impact to academic achievement will be the prime focus for classroom discussions. **Pre-Requisites:** All core and specialization courses. Student must be a graduation candidate.
EDUC 617-O  
ESOL Seminar in a School Setting (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-Requisite:** 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 s 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 Schools Counseling Programs**  
**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 240 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.**

**EDUC 649-O**  
**Counseling in Students Affairs in Higher Education**  
**3 Credits**

The purpose of this course is to provide the future counselor information about counseling roles in higher education institutions. Through the study of different theoretical perspectives students will analyze the philosophy and organizational culture of higher education institutions and their impact on counseling programs. Characteristics and profile of traditional and non-traditional students the role of student service offices and the relationship of counseling professional with the institution's mission and goals will also be topics of discussion. **Pre-Requisites: EDUC 580-O, EDUC 581-O**
EDUC 650-O
Counseling for Students Development in Higher Education
3 Credits
The purpose of this course is to provide prospective counselors with the strategies needed for the development and well-being of university students. During the course, students will have the opportunity to discuss resources needed for the transition from school to a higher education institution as well as legal and ethical issues pertaining university students. Topics discussed include cultural diversity, college adaption, students’ needs and retention. **Pre-Requisite: EDUC 649-O**

EDUC 651-O
Counseling for Prevention in Higher Education: The College Students Experiences
3 Credits
This course includes the study and analysis of concepts related to the prevention and promotion of mental health, use of models of prevention and risk factors and protection for the creation of prevention programs within the campus. Also includes the prevention strategies and science based prevention services, also the strategic plan and the Prevention program evaluation. **Pre-Requisite: EDUC 649-O**

EDUC 652-O
Practicum in Counseling in Students Affairs in Higher Education
3 Credits
This course is a formative experience in student’s affair counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CRACREP) for a 100 hours practicum experience. The practicum must include a direct service hours in individual and group interventions. If focuses on the development of competencies in individual and group counseling in higher education institution interacting with faculty, students and student service personnel. **Pre-Requisites: All specialization courses and EDUC 649-O, EDUC 650-O, EDUC 651-O**

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-Requisites: 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-Requisites: MANA 316-O, ENTR 360-O, COMP 110-O**

**ETEG 500-O**  
**Applied Instructional Design Models**  
**3 Credits**

An introduction to instructional Design (ID) Theories. ID Models will be studied, such as Mayer (1999) SOI Model; Merrill (1983, 1994) CD Model; Jonnassen (1999) CLE’s Model, ASSURE ISD Model (1985). This model integrates the Robert Gagné Instructional Event, as well as, ADDIE (1975) and Dick and Cary (1990) Models. This course will analyze, conduct needs assessment, improvement of performance, systematic design of materials, teaching strategies, and evaluation, both formative and summative of instructional materials. **Pre-Requisite: None**

**ETEG 501-O**  
**Fundamental of Educational Technology**  
**3 Credits**

Educational Technology Fundamental theories, concepts and trends will be studied. Terminology, definitions, and development of the educational technology will be analyzed from a professional and reviewer perspective. The role of the Educational Technologist and the professional practices will be analyzed in accordance to the most recent changes in technology of the 21st Century. The course will include research, case studies and readings relates to the field. **Pre-Requisite: None**

**ETEG 502-O**  
**Fundamentals of Distance Education**  
**3 Credits**

Distance Education’s fundamental theories and philosophy will be discussed. Students will evaluate the technologies that might be incorporated into distance education, as well as, teaching and learning strategies for the modality. Emphasis will be given to the Internet, video clips, video-conference, and the selection and impact of the most appropriate medium and technologies for both synchronic or asynchrony distance education instruction. **Pre-Requisite: None**
ETEG 503-O
Curriculum Design and Instructional Design for the Adult Learner
3 Credits

Introduction to the principles of curriculum design for an adult population, and the
development of innovative strategies to be used with this population will be discussed.
The use of evaluation methodology and the selection of constructivism strategies for
instructional design and implementation will be emphasized. **Pre-Requisite: None**

ETEG 504-O
Technology Immersions
3 Credits

Study and integration of the most commonly used applications and software for
instructional design purposes. New technological trends and open source multimedia,
WEB 2.0, the new world of virtual reality, and its contributions to corporate organizational
processes in cultural, educational, and social environment will be studied.
**Pre-Requisite: None**

