

SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
Universidad del Turabo



Metro Orlando Campus
South Florida Campus
Tampa Bay Campus

Catalog

2010-2011
June 2010

TABLE OF CONTENTS

SECTION I – CATALOG OVERVIEW	3
UNIVERSIDAD DEL TURABO.....	4
SISTEMA UNIVERSITARIO ANA G. MÉNDEZ – PUERTO RICO.....	7
SECTION II - METRO ORLANDO/SOUTH FLORIDA/TAMPA BAY CAMPUSES	12
ADMINISTRATION, STAFF AND FACULTY	13
PHYSICAL FACILITIES	53
ACADEMIC CALENDAR	55
ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES	61
ADMISSIONS.....	61
METHOD OF INSTRUCTION.....	68
REGISTRATION	70
PROGRAM CHANGES, WITHDRAWALS AND SPECIAL PERMITS	72
ACADEMIC LOAD, CLASS ATTENDANCE AND ACADEMIC ADVISING.....	73
EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT	75
ACADEMIC PROGRESS.....	80
GRADUATION REQUIREMENTS.....	83
FINANCIAL INFORMATION	84
STUDENT AFFAIRS AND SERVICES.....	90
GENERAL PROVISIONS.....	92
SECTION III - PROGRAMS OF STUDY.....	96
BACHELOR DEGREES.....	97
MAJOR IN MANAGEMENT	97
MAJOR IN MARKETING	100
MAJOR IN ACCOUNTING.....	102
MAJOR IN COMPUTERIZED INFORMATION SYSTEMS.....	105
MAJOR IN MANAGEMENT OF OFFICE TECHNOLOGY	108
MAJOR IN ELEMENTARY EDUCATION	111
MAJOR IN SECONDARY EDUCATION IN MATHEMATICS	115
MASTER’S DEGREES.....	118
SPECIALIZATION IN GUIDANCE AND COUNSELING	118
SPECIALIZATION IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE.....	121
SPECIALIZATION IN CRIMINAL JUSTICE.....	124
COURSE DESCRIPTIONS.....	127

Section I

Overview:

Universidad del Turabo

Sistema Universitario Ana G. Méndez

Universidad del Turabo

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

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

The student population consists mostly of commuting young adults from the surrounding communities. The 16,206 student body is comprised of 12,957 undergraduates, and 3,249 graduate students.

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

Universidad del Turabo's Mission Statement

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

The University adjusts its resources and programs to the needs, interests, and abilities of its students in order to achieve the following goals:

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

Key Administration and Staff of Universidad del Turabo

Chancellor

Dennis Alicea Rodríguez, Ph.D.

Vice-Chancellor

Roberto Loran, Ph.D.

Vice-Chancellor of Student Affairs

Ana Ortega, MS.

Vice-Chancellor of Information and Telecommunications

Ketty Rodríguez, Ph.D.

Dean of the School of Professional Studies

Mildred Y. Rivera

Dean of the School of Education

Dra. Angela Calendario

Dean of the School of Business Administration

Dr. Marcelino Rivera

Dean of the School of Liberal Arts and Humanities

Marcos Gil de la Madrid Ph. Dc. MP

Dean of the School of Engineering

Dr. Jack T. Allison

Dean of the School of Science and Technology

Angel R. Rivera

Dean of the School of Health Sciences

Angel L. Rivera

Dean of the International School of Design

Auroriza Mateo Rodríguez

Associate Dean of the School of Continuing Education

Johanna Concepción

Dean of the School of Technical Studies

José R. Del Valle

Dean of the School of the Doctoral Studies

Maria A. López

Sistema Universitario Ana G. Méndez

Profile

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

Non-Discrimination Statement

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

Statement of Policy

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

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

The first section of this catalog contains an overview of the SUAGM. Information that pertains to the 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

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

Statement of Accreditation

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

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

- American Association for Adult and Continuing Education
- American Association for Counseling and Development
- American Association of Collegiate Registrars and Admission Officers
- American Association of Higher Education
- American Council on Education
- American Library Association
- American Management Association
- Association for Educational Communications and Technology
- Association for Supervision and Curriculum Development

Center for Scientific Research
College Entrance Examination Board
Council for Adult Experiential Learning
Hispanic Association of Colleges and Universities
Library Administration and Management Association
National University Continuing Education
Phi Delta Kappa
Puerto Rico Association of Higher Education
Supervisors Labor Relations Program
The Association for Institutional Research
The Society for College and University Planning

Statement of Licensure

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

325 W. 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 is a private not for profit corporation registered under the laws of the Commonwealth of Puerto Rico and registered as a foreign corporation in the State of Florida. The corporation is governed by its Board of Directors under its systemic bylaws.

Board of Directors of the Sistema Universitario Ana G. Méndez

Florabel G. Mullick, Chair of the Board of Directors
Félix R. Schmidt, Vice Chair of the Board of Directors
José F. Méndez, President of SUAGM
Juan M. García Passalacqua

Iván A. Pietri

José Domingo Pérez

Antonio J. Colorado

Zoraida Fonalledas

David Rivé Power

Juan R. Melecio

Víctor Hernández

Daneris Fernández

José E. de la Cruz Skerrett, Legal Counselor

Administrative Council and Academic Board

Administrative Council

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

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

Academic Board

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

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

Academic and Student Affairs Commission

The Metro Orlando, South Florida, and Tampa Bay campuses, have an Academic and Student Affairs Commission (ASAC) consisting of eleven (11) members, including six (6) faculty facilitators with balanced representation from each discipline area and representation from all Florida Campuses, the

Director of Faculty and Curriculum of each campus and the Director of Learning Resources Center of each campus. The certified faculty-facilitators elect facilitators to become members for a one-year term. The six (6) facilitators are elected as follows: one (1) facilitator for the area Natural and Health Sciences; one (1) facilitator for the area of Languages; one (1) facilitator for the area of Business Administration and Management; one (1) facilitator representing Education, one (1) facilitator representing Social and Human Sciences; (1) Campus Representative At Large.

Section II

Metro Orlando Campus

South Florida Campus

Tampa Bay Campus

METRO ORLANDO, SOUTH FLORIDA, AND TAMPA BAY CAMPUSES

Introduction

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

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

The physical facility of the Metro Orlando Campus includes seventeen classrooms, two computer laboratories, a library, administration offices, a student and a faculty lounge as well as a parking area. The South Florida Campus has twelve classrooms, two computer laboratories, a library, administration offices, a conference room, a student and faculty lounge. In addition, parking area is available for students and administration. The Tampa Bay Campus has six classrooms, one language laboratory, a library, administration offices, a student and a faculty lounge. It also has a parking area for students, faculty, and administration.