ETEL 600-O
E-Learning, Technology Integration and Multimedia
3 Credits

Introduction to the effective use of instructional media and E-Learning Strategies for
promote new skills and knowledge, with the support of internet communication
technologies. The planning and production design of an instructional module that
integrates the different technologies and available multimedia as leaning tools will be
discussed. Instructional media evaluation as teaching and learning support (video,
audios, CD’s DVD’s). **Pre-Requisite: None**

ETEL 601-O
Development of Corporate Virtual Training
3 Credits

This course emphasized in the design, concepts and strategic planning required for
developing corporate training related to personnel professional development. Students
will analyze the philosophic concepts that guide the different virtual training models. It
emphasizes the selection, adaptation and practices of different methods, strategies and
activities used today online in organizations. **Pre-Requisite: None**
ETEL 602-O
Distance Education Assessment
3 Credits
Study of different strategies and phases of the assessment that allows interpretations and use of the data collection related to the students learning process. A systematic approach for developing significant learning and comprehension required to develop student’s knowledge as a result to the educational experience will be emphasized. Electronic assessment techniques like E-Portfolios, E-Rubrics, and E-Forms will be used, as well as a variety of Open Technologies that support distance education. **Pre-Requisite: None**

ETEL 603-O
E-Learning and Virtual Learning Communities
3 Credits
Study of media and technology used in distance education, such as video clips, audio, blogs, wikis and open source, among others. Classes will be conducted synchronized and asynchronous in order to promote the new virtual environment of the 21st Century. Critical analysis of the principles and theories of E-Learning, communications media research, and effective teaching techniques for implementing virtual communities will be covered. **Pre-Requisite: None**

ETEL 604-O
Applied Instructional Design for the Corporate World
3 Credits
An introduction to the theories and foundations of the systematic design of instruction by integrating learning strategies focused on the corporate world. Among the topics, the analysis of improving employee performance, through a systematic design of materials, learning experiences and integrating technologies for the adult learner, implementation of the ID, need of assessment, and formative and summative evaluations will be covered. **Pre-Requisite: None**

ETEL 605-O
Applied Instructional Designs for the Academy
3 Credits
Introduction theories and Foundations of Systematic Instructional Design ba-sed on Dick and Carey Model, focusing on the strategies for the adult learner integrating
constructivism. The student will design a unit using the nine steps of this model in the instructional design including the strategies for an adult population. **Pre-Requisites:** Core courses.

**ETRE 525-O**  
Applied Research  
3 Credits

Analysis of research methods and the integration of methodology to the real World. Compilation, organization and analysis of data for decision making process and for the implementation of changes. Immersion of statistical data with the research methodology. Development of measurement and evaluation instruments, as well as, researcher’s responsibility in relation to federal regulations of the Institutional Review Board (IRB). The course devotes special emphasis to the research skills as applied in this particular field of knowledge, but maintaining the tradition of the scientific investigation. Application of results to the distance learning discipline. **Pre-Requisites:** Core courses

**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 201-O  
Statistics for Health Sciences  
3 Credits  

This course is an introduction to the concepts, procedures, and technology used in the statistical analysis of data in health services. Emphasis is placed on statistical terminology; bio-statistical methods and applications; descriptive statistics; evaluating confidence and probability; and inferential techniques for analysis and interpretation of health sciences data.  
Pre-Requisites: MATH 111-O, BIOL 103-O, BIOL 303-O, BIOL 303-OL
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, NURS 502-O or NURS 502-O Concurrent 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
World Cultures I
3 Credits

This course is a critical study of humanity’s cultural evolution from its beginnings to the development of cities and urban life, with special attention on ancient cities. It promotes general understanding of moral, social, and cultural values through history. The course covers the study and analysis of the origins of Western civilization from prehistory to the development of the Hellenistic civilization. Students will develop cooperative and critical thinking skills by the analysis of human development and the influence Ancient World cultures and civilizations have on contemporary political, economic, and sociocultural factors. Emphasis will be on the role played by aesthetics, philosophical, political, and economic factors in civilization. Students will have the opportunity to interact and construct their own knowledge on the topic. Pre-Requisite: None

HUMA 102-O
World Cultures II
3 Credits

The course of Humanities 102 (HUMA 102), World Culture II is a critical study of the cultural evolution of humankind since the development of cities and urban life to the present. Special attention is paid to cultural events of greatest impact for humanity. The course promotes understanding of moral, social and cultural aspects of Hispanics living in Florida. Pre-Requisite: HUMA 101-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 situation 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 is a continuation of MATH 111-O and 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: QULE 110-O

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: NURS 200-O, CHEM 224-O, BIOL 300-O, BIOL 303-O, BIOL 304-O (Co-Req NURS 203-O, NURS 205-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 (Co-Req, NURS 303-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-Requisites: NURS 200-O, CHEM 224-O, MATH 112-O, BIOL 300-O, BIOL 303-O, 
BIOL 304-O, PSYC 123-O, (Co-Req NURS 201-O, NURS 205-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-Requisites: NURS 200-O, 
CHEM 224-O, MATH 112-O, BIOL 300-O, BIOL 303-O, BIOL 304-O, PSYC 123-O, 
(Co-Req NURS 201-O, NURS 205-O)

NURS 210-O
Nursing Informatics
3 Credits

This course assists students to develop basic competencies in use of computers, data 
management software, patient care technologies, electronic communication, data 
gathering devices to deliver quality patient care, issues and policies realtes to ethics and 
privacy regarding the treatmenbt of patient information (HIPAA) and the impact of 
informatics related to data, technology, privacy, security and systems are addressed. Pre-Requisites: NURS 201-O, NURS 203-O, MATH 112-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 (Co-Req NURS 202-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 (Co-Req NURS 305-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 (Co-Req NURS 304-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 (Co-Req NURS 404-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 (Co-Req NURS 403-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 (Co-Req NURS 406-O, NURS 407-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 (Co-Req NURS 405-O, NURS 407-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 (Co-Req NURS 405-O, NURS 406-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 holisitic 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 biodisposnibility 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 competitions 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
PRTE 630-O
Instructional Design and Technological Project I
3 Credits
Individual supervised project consisting of presenting an innovative technological instructional design as a solution to a real educational problem of practical nature. Discussions will be held to guide students in identifying the problem, present the hypothesis, research, data collection, data analysis, interpretation, presentation, and conclusions. Significant information must be presented to prove the need of the technology integration as a tool for virtual education environments. Pre-Requisites: Core courses

PRTE 640-O
Instructional Design and Technological Project II
3 Credits
Individual supervised project consisting of research and critical analysis of instructional design models for virtual educational environments. Study of the model's process for distance education and E-Learning will be emphasized. Discussions will be held to guide students in identifying the problem, present the hypothesis, research, data collection and data analysis, interpretation, presentation and conclusions. Significant information must be presented to prove the need of the instructional technologist and the performance of student's involvement in virtual learning communities. Pre-Requisites: Core courses

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-Requisite: SOSC 112-O

PSYC 228-O
Diversity Psychology
3 Credits
Scientific study of social interaction in the development of personality from the perspectives of psychology and sociology; includes relationships with others, as well as, with groups within the cultural environment. Emphasis is given to understanding the process of socialization, symbolism, social values, citizenship, behavioral dynamics, and group interrelation and cultural context influence each other; and analysis of how conflicts
arise in the workplace and the individual as a result of this interaction. The study of the theoretical context of both approaches will be the base for the discussion of readings, personal and workplace case analysis, problem solving, teamwork, and critical reflections. Responsible use of technology will be encouraged. **Pre-Requisite: None**

**QYLE 110-O**  
**Attitude Development and University Adaptation***  
3 Credits  
Analysis and evaluation of the values, attitudes, and prejudices in the academic and professional life. Studies the effect that students’ behavior has in their lives and in other people’s lives as well. Evaluates different styles of ethical behavior from different philosophical perspectives. This allows them to choose the perspectives that foster greater self-control particularly in the academic setting. Students apply concepts through concept maps, self-reflections, case study, role-playing, group work, and the responsible use of technology. **The course must be completed within the first term of enrollment in the institution.*** *Required for all new undergraduate students.*

**SCIE 111-O**  
**Integrated Sciences I**  
3 Credits  
SCIE 111-O course, Integrated Sciences I, gives the students the opportunity to familiarize themselves and integrate concepts from the different areas of science. The topics included in this course are: Sciences processes, the scientific method, interrelationship between science and technology, matter, energy, physical sciences, and chemistry. Through the use of learning activities the student will identify, analyze, and discuss teaching techniques and strategies to relay their knowledge to their future students in a constructivist and dynamic way. **Pre-Requisite: None**

**SCIE 112-O**  
**Integrated Sciences II**  
3 Credits  
SCIE 112-O is the second part of the introductory course to the fundamental concepts of Environmental Science and Biology. The course focuses on the study of living organisms and the interaction among them, placing emphasis on the scientific method, logical reasoning and the development of critical and creative through to understand the molecular and cellular base of all organisms. It also covers topics such as evolution and
inheritance based on classic and molecular genetics. It discusses cell energy, metabolism, cell reproduction and growth and their interrelation, to understand how organisms function and the role homeostasis plays on each living being. **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 inaccuracies 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**

STAT 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.  