Administration, Staff and Faculty

Metro Orlando Campus Administration and Staff

Luis Zayas Seijo, Vice President for National and International Affairs

Luis A. Burgos, Associate Vice President, Florida Operations

Luis A. Burgos, Interim Campus Director

Jacqueline Centeno, Director of Faculty and Curriculum

Chalie Colón, Director of Integrated Services

Silquia Vélez, Registrar

Luis Martínez, Director of Marketing and Recruitment

Mauricio Lancheros, Operations Manager

Juan López, Director for Learning Resources

Fernando Wilches, Director of Information Systems

Alexander Pijuán, Assistant to the Information Systems Director
Fidel Távara, Coordinator of Placement and Assessment
Rosanilda Torres-Ibáñez, Associate Director of Financial Aid
Julio Vega, Default Prevention Officer
Edwin de Jesús, Financial Aid Officer
Maricelly Alomar, Counselor
Ubaldo Santiago, Counselor
María Laborde, Learning Resources Specialist
Rubén Ocasio, Library Assistant, (PT)
Luis D. Martinez, Library Assistant, (PT)
Luis Fonseca, Library Assistant
Rosa Valera, Integrated Services Coordinator
Vacant, Executive Assistant
Awilda L. Narváez, Administrative Assistant for Faculty and Academic Affairs
Malenie Acosta, Integrated Services Officer
Suheily Martínez, Integrated Services Officer
Vidmary Cuevas, Integrated Services Officer
Magdali Zayas, Receptionist
Genevieve Cautiño, Support Services Officer
Karla Rogers, Promotions and Recruitment Officer
Adolfo Colón, Maintenance Assistant

South Florida Campus Administration and Staff

Luis Zayas Seijo, Vice-President for National and International Affairs
Luis A. Burgos, Associate Vice President, Florida Operations
Syndia Nazario, Campus Director
Vacant, Executive Assistant
Julie Carrión, Director of Faculty and Curriculum
Amparo Durán, Administrative Assistant for Faculty
Jorge Báez, Operations Manager
María A. Sánchez, Director of Marketing and Recruitment
Oriol Ruíz, IT Technician
Digna Orta, Director of Integrated Services
Cinthia Tineo, Integrated Services Officer

Edith Ferrer, Integrated Services Officer
Migdalia Roldán, Promotions and Recruitment Officer
Juan C. Bolívar, Associate Registrar
Nydia Bonilla, Financial Aid Coordinator
Miriam Avilés, Financial Aid Officer
Martha L. Rodríguez, Counselor and Job Placement Officer
Katia Nuñez, Director of Learning Resources Center
Claudia González, Library Assistant (PT)
Agustín Gracia, Library Assistant (PT)
Kereline Escobar, Learning Resources Specialist
Javier Domínguez, Administrative Assistant

Tampa Bay Campus Administration and Staff

Luis Zayas Seijo, Vice-President United States and Latin American Affairs
Luis A. Burgos, Vice-President of Florida Operations
Yvonne Cadiz, Campus Director
Marta Reyes, Administrative Assistant
Ricardo Casillas, Operations Coordinator
Héctor Cruz, Director of Marketing and Recruitment
Neida Solivan, Director of Learning Resources
Vilma Matos, Student and Registrar Services Coordinator
Miriam Avilés, Financial Aid Officer
Carmen D. Rivera, Counselor and Job Placement Officer
David Avila, Technical Support Services

Faculty

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

Integrated Faculty Profile

Academic Year 2010-2011

Name	Academic Credentials, Institution Granting Degree and Date	Campus
Abdel Ortíz	Master in Human Resources, Universidad Interamericana de Puerto Rico, 2004 BA in Industrial Management and Human Resources, Universidad Interamericana de Puerto Rico, 1999	Metro Orlando Campus
Abigail Ríos-Lugo	MPA in Administrative Programming, Universidad de Puerto Rico, 1998 BS in Political Sciences, Universidad de Puerto Rico, 1989	Metro Orlando Campus
Ada González	MA in Education, Universidad Interamericana, Puerto Rico 1987 BA in Education in Home Economics, Universidad Interamericana , Puerto Rico 1982	Metro Orlando Campus
Adriana Ferrufino	MA International Business Administration Nova Southeastern University, 2004 MA Economics International Business, Universidad de los Andes Colombia, 1990 BA in Economics, Universidad de los Andes, Colombia 1989	South Florida Campus
Agustín Gracia	MS in International Relations Troy State University, AL 1991 BA Psychology Columbus State University, GA 1987	South Florida Campus

Name	Academic Credentials, Institution Granting Degree and Date	Campus
Alberto León	MD, Escuela de Medicina; San Juan Bautista, Puerto Rico 2004 BS Biology; Universidad del Sagrado Corazón, Puerto Rico 2000	South Florida Campus
Alex N. Correa	MBA Finance Xavier University 1984 BSBA Management Xavier University 1983	South Florida Campus
Alexander Easdale	MA Latin American Studies; Florida International University, FL, 1999 BA International Studies; University of West Florida, FL 1995	South Florida Campus
Amilcar Martínez	M.B.A. Business Administration Webster University, Puerto Rico 2000 B.A Industrial Management Universidad de Puerto Rico 1984	Metro Orlando Campus
Ana C. Martínez	M. Ed. Elementary Education, Nova Southeastern University 1999 Bachelor of Science, 1988	South Florida Campus
Angel Avila	MA Special Education, Minor: School Administration, University of Phoenix, Puerto Rico, 1995 BA Political Sciences, Universidad de Puerto Rico, 1989	Metro Orlando Campus
Angel García	MA in Literature, Universidad Simon Bolivar, Caracas, Venezuela, 1988 BA in Secondary Education, Universidad Central de Venezuela, Caracas, 1974	Metro Orlando Campus

Name	Academic Credentials, Institution Granting Degree and Date	Campus
Angel Ríos	MA in Administration & Supervision, Pontificia Universidad Católica, Puerto Rico 1984 BA in Elementary Education, Pontificia, Universidad Católica, Puerto Rico 1983	Metro Orlando Campus
Angel Torres	Master Political Science University of Connecticut, 2005 BA Major: Political Science, Minor: Sociology Central Connecticut State University, 1993	Metro Orlando Campus
Angie Rivera Noble	MS TESOL Nova Southeastern University 2000 BA Foreign Language Education Spanish Language University of South Florida, 1990	South Florida Campus
Antonio Román	Master in Education Leadership, Universidad del Este, Metro Orlando Campus, 2007 Bachelor in Secondary English Education, Universidad del Turabo, Puerto Rico, 2004	Metro Orlando Campus
Ariadna Rivera	MA Educational Computing, Universidad Interamericana , Puerto Rico 2000 BA Special Education Universidad Central de Bayamón, Puerto Rico, 1994	Metro Orlando Campus
Ariel Maldonado	MBA Business Administration Nova Southeastern University, FL, 1997 BS Information Systems Engineer, Javeriana University, Cali, Colombia 1989	South Florida Campus

Name	Academic Credentials, Institution Granting Degree and Date	Campus
Armando J. Sánchez	MS in Computer Modeling & Simulation, University of Central Florida, FL, 1997 BS in Civil Engineering, Universidad de Puerto Rico, Mayagüez, Puerto Rico, 1981 AS in Natural Sciences, Universidad de Puerto Rico, Puerto Rico, 1978	Metro Orlando Campus
Arturo Vega	MS Spanish Literature and Cultures, University of Salamanca 2001 BA Communications Universidad del Sagrado Corazón, Puerto Rico, 1989	South Florida Campus
Axel Rizo	Master Florida International University, FL, 2007 BS Criminal Justice Health Care Administration Florida International University, FL, 1997	South Florida Campus
Bárbara Richter	Ph.D. in American Literature, New York University, NY, 1970 MA in American Literature, Fordham University, NY, 1962 BS in English Education, Louisiana State University, LA, 1953	Metro Orlando Campus
Bárbaro Forteza	MS Spanish Language Education, Nova Southeastern University, 2006 BS Education Instituto Pedagógico Superior, Habana, Cuba, 1982	South Florida Campus