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**
FACULTY

The Faculty of the SUAGM: UT Metro Orlando, South Florida and Tampa Bay Campuses 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 2015-2016

<table>
<thead>
<tr>
<th>FACULTY MEMBER:</th>
<th>SUBJECT AREA:</th>
<th>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</th>
</tr>
</thead>
</table>
| Alberti, Jaime      | CRIMINAL JUSTICE | Master of Public Affairs  
                                    Park University, MO 2013            |
| Alemán, Arturo      | COMPUTER SCIENCE | Master of Arts in Educational Computing  
                                    Universidad Interamericana, PR 2006  |
| Alomar, Maricelly   | COUNSELING       | Master of Education in Guidance & Counseling  
                                    Universidad Interamericana de PR 1992  |
|                     | STUDENT DEVELOPMENT | Master of Social Sciences in Rehabilitation Counseling  
                                    Universidad de Puerto Rico, PR 1993 |
| Aloyo, Lucía        | COUNSELING       | Master of Business Administration in Marketing  
                                    University of Phoenix, PR 1998         |
| Álvarez, José       | MARKETING        | Master of Arts in Economics  
                                    University of Central Florida, FL 2000 |
| Andrade, Pablo F.   | ECONOMICS        | Master of Science in Computer Information Systems  
                                    University of Phoenix, AZ 2006       |
| Aponte, Carmen M.   | COMPUTER SCIENCES| Master of Arts in Spanish  
                                    Spanish-American Literature  
                                    University of Central FL 2012        |
| Arocho, Abigail     | SPANISH          | Master of Arts in Spanish  
                                    Spanish-American Literature  
                                    University of Central FL 2012 |
<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>SUBJECT AREA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ascensión, Aurora</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo, FL 2007</td>
</tr>
<tr>
<td>Ayala, Celia</td>
<td>NURSING</td>
<td>Master of Science in Nursing University of Phoenix, FL 2005</td>
</tr>
<tr>
<td>Betancourt, Minerva</td>
<td>NURSING</td>
<td>Master of Science in Anesthesia Universidad Interamericana de PR 2003</td>
</tr>
<tr>
<td>Bonet, Yarisa</td>
<td>COUNSELING</td>
<td>Master of Science in Rehabilitation Counseling, University of North Florida 2004</td>
</tr>
<tr>
<td></td>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>(Over 50 credits in Instructional Technology at the Doctorate Level)</td>
</tr>
<tr>
<td>Bóssolo, Ivette</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Florida State University, FL 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Philosophy in Information Systems Nova Southeastern University, FL 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration NTU School of Applied Science Walden University, CO 2005</td>
</tr>
<tr>
<td>Buleje, Miguel</td>
<td>COMPUTER SCIENCE</td>
<td>Master of Arts in School Psychology Ball State University, IN 1987</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Over 18 Credits in Education at the Doctorate Level)</td>
</tr>
<tr>
<td>Caballero, Janet</td>
<td>SOCIAL SCIENCES</td>
<td>Master of Social Sciences in Social Work, Hunter College, NY 1992</td>
</tr>
<tr>
<td></td>
<td>EDUCATION</td>
<td>Master of Arts in Teaching English as a Second Language Universidad Interamericana de PR 1980</td>
</tr>
<tr>
<td>Caballero, Lynette</td>
<td>ESOL</td>
<td>Master of Science in Education in Guidance &amp; Counseling Brooklyn College, NY 1993</td>
</tr>
<tr>
<td></td>
<td>COUNSELING</td>
<td>Master of Science in Statistics Iowa State University, IA 1983</td>
</tr>
<tr>
<td></td>
<td>STUDENT DEVELOPMENT</td>
<td>Master of Education in Teaching English as a Second Language Universidad del Turabo, FL 2005</td>
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<tr>
<td>Calcaño, José</td>
<td>STATISTICS</td>
<td>Master of Science in Nursing University of Phoenix, AZ 2006</td>
</tr>
<tr>
<td>Camacho, Cristina</td>
<td>ESOL</td>
<td>Master in Education Guidance and Counseling Universidad del Turabo, FL 2009</td>
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<td>Camacho, Evelinda</td>
<td>NURSING</td>
<td>Master of Science in Nursing University of Phoenix, AZ 2006</td>
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<tr>
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<td>COUNSELING STUDENT DEVELOPMENT</td>
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## FACULTY LISTING
### METRO ORLANDO CAMPUS

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<td>Master of Business Administration in Logistics Management&lt;br&gt;Florida Institute of Technology, 1980</td>
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<td>Master of Arts in Educational Psychology&lt;br&gt;Ball State University, IN 1977</td>
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<td>Valle, Cristina</td>
<td>HUMAN RESOURCES</td>
<td>Master of Arts in Human Resources &amp; Change Management&lt;br&gt;University of Central Florida, FL 2003</td>
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### FACULTY LISTING
#### SOUTH FLORIDA CAMPUS

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<td>Alonso, Sonia</td>
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<td>EDUCATION</td>
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<td>Juris Doctor Stetson University, FL 1995</td>
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<td>PUBLIC HEALTH</td>
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<td>Master of Arts in Latin American and Caribbean Studies&lt;br&gt;Florida International University, FL 2007&lt;br&gt;(Over 18 Credits in Social Sciences)</td>
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<td>NURSING</td>
<td>Master of Science in Nursing&lt;br&gt;Family Nurse Practitioner&lt;br&gt;Universidad del Turabo, FL 2014</td>
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<td>MARKETING</td>
<td>Master of Business Administration Instituto de Estudios Superiores de Administración, Venezuela, 1998</td>
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<td>Cintrón, José</td>
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<td>Juris Doctorate Barry University, FL 2007</td>
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<td>Conway, Angela María</td>
<td>PUBLIC HEALTH</td>
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| Cornejo, Edward      | COUNSELING               | Doctor of Philosophy-History  
The City University of NY, NY 2010  
Master of Philosophy-History  
The City University of NY, NY 2006  
Master of Arts in Counseling  
Manhattan College, NY 1991 |
| Cruz Carmona, Carlos | PUBLIC ADMINISTRATION    | Master of Public Administration  
Universidad de Puerto Rico 1978  
Master of Public Health  
Florida International University, FL 2002  
Medical Doctor  
Universidad de Camagüey, Cuba 1973 |
| De Varona, Martina   | PUBLIC HEALTH            | Master of Education  
in English as a Second Language  
Universidad Del Turabo, FL 2009  
Master in Science in Medical Science  
Central University of Venezuela 1991  
Medical Doctor  
Universidad Central de Venezuela 1985 |
| Del Castillo, Ana    | ESOL                     | Master of Arts  
in Hispanic Communication  
Saint Thomas University, FL 2009  
Master of Business Administration in Management  
American Intercontinental University, FL 2007  
PH.D of Biological Science  
World University, PR 1984 |
| Del Negro, María     | SCIENCE                  | Master of Arts  
in Hispanic Communication  
Saint Thomas University, FL 2009  
Master of Business Administration in Management  
American Intercontinental University, FL 2007  
PH.D of Biological Science  
World University, PR 1984 |
| Di Serio, Teresa     | MARKETING                | Master of Business Administration in Management  
American Intercontinental University, FL 2007  
PH.D of Biological Science  
World University, PR 1984 |
| Dávila, María Renee  | MANAGEMENT               | Master of Science in Nursing  
University of Phoenix, AZ 2012  
Master of Science in Nursing  
University of Phoenix, AZ 2012  
Master of Science in Nursing  
University of Phoenix, AZ 2012  
Master of Science in Nursing  
University of Phoenix, AZ 2012 |
| Davin, Rafael        | SCIENCE                  | Master of Science in Biological Science  
World University, PR 1983  
Master of Science in Biological Science  
World University, PR 1983  
Master of Science in Biological Science  
World University, PR 1983  
Master of Science in Biological Science  
World University, PR 1983 |
| Delgado, Dailin      | NURSING                  | Master of Science in Nursing  
University of Phoenix, AZ 2012  
Master of Science in Nursing  
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Master of Science in Nursing  
University of Phoenix, AZ 2012  
Master of Science in Nursing  
University of Phoenix, AZ 2012 |
| Díaz, Luis           | TECHNOLOGY               | Master of Science  
in Technology and TESOL  
Barry University, FL 2005  
Master of Science in Nursing  
Universidad de Puerto Rico 2010  
Master of Science in Nursing  
Universidad de Puerto Rico 2010  
Master of Science in Nursing  
Universidad de Puerto Rico 2010 |
| Doria, Verónica      | BUSINESS ADMINISTRATION  | Master of International Business Administration  
Nova Southeastern University, FL 2006  
Master of Science in Nursing  
Universidad de Puerto Rico 2010  
Master of Science in Nursing  
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Master of Science in Nursing  
Universidad de Puerto Rico 2010 |
| Durand, Gustavo      | NURSING                  | Master of Science in Nursing  
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Master of Science in Nursing  
Universidad de Puerto Rico 2010  
Master of Science in Nursing  
Universidad de Puerto Rico 2010 |
| Easdale, Alexander   | SOCIAL SCIENCES          | Master of Arts in Latin American and Caribbean Studies  
Florida International University, FL 1999  
Master of Arts in Latin American and Caribbean Studies  
Florida International University, FL 1999  
Master of Arts in Latin American and Caribbean Studies  
Florida International University, FL 1999 |