Name	Academic Credentials, Institution Granting Degree and Date	Campus
Bernardo Gil	M.B.A. Global Management, University of Phoenix, P. R. 2002 B.B.A. Business Administration, University of Puerto Rico, 1988	Metro Orlando
Betty Muriel	MS Environmental Science, Universidad del Turabo, Puerto Rico, 2001 BA Education Biology, University of Puerto Rico, 1980	South Florida Campus
Brenda Lampón	MS Industrial and Organizational Psychology, Carlos Albizu University, FL, 2004 BA Psychology University of Sacred Hearth, Puerto Rico, 2000	South Florida Campus
Brenda Marín	Master in Social Work University of Puerto Rico, 1998 BA Social Welfare, University of Puerto Rico, Puerto Rico, 1995	Metro Orlando Campus
Broderick F. Martínez	Masters Accounting Nova Southeastern University 1999 MBA Business Administration Nova Southeastern University 1998 BA Business Administration Florida International University 1996	South Florida Campus
Camille Berríos	MBA Human Resources; Universidad del Este, Puerto Rico, 2005 BA Social Work, Universidad del Este, Puerto Rico, 2002	South Florida Campus
Carlos J. Cestero-Badillo	Doctor in Medicine Iberoamericana University, Dominican Republic., 2002 BS in Biology, George Fox University, OR, 1996	Metro Orlando Campus

Name	Academic Credentials, Institution Granting Degree and Date	Campus
Carlos Campos	MS Electrical Engineering, University of Kansas, KA 1985 BS Electrical Engineering, University of Kansas, KA, 1983	South Florida Campus
Carlos Fagundo	MS: Logistics Management Georgia College and State University, GA, 1995 MBA: General Business Administration Georgia College and State University, GA, 1993 BS Industrial Engineering Universidad de Puerto Rico, Puerto Rico, 1986	Metro Orlando Campus
Carlos J. Rodríguez	MA in TESOL, Universidad del Turabo, Puerto Rico, 2002 BA in English, Pontificia Universidad Católica de Puerto Rico, 1994	Metro Orlando Campus
Carlos Rodríguez-Rios	Ed. D Curriculum Development and Administration University of Massachusetts, MA 1992 M. Educ. Curriculum and Teaching, Universidad Católica de Puerto Rico, 1978 BS Mathematics and Education Universidad de Puerto Rico, Puerto Rico 1973	Metro Orlando Campus
Carlos G. Ramos	M.B.A. in Accounting, University of Tampa, 2000 BBA in Accounting, Universidad de Puerto Rico, 1994	Metro Orlando Campus

<p>Carmen Aponte</p>	<p>MS in Computer Information Systems, University of Phoenix, 2006</p> <p>BA of Science in Computer Programming, EDP College, Puerto Rico, 1998</p> <p>Associate Degree in Business , EDP College, Puerto Rico, 1985</p>	<p>Metro Orlando Campus</p>
<p>Carmen C. Figueroa</p>	<p>MLIS in Library Automation, Universidad de Puerto Rico, P.R. 1989</p> <p>BASS in Sociology & Social Welfare, Universidad de Puerto Rico, 1982</p>	<p>Metro Orlando Campus</p>
<p>Carmen Rivera</p>	<p>MA in Spanish, University of Central Florida FL, 1999</p> <p>BA in Secondary Education, Universidad Interamericana de Puerto Rico, 1977</p>	<p>Metro Orlando Campus</p>
<p>Carmen-Gloria Rodriguez,</p>	<p>MA Public Health Education; Universidad de Puerto Rico, Puerto Rico, 1975</p> <p>BS Biology & Sociology; Universidad Puerto Rico, Puerto Rico, 1973</p>	<p>South Florida Campus</p>
<p>Cecilia Méndez</p>	<p>Master of Education, ESOL, Universidad del Turabo, 2005</p> <p>BA in Prescholar Education, Universidad Didelista, Costa Rica, 1995</p>	<p>Metro Orlando Campus</p>
<p>César Irizarry</p>	<p>Dr. Chiropractic Life University College, Georgia 2001</p> <p>BS Biology University of Central Florida, Florida 1996</p>	<p>Metro Orlando Campus</p>

<p>Chalie Colón</p>	<p>MBA International Business Florida Metropolitan University Orlando, FL, 2006</p> <p>BBA Marketing and Management Universidad Interamericana de Puerto Rico, 1987</p>	<p>Metro Orlando Campus</p>
<p>Clelia Sallaberry</p>	<p>MA in Spanish, University of California, Irvine, CA, 2003</p> <p>BA in Spanish, University of California, Irvine, CA, 2000</p>	<p>Metro Orlando Campus</p>
<p>Cristina Camacho</p>	<p>M. Ed. TESOL Universidad del Turabo Orlando, FL, 2005</p> <p>BA in Psychology, Universidad de Puerto Rico, Cayey, Puerto Rico, 2001</p>	<p>Metro Orlando Campus</p>
<p>Cristina Valle</p>	<p>M.A. Human Resources University of Central Florida, FL, 2003</p> <p>B.A. in Psychology University of Central Florida 2000</p>	<p>Metro Orlando Campus</p>
<p>Dalia M. Gil</p>	<p>Ph. D, Automated Management Information System, Habana Polytechnic Institute, Habana, Cuba, 1989</p> <p>BS in Automated Management Information System Engineering, Habana Polytechnic Institute, Habana, Cuba, 1982</p>	<p>Metro Orlando Campus</p>
<p>Dally Ríos</p>	<p>Ph. D.. Clinical Psychology, Universidad Carlos Albizu, Puerto Rico, 2006</p> <p>MA Psychology Universidad Carlos Albizu, Puerto Rico, 2003</p> <p>MA Counseling University of Phoenix, Puerto Rico 1998</p>	<p>Metro Orlando Campus</p>

David J. Salme	MS Math Education; Nova Southeastern University 2006 BBA; Universidad Tecnológica Equinoccial, Ecuador, 1997	South Florida Campus
David Slutz	Master of Education Curriculum Instruction: Reading Grand Canyon University, 2008 BA Foreign Language: English Universidad del Atlántico, 2000	South Florida Campus
Denismar Medina	MBA in Health Care Management, University of Phoenix, FL, 2003 BS in Physical Therapy, Universidad de Puerto Rico, Puerto Rico, 1990	Metro Orlando Campus
Eduardo Chaparro	Master in Corporate Environmental Planning & Eco Audits, Instituto de Investigaciones Ecológicas, Spain, 1998 MS in Geology, Boston College, Brighton, MA, 1974 BS in Geosciences, University of Hawaii, HA, 1971 Certificate in Chemistry & Biology, Universidad Jorge Tadeo Lozano, Colombia, 1968	Metro Orlando Campus
Edward Cornejo	MP History and Philosophy, The City University of New York, NY 2006 MA Counseling; Manhattan College, NY, 1991 BA Psychology and Philosophy; Cathedral College, 1987	South Florida Campus

<p>Edwin González</p>	<p>Ed. D. Curriculum and Instruction in Bilingual Education, The Pennsylvania State University, 1994</p> <p>Master in Education University of Phoenix, Puerto Rico, 1990</p> <p>BA English Secondary Education, Universidad de Puerto Rico, P.R. Cayey, 1992</p>	<p>Metro Orlando Campus</p>
<p>Edwin Rivera</p>	<p>MBA Accounting Sistema Universitario Ana G. Méndez, FL, 2008</p> <p>BA Business Administration Major in Accounting, Universidad del Sagrado Corazón, 1980</p>	<p>Metro Orlando Campus</p>
<p>Elio E. Del Cañal</p>	<p>MA Mathematics Rhode Island College, 1973</p> <p>BA Mathematics Providence College, 1969</p>	<p>South Florida Campus</p>
<p>Elizabeth Vázquez Aquino</p>	<p>MA Education/ESOL University of Phoenix, Puerto Rico, 1998</p> <p>BA Elementary Education Universidad de Puerto Rico, Arecibo, Puerto Rico, 1997</p>	<p>South Florida Campus</p>
<p>Elvin Ayala</p>	<p>MA in Physical Education Universidad Interamericana de Puerto Rico, 2001</p> <p>BA in Sports Technology, Universidad Interamericana de Puerto Rico, 1989</p> <p>BS in Military Management, Universidad Interamericana, Puerto Rico, 1989</p>	<p>Metro Orlando Campus</p>
<p>Ely Melchor</p>	<p>MBA Technology Management; American Intercontinental University, FL, 2004</p> <p>BA Chemical Engineering, Universidad Metropolitana, Venezuela, 1982</p>	<p>South Florida Campus</p>

<p>Enid Rosa</p>	<p>MA Counseling Webster University, 1996</p> <p>BA French and Literature Columbia University, 1977</p>	<p>Metro Orlando Campus</p>
<p>Eric Kawano</p>	<p>MBA Business Administration Nova Southeastern University 1989</p> <p>BS Finance Universidad Santa Maria La Antigua, Panamá, 1983</p>	<p>South Florida Campus</p>
<p>Evelinda Camacho</p>	<p>Master of Science in Nursing, University of Phoenix, 2006</p> <p>BA of Science in Nursing, Florida Southern College, Lakeland, FL, 2004</p> <p>Associate Degree in Nursing, Universidad de Puerto Rico, Recinto de Humacao, Puerto Rico, 1977</p>	<p>Metro Orlando Campus</p>
<p>Evelyn Mieles Otero</p>	<p>M.A. Educational Leadership NOVA Southeastern University, Florida, 2000</p> <p>B.A. Elementary Education Universidad Interamericana de Puerto Rico, Puerto Rico, 1983</p>	<p>Metro Orlando Campus</p>
<p>Fabio A. Naranjo</p>	<p>MA Social Science Admin. University of Chicago, IL, 1987</p> <p>BA Political Science; Northeastern Illinois University, IL 1985</p>	<p>South Florida Campus</p>
<p>Félix Godínez</p>	<p>JD, Case Western Reserve University, School of Law Cleveland, OH, 2000</p> <p>MA in Latin American Studies University of Oxford, UK, 1998</p> <p>BA Magna Cum Laude, Political Science, Drew University, NJ 1995</p>	<p>South Florida Campus</p>

<p>Félix Mangual</p>	<p>MS in Criminal Justice University of Central Florida, Orlando, FL, 2004</p> <p>BA Sociology Universidad Interamericana de Puerto Rico, San Germán, Puerto Rico, 1977</p>	<p>Metro Orlando Campus</p>
<p>Fernando López</p>	<p>MS Spanish Language Education, Nova Southeastern University, 2006</p> <p>BA Spanish, Universidad de La Habana, Cuba, 1982</p>	<p>South Florida Campus</p>
<p>Fernando Santiago</p>	<p>MA ESOL, Universidad del Turabo, Puerto Rico, 2005</p> <p>BA in Education Universidad del Turabo, Puerto Rico, 1992</p> <p>AS in Bilingual Education, Modesto Junior College, Modesto, CA, 1990</p>	<p>Metro Orlando Campus</p>
<p>Fernando Wilches</p>	<p>MS in Management System Analysis, Kean University, NJ, 1994</p> <p>BS in Computer Science, Trenton State University, NJ, 1982</p>	<p>Metro Orlando Campus</p>
<p>Fidel Távara</p>	<p>MA in Instructional Leadership & Bilingual Assessment, University of Illinois, IL, 2002</p> <p>BA in Foreign Language Teaching, Universidad Nacional Pedro Ruiz Gallo, Perú, 1994</p>	<p>Metro Orlando Campus</p>
<p>Flor Andreani</p>	<p>Ph. D. Social Sciences Universidad Central de Venezuela, 1997</p> <p>MS Social Sciences Universidad Central de Venezuela, 1973</p> <p>BS Sociology Universidad Central de Venezuela, 1971</p>	<p>South Florida Campus</p>

<p>Frances Echevarría</p>	<p>Ph. D. Educational Leadership NOVA Southeastern University 2003</p> <p>Master in Education Psychology New York University, 1996</p> <p>BA Psychology University of Albany, 1993</p>	<p>Metro Orlando Campus</p>
<p>Francesco Furnari</p>	<p>Master in Business Administration, Hartford University, 1994</p> <p>BA Mechanical Engineer Universidad Simón Bolívar, 1992</p>	<p>South Florida Campus</p>
<p>Francis Viamontes</p>	<p>JD, University of Miami School of Law, 2002</p> <p>Bachelor in Busines Administration Major in Marketing, 1998</p>	<p>South Florida Campus</p>
<p>Georgette Paul-Zin</p>	<p>ED.S. Educational Leadership, Nova Southeastern University, 2006</p> <p>M.A. of Science, Nova Southeastern University, 2005</p> <p>B.S. Business Administration, Nova Southeastern University, 2003</p>	<p>Metro Orlando Campus</p>
<p>Graciela Squillaro-Truffa</p>	<p>MA in Spanish, University of Central Florida, FL, 2000</p> <p>Licentiate of Science in Hospitality Management, Universidad de Morón, Argentina, 1982</p>	<p>Metro Orlando Campus</p>
<p>Grisselle Vidal-Corujo</p>	<p>MA in Spanish, Universidad de Puerto Rico, Puerto Rico, 1981</p> <p>BA in Hispanic Studies, Universidad de Puerto Rico, Puerto Rico, 1973</p>	<p>Metro Orlando Campus</p>

Gustavo Díaz	MA Applied Mathematics, MA Industrial Engineering, The Pennsylvania State University 1985 BS Industrial Engineering 1978 BS Chemical Engineering 1976	South Florida Campus
Harold Chittenden	MA Organizational Management University of Phoenix, 2006 BA Labor Relations Universidad de Puerto Rico, Puerto Rico, 1982	Metro Orlando Campus
Héctor Abraham	MBA International Business Florida Metropolitan University, Florida, 2007 BA - Human Resources, Universidad de Puerto Rico, Puerto Rico, 2004	Metro Orlando Campus
Héctor López	MA in Economics, University of Puerto Rico, Puerto Rico, 1983 BS in Industrial Engineering, Universidad Politécnica de Puerto Rico, 1988 BA in Economics, Universidad de Puerto Rico, 1979	Metro Orlando Campus
Heriberto García	MS International Relations, Troy University, AL, 1990 BA International Relations, Boston University, MA, 1981	South Florida Campus
Hinda Elman	MS Chemical Engineering Universidad Central de Venezuela, 1993 BS Chemical Engineering Universidad Simón Bolívar, Venezuela, 1978	South Florida Campus
Idalí Medina	M.Ed. International and Overseas Administration & Supervision, The College of New Jersey, 2003 BA English Linguistics/Education Universidad de Puerto Rico, 1982	South Florida Campus