SUAGM: UT Metro Orlando Campus/South Florida Campus/Tampa Bay Campus
Catalog 2015-2016
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| Eslait, María         | PSYCHOLOGY           | Master of Science in Mental Health Counseling  
                      Universidad Carlos Albizu, FL 2005  
                      (Over 18 Credits in Psychology  
                      at the Master’s Level)            |
| Estrada, Wilfredo     | EDUCATION            | Master of Education in Teaching English as a Second Language  
                      Universidad del Turabo, FL 2012  |
| Fajardo, Yovanit      | NURSING              | Master of Science in Nursing  
                      Florida International University, FL 2013 |
| Feliciano, Mónica     | ACCOUNTING           | 18 Graduate Credits in Accounting  
                      Devry University, IL 2011  |
|                       | FINANCE              | Master of Business Administration in Global Management  
                      University of Phoenix, AZ 2006 |
| Fernandez, Beatrice   | GUIDANCE & COUNSELING| Master of Education Guidance & Counseling  
                      Universidad del Turabo, FL 2010  |
|                       | PHARMACY             | Pharmacy Technician Certification Board  |
| Ferrufino, Adriana    | ECONOMICS            | Master of International Business Administration  
                      Nova Southeastern University, FL 2004  |
|                       |                      | Master of Economics  
                      Universidad de los Andes  
                      Colombia 1991 |
| Figueroa, Ivette      | SPECIAL EDUCATION    | Master of Education in Science in Special Education  
                      Herber Lehman College NY 1995  |
| Forteza, Bárbaro      | SPANISH              | Master of Science in Spanish Language Education  
                      Nova Southeastern University, FL 2006  |
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<td>Master of Health Services Administration George Washington University Washington, DC 1988</td>
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<td>CHEMISTRY</td>
<td>Ph.D. in Chemistry Comisión Nacional de Grados Científicos, Habana Cuba 1981</td>
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| McCarthy, Michael      | MANAGEMENT        | Master of Business Administration in Management  
|                        |                   | Central Institute of Business Administration (INCAE)  
|                        |                   | Managua, Nicaragua 1977  
| Macía, José            | ENGLISH           | Doctor of Education in Higher Education-English and TESOL  
|                        |                   | Florida International University, FL 1999  
|                        | TESOL             | Master of Arts in English  
|                        |                   | Barry University, Miami FL 1994  
| Marcial, Eddy          | NURSING           | Master of Science in Nursing  
|                        |                   | University of Phoenix, FL 2012  
| Mardini, Roger         | PUBLIC AFFAIRS    | Masters of Science in Public Affairs in Criminal Justice  
|                        | CRIMINAL JUSTICE  | Universidad Del Turabo, FL 2012  
| Martí, Adriana         | PSYCHOLOGY        | Doctorate of Business Administration in Accounting  
|                        |                   | Argosy University, FL 2009  
|                        |                   | Master of Business Administration in Accounting  
|                        |                   | Nova Southeastern University, FL 1999  
| Martínez, Broderick    | ACCOUNTING        | Master of Certificate in Project Management  
|                        |                   | George Washington University  
|                        |                   | Washington DC 1999  
| Martínez, Gustavo      | ENGINEERING TECHNOLOGY | Master of Engineering & Technology  
|                        | PROJECT MANAGEMENT| Cornell University, NY 1996  
| Martínez, Helga M.     | EDUCATION GUIDANCE & COUNSELING | Master of Education in Guidance and Counseling  
|                        |                   | Universidad del Turabo, FL 2009  
| Medina, Fernando       | ACCOUNTING        | Master of Accounting Taxation  
|                        | TAXATION          | Nova Southeastern University, FL 2006  
| Medina, Idali          | EDUCATIONAL LEADERSHIP | Master of Education in International/Overseas Administration and Supervision  
|                        |                   | The College of New Jersey, NJ 2003  

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| Mejia, Ricardo           | MANAGEMENT                  | Master Business Administration Universidad Politécnica de PR 2013  
|                          |                             | Master of Engineering in Management Universidad Politécnica de PR 2010 |
| Méndez, Luis Alberto     | ENGLISH                     | Master of Foreign Language & Literature-English Habana University, Cuba 1990 |
| Méñeses, Gorka           | CRIMINAL JUSTICE            | Master of Arts in Criminal Justice Universidad Interamericana de Puerto Rico 1996 |
| Mercado, Reybeck         | TESOL                       | Master of Science in Teaching English as a Second Language (TESL) Florida International University, FL 2008  
|                          | SPANISH                     | Master’s Degree in Teaching/Learning of the Spanish Language and its Culture University of Granada, Spain 2006 |
|                          | MANAGEMENT                  | Ph.D.-Doctor and Surgeon Doctor of Medicine  
|                          | SCIENCE                     | Xavier Pontifical University  
|                          |                             | Colombia 1976 |
| Mesa, Ramón Antonio      | MANAGEMENT                  | Master of Business Administration in Management & Strategic Leadership Universidad del Este, FL 2010 |
| Morabito, Gerardo        | MANAGEMENT AND LEADERSHIP   | Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana FL 2013 |
| Morales, Fanny           | HUMAN RESOURCES             | Master of Public Administration in Personnel Management Troy State University System, AL 2005 |
| Morales, Luis E.         | EDUCATIONAL CURRICULUM AND INSTRUCTION | Master of Arts in Education in Curriculum and Instruction University of Texas, TX 1985 |
| Mundo, Alma              | MANAGEMENT                  | 21 credits Graduate Level Mathematics University of Phoenix, AZ 1994  
<p>|                          | MATHEMATICS                 | Master of Arts in Management and Supervision University of Puerto Rico, 1978 |</p>
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<td>NURSING</td>
<td>Master of Science in Nursing in Advanced Practice-Psychiatric Mental Health New Mexico State University, NM 2010 Master of Science in Epidemiology Pedro Kouri Institute of Tropical Medicine, Cuba 1998 Doctor of Medicine University of Havana, Cuba 1975</td>
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<td>Muriel, Betty</td>
<td>MANAGEMENT</td>
<td>Master of Environmental Management Universidad del Turabo, PR 2001 Juris Doctor De Paul University, Chicago IL 2002</td>
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<td>CRIMINAL JUSTICE</td>
<td>Master of Science in Nursing Florida International University, FL 2013 Doctor of Medicine University of North Barranquita Colombia 1992</td>
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<td>NURSING</td>
<td>Master of Science in Nursing Florida International University, FL 2013 Doctor of Medicine University of North Barranquita Colombia 1992</td>
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<td>Nieves, Maribel</td>
<td>EDUCATION</td>
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<td>ACCOUNTING</td>
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<td>Núñez, Pedro E.</td>
<td>FINANCE</td>
<td>Master of Science in Math Education Nova Southeastern University, FL 2006 Master of Science in Math Education Nova Southeastern University, FL 2006</td>
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<td>MATHEMATICS</td>
<td>Doctor of Philosophy in Economics Institute of Economics Lithuania URSS 1987</td>
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<td>CURRICULUM and INSTRUCTION</td>
<td>Master of Education in Curriculum and Instruction University of Florida, FL 1982</td>
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<td>INTERNATIONAL RELATIONS MANAGEMENT</td>
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<td>Pentzke, Luis A.</td>
<td>COMPUTER SCIENCE</td>
<td>Ph.D. Computer and Technology Nova Southeastern, FL 2012 Master of Science in Education Computer and Technology Barry University, FL 1996</td>
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<td>HEALTH MANAGEMENT</td>
<td>Master of Science in Nursing in Family Health Nursing Florida International University, FL 2014 Doctor of Health Science Nova Southeastern University, FL 2008 Master of Business Administration in Health Administration and Policy University of Miami, FL 2004</td>
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<td>TESOL</td>
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<td>Master of Social Work Barry University, FL 2001</td>
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<td>Master of Arts in Psychology and Counseling The University of Tulsa, OK 1982</td>
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<td>PSYCHOLOGY</td>
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<td>Master of Spanish Literature and Cultures Universidad de Salamanca, Spain 2001</td>
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<td>Master of Business Administration in Technology Management</td>
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<td>Master of Science in Nursing Phoenix University, AZ 2012</td>
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<td>PSYCHOLOGY</td>
<td>Master of Science in Psychology Nova Southeastern University, FL 2013</td>
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<td>Vigil, Ludivina</td>
<td>NURSING</td>
<td>Master of Science in Nursing Florida International University, FL 2008</td>