Irma Zender	<p>MS Educational Technology, National University of California, 2003</p> <p>BA Business Administration, Escuela de Administración, Finanzas y Tecnología, Colombia, 1979</p>	South Florida Campus
Irving R. Corrales	<p>MBA International Business Mercer University, 1981</p> <p>BS Computer Science/Engineering Universidad Simón Bolívar, 1978</p>	South Florida Campus
Isaack Kravetz	<p>Ph. D. Medicine, Universidad Nacional Autónoma de Mexico, 1983</p> <p>MBA Global Management, Phoenix University, 2004</p>	South Florida Campus
Iván Rivera	<p>Juris Doctor, New York Law School, NY, 1968</p> <p>MA in Political Sciences, Fordham University, NY, 1972</p> <p>BBA in Economics, Baruch College, NY, 1962</p>	Metro Orlando Campus
Ivelisse Guardiola	<p>MA Mass Communications Public Relations, University of Florida, FL, 2004</p> <p>Bachelor of Arts, Major in Psychology, second concentration in Marketing, Universidad de Puerto Rico, Puerto Rico, 2003</p>	Metro Orlando Campus
Ivette Bóssolo	<p>Juris Doctor Florida State University, Tallahassee, FL, 2005</p> <p>BBA Human Resources, Marketing, Universidad de Puerto Rico, Puerto Rico, 2001</p>	Metro Orlando Campus
Jacob Skelton	<p>MA Linguistics Florida Atlantic University, 2006</p> <p>BA English, University of Florida, 2001</p>	South Florida Campus

Jacqueline Carrero	MS Special Education, Long Island University, NY, 1994 BA Special Education, Queens College, NY, 1991	South Florida Campus
Jasmín Suárez	MA in Counseling Universidad de Puerto Rico, 1987 BA in Human Welfare, Universidad de Puerto Rico, 1983	Metro Orlando Campus
Jennifer Kelly	MS Education/Exceptional Student Education/Reading, Miami, Florida, 2007 BS in Pre-K Primary Education with ESOL Endorsement, Barry University, FL, 2004	South Florida Campus
Jesús Martí	Juris Doctor, School of Law, Universidad Interamericana de Puerto Rico, 1982 BA in Pshycology, Universdad de Puerto Rico, 1979	Metro Orlando Campus
Jimmy Soto	Juris Doctor, Universidad Católica de Puerto Rico, Ponce, Puerto Rico, 1984 BBA in Accounting Universidad de Puerto Rico, Cayey, Puerto Rico, 1979	Metro Orlando Campus
Johanna Jackson	ED.S Curriculum and Instruction, Universidad Interamericana, Puerto Rico, 2003 MA Criminal Justice, Universidad Interamericana de Puerto Rico, 1997 BA Criminology University of South Florida, Florida, 1995	Metro Orlando Campus
Johannys Irizarry	M.B.A. Universidad Metropolitana, Aguadilla, Puerto Rico, 2003 B.A. Human Resources Management, Universidad de Puerto Rico, 2001	Metro Orlando Campus

<p>José Alvarez</p>	<p>MBA in Marketing, University of Phoenix, Puerto Rico, 1998</p> <p>BS in Biology, Universidad Interamericana de Puerto Rico, 1994</p>	<p>Metro Orlando Campus</p>
<p>José Calcaño</p>	<p>MS Statistics, Iowa State University, 1983</p> <p>BBA in Accounting, Universidad Interamericana de Puerto Rico, 1980</p>	<p>Metro Orlando Campus</p>
<p>José Carrasquel</p>	<p>Ph. D. Romance Linguistics, University of Washington, 1995</p> <p>MA Romance Languages, University of Oregon, 1990</p> <p>BS Computer Science and Mathematics, University of Oregon, 1988</p>	<p>South Florida Campus</p>
<p>José Capote Cobián</p>	<p>MS Mathematics Education, Nova Southeastern University, 2006</p> <p>BS Chemical Engineering, University of Habana</p>	<p>South Florida Campus</p>
<p>José Echegaray</p>	<p>MS Public Health, Universidad de Puerto Rico, 1994</p> <p>BS Biology, Universidad de Puerto Rico, 1981</p>	<p>South Florida Campus</p>
<p>José R. Ortega</p>	<p>Ph. D. Economics, Institute of Economics, Lithuania, 1987</p> <p>MS Mathematics, Nova Southeastern University, 2006</p> <p>U.S. Degrees of BA in Economics; Universidad Central de Las Villas, Cuba, 1978</p>	<p>South Florida Campus</p>
<p>José Penso</p>	<p>Master in Media and Communication Management, Webster University, FL, 2006</p> <p>BBA Universidad Autonomía, Barranquilla, Colombia, 1999</p>	<p>South Florida Campus</p>

<p>José Pérez- Valentín</p>	<p>MA. in Education TESOL Universidad del Turabo, Orlando, FL, 2006</p> <p>B.A. Elementary Education Universidad Interamericana de Puerto Rico, 1994</p>	<p>Metro Orlando Campus</p>
<p>José C. Vilasuso</p>	<p>MS Information Technology, Capella University, Minneapolis, MN, 2007</p> <p>BS Computer Information Systems, Jones College, Jacksonville, FL</p>	<p>South Florida Campus</p>
<p>Josefina Henricy</p>	<p>Master in Education in Administration and Supervision of Schools, Universidad Interamericana de Puerto Rico, 2000</p> <p>B.A. Elementary Education, Universidad Interamericana de Puerto Rico, 1993</p>	<p>Metro Orlando Campus</p>
<p>Joslyn Hernández</p>	<p>MBA in Management Information Systems, Universidad del Sagrado Corazón, Santurce, Puerto Rico, 2002</p> <p>BBA in Computer Information System, Universidad de Puerto Rico, Mayagüez, Puerto Rico, 1993</p>	<p>Metro Orlando Campus</p>
<p>Juan Carlos Arias</p>	<p>JD, Stetson University College of Law, FL, 1995</p> <p>BS Political Science, Dickinson College, PA, 1993</p>	<p>South Florida Campus</p>

Juanita Pérez	<p>Master of Science in Education, University of Bridgeport, 1979</p> <p>B.A. of Science in Secondary Education, Pontificia Universidad Católica de Puerto Rico, Ponce, 1971</p>	Metro Orlando Campus
Judith Cancel	<p>Ph.D. Bilingual & Bicultural Studies, University of Connecticut, 1987</p> <p>MA in Education Curriculum & Administration, University of Connecticut, 1982</p> <p>BA in Educational Studies, Universidad de Puerto Rico, 1973</p>	Metro Orlando Campus
Julie Carrión	<p>MS Psychology, Marriage and Family Therapy, Carlos Albizu University, FL, 2003</p> <p>BA Interpersonal & Group Communications, Trinity International University, 2001</p>	South Florida Campus
Karina Ledesma	<p>MS Management Information Systems, University of Central Florida, FL, 2004</p> <p>Computer Science Engineer, Universidad Femenina del Sagrado Corazón, Perú, 1993</p>	Metro Orlando Campus
Katia Nuñez	<p>MA Library & Information Sciences, University of South Florida, 2008</p> <p>BA Spanish Literature, Florida International University, 2004</p>	South Florida Campus
Kelly E. Pérez	<p>M.S. TESOL, Nova Southeastern University, 2002</p> <p>B.A. Education, Universidad Interamericana de Puerto Rico, 1995</p>	Metro Orlando Campus

<p>Lee Newball</p>	<p>Master of Science in Nursing, University of Phoenix, 2006</p> <p>BS Administration, Universidad Interamericana de Puerto Rico, 1990</p> <p>Associate Degree in Nursing, Valencia Community College, 2000</p>	<p>Metro Orlando Campus</p>
<p>Kneele Bisram</p>	<p>MA Latin American and Caribbean Studies International Relations, Florida International University, 2007</p> <p>BS International Business, Florida Metropolitan University, 1999</p> <p>BA French, Spanish and Portuguese, University of the West Indies, 1996</p>	<p>South Florida Campus</p>
<p>Kety López</p>	<p>MS Counselor Education University of Florida, 2006</p> <p>BS Psychology, Florida International University, 2003</p>	<p>South Florida Campus</p>
<p>Lázara Ramirez</p>	<p>Ph.D. Education, Nova Southeastern University, 2008</p> <p>MS TESOL, Nova Southeastern University, 2005</p> <p>MS Educational Leadership, 2009</p> <p>BA Elementary Education, Saint Thomas University, 2003</p>	<p>South Florida Campus</p>
<p>Leonel Wise</p>	<p>Master in Business Administration, Kaplan University, 2008</p> <p>BA Management, Florida Atlantic University, 2003</p>	<p>South Florida Campus</p>
<p>Lillian J. Panagiotópoulos</p>	<p>M Ed. Curriculum & Instruction, University of Florida, 1982</p> <p>BS TESOL, Universidad Pedagógica, Venezuela, 1976</p>	<p>South Florida Campus</p>

<p>Lilibets Luna</p>	<p>MA TESOL, Univeridad del Turabo, Puerto Rico, 2003</p> <p>BA ESL, Universidad Interamericana de Puerto Rico, 1997</p>	<p>Metro Orlando Campus</p>
<p>Limarys Mercado</p>	<p>MA Global Management, University of Phoenix, Florida, 2007</p> <p>BS Hotel and Restaurant Administration, Universidad de Puerto Rico, Puerto Rico, 1999</p>	<p>Metro Orlando Campus</p>
<p>Lisette Bedú</p>	<p>MBA, Management and Marketing, Jacksonville University, FL, 1983</p> <p>BS in Business Administration Universidad de Mayagüez, Puerto Rico, 1981</p>	<p>South Florida Campus</p>
<p>Lorine Guzmán</p>	<p>MA in Administration and Supervision, Mercy College, New York, 2004</p> <p>M. Ed. Guidance and Counseling, College of New Rochelle, New York, 1996</p> <p>BA in Sociology Education, Lehman College, New York, 1992</p>	<p>Metro Orlando Campus</p>
<p>Lucette Cardona</p>	<p>Juris Doctor, Universidad Interamericana de Puerto Rico, School of Law, 2005</p> <p>MA Public Relations, Michigan State University, MI, 1996</p> <p>BA Communications Advertising, Universidad del Sagrado Corazón, Puerto Rico, 1993</p>	<p>Metro Orlando Campus</p>

<p>Lucía Aloyo</p>	<p>M.ED Guidance and Counseling, Sistema Universitario Ana G. Méndez, Florida, 2007</p> <p>MA Rehabilitation Counseling, Universidad de Puerto Rico, Puerto Rico, 1993</p> <p>BA Social Sciences, Social Work, Universidad de Puerto Rico, 1986</p>	<p>Metro Orlando Campus</p>
<p>Luis A. Burgos</p>	<p>Ed.D in Educational Administration, Universidad Interamericana de Puerto Rico, 1996</p> <p>MBA in Industrial & Interpersonal Relations, Universidad Interamericana de Puerto Rico, 1983</p> <p>BBA in Human Resources, Universidad Interamericana de Puerto Rico, 1978</p>	<p>Metro Orlando Campus</p>
<p>Luis D. Ramírez</p>	<p>MBA Business Admin.; University of South Carolina, SC 1993</p> <p>Mechanical Engineer, Universidad Simón Bolívar, Venezuela, 1980</p>	<p>South Florida Campus</p>
<p>Luis E. Morales</p>	<p>MA Curriculum and Instruction, University of Texas, 1985</p> <p>BA Education, Universidad Católica Andrés Bello, Caracas, Venezuela, 1978</p> <p>BS in Military Sciences, Escuela de Formación de Oficiales de la Guardia Nacional, 1969</p>	<p>South Florida Campus</p>
<p>Luis R. Morales</p>	<p>MS Computing in Open Information, Universidad Interamericana, Puerto Rico, 2006</p> <p>BS Computer Science, Universidad de Puerto Rico, Puerto Rico, 2003</p>	<p>South Florida Campus</p>

<p>Luis E. Ramos-Roque</p>	<p>Doctor in Medicine, Universidad de Puerto Rico, 1986 BS in Chemistry, Universidad de Puerto Rico, 1982</p>	<p>Metro Orlando Campus</p>
<p>Luis Hernández</p>	<p>MA International Business, Florida International University, FL, 2003 BA Economics and Business, University of Zulia, Venezuela, 1993</p>	<p>South Florida Campus</p>
<p>Luis Martínez</p>	<p>MBA Universidad Metropolitana, Metro Orlando Campus, FL, 2007 BA in Communications, Universidad del Sagrado Corazón, Puerto Rico, 1999</p>	<p>Metro Orlando Campus</p>
<p>Luis R. Pastrana</p>	<p>Juris Doctor, Universidad de Puerto Rico, School of Law, Puerto Rico, 1986 MBA in Industrial & Interpersonal Relations, Universidad Interamericana de Puerto Rico, 1978 BBA in Management, Universidad de Puerto Rico, 1958</p>	<p>Metro Orlando Campus</p>
<p>Luz Fonseca</p>	<p>MS in Computer Information Systems, St. Mary's University, San Antonio Texas, 1994 BS in Natural Sciences, Mathematics, Universidad de Puerto Rico, 1991</p>	<p>Metro Orlando Campus</p>
<p>Luz Mariella Sullivan</p>	<p>MA in Varying Exceptionalities, Nova Southeastern University, FL, 2001 BA in TESOL, Instituto Pedagógico Nacional Monterrico, Perú, 1986</p>	<p>Metro Orlando Campus</p>

<p>Lynette Caballero</p>	<p>MA in ESOL, Universidad Interamericana de Puerto Rico, 1980</p> <p>BA in English, Universidad de Puerto Rico, Puerto Rico, 1973</p>	<p>Metro Orlando Campus</p>
<p>Magaly Pacheco</p>	<p>Ed. D. in Counseling & Guidance, Universidad Interamericana de Puerto Rico, 1994</p> <p>MA in Public Administration, Universidad de Puerto Rico, 1982</p> <p>BA in Social Work, Universidad de Puerto Rico, 1980</p>	<p>Metro Orlando Campus</p>
<p>Manuel J. Aragoes</p>	<p>MS Computer Information Systems, Nova Southeastern University, 2003</p> <p>BS in Mathematics and Computer Science, 2000</p>	<p>South Florida Campus</p>
<p>Manuel Christiansen</p>	<p>MBA Business Administration, Instituto de Estudios Superiores de Administración, Venezuela, 1988</p> <p>BS in Mechanical Engineering, Universidad Simón Bolívar, Venezuela, 1977</p>	<p>South Florida Campus</p>
<p>Manuel Laureano-Vega</p>	<p>Doctorate in Medicine Universidad Central del Este San Pedro, DR</p> <p>MS in Biology Universidad de Puerto Rico, 1981</p> <p>BS in Biology, University of Tampa, FL, 1978</p>	<p>South Florida Campus</p>