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<td>MANAGEMENT</td>
<td>Master in Business Administration in Management Kaplan University, FL 2008</td>
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<td>Acosta, Glenda</td>
<td>CRIMINAL JUSTICE</td>
<td>Masters of Criminal Justice Boston University, MA 2009</td>
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<td>Ajo, Carmen M.</td>
<td>GUIDANCE AND COUNSELING</td>
<td>Master of Education in Guidance and Counseling Universidad del Turabo FL 2012</td>
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<td>Álvarez, Pedro</td>
<td>SPANISH</td>
<td>Master of Science in Spanish Language Education, Nova Southeastern University, FL 2014</td>
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<td>Arroyo, Juan E.</td>
<td>HUMAN RESOURCES</td>
<td>Master of Arts in Labor Relations, Universidad Interamericana de PR 2006</td>
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<td>Arzúaga, Emmanuel</td>
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<td>Master of Business Administration in Management University of Phoenix 2012</td>
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<td>Bahiru, Genet</td>
<td>PHARMACY</td>
<td>Doctor in Veterinary Clinic Universidad de La Habana, Cuba 1999</td>
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<td>Bales, Isabel</td>
<td>NURSING</td>
<td>Doctor of Nurse Practitioner University of Illinois, Peoria, IL 2014</td>
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<td>Barceló, Jonatán</td>
<td>ACCOUNTING</td>
<td>Master of Science in Accounting University of Phoenix, FL 2010</td>
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<td>Bolívar, Marga</td>
<td>STATISTICS</td>
<td>Master of Science Degree in Engineering Management University Of South FL, 2004</td>
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<td>Carbajal, Florence</td>
<td>TESOL</td>
<td>Master of Education in English as a Second Language Universidad del Turabo, FL 2010</td>
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<td>Carmona, Lorraine</td>
<td>ENGLISH</td>
<td>Master of Arts in Curriculum and Instruction of English Universidad del Este, PR 2014</td>
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<td>Claudio, Jorge</td>
<td>MARKETING</td>
<td>Master of Business Administration Florida International University, FL 2003</td>
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<td>Colón, Eliana</td>
<td>MANAGEMENT</td>
<td>Master in Business Administration in Tampa College, FL 1987</td>
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<td>Crespo, Sonia V.</td>
<td>SCIENCES</td>
<td>Doctor of Biology Central University of Quito, Ecuador 2006</td>
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<td>Cruz Matos, David</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Taxing Nova Southeastern University, FL 2003</td>
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<td>Cruz-Monge, Verónica</td>
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<td>Master of Education in English Curriculum Caribbean University, PR 2010</td>
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<td>De Jesús, Myriam</td>
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<td>Master of Science in Nursing Education University Phoenix, FL 2014</td>
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<td>Master of Arts in English Linguistics University of South Florida, FL 2008</td>
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<td>Master Science Nursing University Of Phoenix, FL 2012</td>
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<td>Engel Peñalosa, Luz Marina</td>
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<td>Master of Arts in Education Language Arts Carthage College, WI 2003</td>
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<td>Estévez, Oribel</td>
<td>LIFE SCIENCES</td>
<td>Master of Science Nova Southeastern University, FL 2010</td>
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<td>Fret, Juan</td>
<td>ACCOUNTING</td>
<td>Master in Business Administration in Accounting Interamerican University, PR 1980</td>
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<td>Fuentes Jaimán, Rafael E.</td>
<td>PSYCHOLOGY</td>
<td>Master in Science in Human Services Springfield College, FL 2006</td>
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<td>Galarza Ortiz, Nidza C.</td>
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<td>Master of Education in Curriculum Spanish Language, Universidad Interamericana, PR 2008</td>
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<td>Galíndez, Luis J.</td>
<td>PUBLIC HEALTH</td>
<td>Doctor of Public Health University of South Florida, FL 2009</td>
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<td>Master in Science in Educational Psychology Capella University, FL 2007</td>
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<td>García, Alberto</td>
<td>PSYCHOLOGY</td>
<td>Doctor of Clinical Psychology New York University, NY 1984</td>
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<td>Gebrú, Daniel W.</td>
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<td>Master Of Clinical Pharmacy Universidad de La Habana, Cuba 1996</td>
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<td>Gómez, María D.</td>
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<td>Kurian, Genevieve B.</td>
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<td>Master of Education in Teaching English as a Second Language</td>
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<td>Landrón, Martha Lucía</td>
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