<p>Marcel Andino</p>	<p>Ph. D. Information Technology, Universidad de la Habana, Cuba, 1981</p> <p>MS Automatic Control, Universidad de la Habana, Cuba, 1974</p> <p>BS Industrial Engineering Universidad de la Habana, Cuba, 1967</p>	<p>South Florida Campus</p>
<p>Mareitssa Griggs</p>	<p>MS in ESOL, Nova Southeastern University, FL, 2004</p> <p>BA in History, Meredith College, NC, 1989</p>	<p>Metro Orlando Campus</p>
<p>Margarita David</p>	<p>MS Documents Management Systems, Universidad La Salle, Colombia, 1998</p> <p>BS in Library Science, Universidad La Salle, Colombia, 1989</p>	<p>Metro Orlando Campus</p>
<p>Margarita O'Ferral</p>	<p>MS in Urban Education, Chicago State University, IL, 1978</p> <p>BA in Secondary Education, Universidad de Puerto Rico, 1968</p>	<p>Metro Orlando Campus</p>
<p>María Arana</p>	<p>Ph.D. Psychology, Clinical Psychology, Carlos Albizu University, FL, 2007</p> <p>MS Mental Health Counseling, Carlos Albizu University, FL, 2003</p> <p>BA International Studies, Fairleigh Dickinson University, 1990</p>	<p>South Florida Campus</p>
<p>María Cecilia Cabal</p>	<p>MS Mass Communication / Spanish Language Journalism, Florida International University, FL, 2006</p> <p>BA Journalism & Mass Communication, Florida International University, FL 2004</p>	<p>South Florida Campus</p>

<p>María González</p>	<p>Doctorate in Humanities and Social Sciences, Family Therapy, Nova Southeastern, 1991</p> <p>MS Family Therapy, Saint Thomas University, 1985</p> <p>BS in Health Education, Boston Bouve College, MA, 1979</p>	<p>South Florida Campus</p>
<p>María C. Sevillano</p>	<p>Ed. D. Information Technology and Distance Learning, Nova Southeastern University, FL, 2006</p> <p>MBA Management and Marketing, Universidad del Turabo, Puerto Rico, 1987</p> <p>BS Management, Universidad del Sagrado Corazón, 1982</p>	<p>South Florida Campus</p>
<p>María E. Tudela</p>	<p>MS Spanish Language Education, Nova Southeastern University, 2008</p> <p>BA Psychology, Carlos Albizu University, 2006</p>	<p>South Florida Campus</p>
<p>María Hernández</p>	<p>MS Foreign Language Education /Spanish, Nova Southeastern University, FL, 2004</p> <p>BS Elementary Education, Florida International University, 1990</p>	<p>South Florida Campus</p>
<p>María L. Valcourt-Rodriguez</p>	<p>Ph. D. Clinical Psychology, Universidad Carlos Albizu, Puerto Rico, 2003</p> <p>MS Clinical Psychology, Universidad Carlos Albizu, Puerto Rico 2001</p> <p>BS Psychology, Universidad de Puerto Rico, 1998</p>	<p>South Florida Campus</p>
<p>María M. Báez-Reyes</p>	<p>Ph. D. Psychology, Universidad de Puerto Rico, 2005</p> <p>MA Academic and Research Psychology, Universidad de Puerto Rico, 2002</p> <p>BA Psychology; Universidad de Puerto Rico, 1999</p>	<p>Metro Orlando Campus</p>

Marianela Nuñez	MS Social Work, Columbia University, 1993 BA Social Work, Manhattanville College, NY, 1990	South Florida Campus
María Renee Dávila	MBA Marketing, American Intercontinental University, 2007 Master in Business Administration, Universidad del Valle, 2002	South Florida Campus
María Vázquez	MBA in Material Management and Production Control, Universidad del Turabo, Puerto Rico, 2000 MBA in Business, Pontificia Universidad Católica, Puerto Rico, 1987 BBA in Accounting and Finance, Universidad de Puerto Rico, Puerto Rico, 1976	Metro Orlando Campus
Maricelly Alomar	MA in Guidance and Counseling, Universidad Interamericana de Puerto Rico, 1992 BA in Secondary Education/ Sciences, Universidad de Puerto Rico, 1990	Metro Orlando Campus
Marta González	MA in Administration and Supervision, University of Phoenix, FL, 1990 BA in Elementary Education, Universidad Central de Bayamón, Puerto Rico, 1998	Metro Orlando Campus
Martha Rodriguez	Master in Social Work, Barry University, 2001 BA Psychology, Florida State University, 1993	South Florida Campus
Mauricio Cárdenas	MA Technology and Modernization/ International Studies, University of Denver, 1983 MA Latin American Studies, Ohio University, OH, 1982 BS Industrial Engineering, Universidad de Los Andes, Colombia, 1980	South Florida Campus

Michael McCarthy	Master in Business Administration, Instituto Central de Administración de Empresas, Nicaragua, 1977 BBA Accounting, Western New England College, MA 1971	South Florida Campus
Miguel Herrera	MA Social Work, Temple University, 2004 BA Psychology, Universidad de Puerto Rico, 1999	Metro Orlando Campus
Miguel A. Rivera	Ph.D. Accounting, Argosy University, Florida, 2007 MBA, Major in Finance, Universidad Interamericana de Puerto Rico, San Germán, Puerto Rico, 2000 BS Accounting, George University, Oregon, 1991 AD Industrial Engineering, Universidad de Puerto Rico, 1987	Metro Orlando Campus
Milagros Font	Master in Education TESOL, Florida International University, FL, 2001 MS Computer Education, Nova Southeastern University, FL, 1991 BA Elementary Education, Queens College, NY, 1979	South Florida Campus
Milagros Sisco	MS Educational Leadership, Universidad del Este, Metro Orlando Campus, 2006 BA in Elementary Education, Universidad del Turabo, Metro Orlando Campus, 2005	Metro Orlando Campus
Milka I. Colón	MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1996 BA in Tourism, Universidad del Sagrado Corazón, Puerto Rico, 1993	Metro Orlando Campus
Milton Rivera	MBA Sistema Universitario Ana G. Méndez, FL, 2008 BA Business Administration, University of Central Florida, 1996	Metro Orlando Campus

Mireya Pabón	M.Ed in ESOL, Universidad del Turabo, Orlando, FL, 2005 BA in Elementary Education, Universidad de Puerto Rico, Puerto Rico, 1989	Metro Orlando Campus
Moisés González	Master Engineering Management, Universidad Politécnica de Puerto Rico, 2001 Bachelor Science in Industrial Engineering, Universidad Politécnica de Puerto Rico, 1999	Metro Orlando Campus
Myra Vélez-Henley	MA English, University of Central Florida, Florida, 1993 BA English/Minor Education Universidad de Puerto Rico, Puerto Rico, 1975	Metro Orlando Campus
Nancy Arcelay Vargas	M. Ed. Instructional Technology, American Intercontinental University, 2004 MS Public Health, Universidad de Puerto Rico, 1994 BS Health Science Administration Universidad de Puerto Rico, 1991	South Florida Campus
Nancy Sharifi	MPA Public Administration University of Central Florida, Florida 1992 BA Organizational Communications, University of Central Florida, Florida 1983	Metro Orlando Campus
Nayda Nuñez	Dr. Chiropractor New York Chiropractic College, NY, 2007 BA Science, Universidad de Puerto Rico, 2003	Metro Orlando Campus
Nelson Placa	Master in Educational Leadership, Barry University, 2006 BA Major in Spanish, Minor in Bilingual Education, Western Illinois University, 1995	Metro Orlando Campus

<p>Nelson Torres</p>	<p>Ed. D. in Educational Leadership, UCF, 2006</p> <p>M.Ed. In Elementary Education, Marymount University, Virginia, 1993</p> <p>M.A. in Educational Psychology, Ball State University, Indiana, 1977</p> <p>M.B.A. in Logistics Management, Florida Institute of Technology, 1980</p>	<p>Metro Orlando Campus</p>
<p>Nereida A. Oliveras</p>	<p>Juris Doctor, Universidad Interamericana de Puerto Rico, 1998</p> <p>MA in Music, Roosevelt University, IL, 1980</p> <p>BA in Music, Indiana University, IN, 1978</p>	<p>Metro Orlando Campus</p>
<p>Noemí Rivera</p>	<p>M. A. E. Multilingual Services/ESOL Endorsement/Bilingual Education Florida State University, Tallahassee, FL</p> <p>BA Education, Universidad Interamericana de Puerto Rico</p>	<p>Metro Orlando Campus</p>
<p>Nora Colón</p>	<p>ED. S. in Bilingual and Bicultural Education, Seton Hall University, South Orange, New Jersey, 1997</p> <p>MA in Teaching, Curriculum and Learning Environment, Harvard University, 1991</p> <p>BA in Elementary Education, Universidad de Puerto Rico, Puerto Rico, 1988</p>	<p>Metro Orlando Campus</p>
<p>Norma I. Faría</p>	<p>MS Educational Technology National University, 2007</p> <p>BS Biology, Universidad Interamericana de Puerto Rico, 1988</p>	<p>Metro Orlando Campus</p>
<p>Norma Rivera</p>	<p>MA Guidance and Counseling Sistema Universitario Ana G. Méndez, 2008</p> <p>BA, Elementary Education, Universidad de Puerto Rico, 1976</p>	<p>Metro Orlando Campus</p>

Name	Academic Credentials, Institution Granting Degree and Date	Campus
Nuvia Abigantus	Master in Business Administration, University of Miami, FL, 2000 BA Marketing and Finance, University of Texas, TX, 1995	South Florida Campus
Nydelis Morales	Master in Business Administration, University of Phoenix, 2006 BA Organizational Management/ Finance, Warner College, 2004	Metro Orlando Campus
Odette Martínez	MA in Art Education, Universidad del Turabo, Puerto Rico, 2004 BA in Plastics Arts, Universidad de Puerto Rico, Puerto Rico, 2001	South Florida Campus
Olga Carballo	MS Mental Health Counseling, Nova Southeastern University, 2008 BS Exceptional Student Education, Barry University, 2000	South Florida Campus
Olga Vanessa Túa	MBA Human Resources, Universidad Metropolitana, Puerto Rico, 2003 BA Public Communication, Universidad de Puerto Rico, 2000	South Florida Campus
Omayra Rosario	MBA, Universidad Metropolitana, Orlando, FL, 2007 BA in Business Administration, Major in Accounting, Universidad de Puerto Rico, 1994	Metro Orlando Campus
Osmond Duffis-Sjogren	MA Linguistics, Northeastern Illinois University, 1984 BS Commerce/Accounting, De Paul University, 1983 BA English, Education and Philosophy, Universidad de Panama, 1973	South Florida Campus
Osvaldo Santana	MBA Human Resources, Universidad del Este, 2004 Bachelor in Business Administration, Accounting, Caribbean University	South Florida Campus

Otto Rodríguez	MS Agriculture Education, Oklahoma State University, 1988 BS Agronomy, University of Wisconsin, 1985	South Florida Campus
Pablo F. Andrade	MA in Economics, University of Central Florida, FL, 2000 BA in Economics, Universidad de Cuenca, Ecuador, 1994	Metro Orlando Campus
Pablo Simón	MA History, University of Miami, FL, 2005 MSM Accounting, Florida International University, 1981 BA Accounting and Business Administration, Universidad Interamericana de Puerto Rico, 1979	South Florida Campus
Pedro R. Nieves	MBA University of Central Florida, FL, 2003 MS Mechanical Engineering, University of Central Florida, FL, 1998 BS Mechanical Engineering University of Central Florida, FL, 1996	Metro Orlando Campus
Pedro E. Nuñez	MBA Finance, University of Denver, CO, 1984 Systems Engineering Degree, Universidad Metropolitana Venezuela, 1979	South Florida Campus
Rafael Caballero	M. S. E. Guidance/Counseling, Brooklyn College, New York, 1993 BA Sociology, Minor in Psychology, Hunter College, New York, 1990	Metro Orlando Campus
Rafael García	M.B.A. of Human Resources Management, Florida Metropolitan University, 2005 B.A. of Arts University of NY, Math and Science, 1994	Metro Orlando Campus

<p>Ramón Rondón</p>	<p>M. B. A, Saint Thomas University, FL, 2003</p> <p>BS Electrical Engineering, Universidad Rafael Urdaneta, Venezuela, 1985</p>	<p>South Florida Campus</p>
<p>Rebecca Millán</p>	<p>Ph. D. in Christian Counseling, Doxa International University, 1996</p> <p>MA in School Counseling, University of Phoenix, 2000</p> <p>Bachelor of Arts, Universidad de Puerto Rico, Puerto Rico, 1989</p>	<p>Metro Orlando Campus</p>
<p>Ricardo Castro</p>	<p>MBA in Marketing, University of Phoenix, Puerto Rico, 2001</p> <p>BBA in Management, Universidad de Puerto Rico, Puerto Rico, 1978</p>	<p>Metro Orlando Campus</p>
<p>Ricardo Ortolaza</p>	<p>Ed.D in Curriculum and Instruction, Argosy University, FL, 2005</p> <p>Educational Specialist in Curriculum and Instruction Argosy University, FL 2005</p> <p>MA in ESL Secondary Education Universidad Católica de Puerto Rico, 2000</p> <p>BA in Secondary Education in ESL Universidad Católica de Puerto Rico, 1997</p>	<p>Metro Orlando Campus</p>
<p>Ricardo Zaurín</p>	<p>MS in Information Management Universidad de Oriente, Venezuela, 1994</p> <p>Civil Engineer, Universidad de Oriente, Venezuela, 1985</p>	<p>Metro Orlando Campus</p>
<p>Richard Flores</p>	<p>MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1995</p> <p>BS in Natural Sciences/ Mathematics, Universidad de Puerto Rico, 1988</p>	<p>Metro Orlando Campus</p>

<p>Rita Hernández</p>	<p>MS in Nursing , Universidad de Puerto Rico, 1997</p> <p>BS in Nursing, Universidad de Puerto Rico, 1988</p> <p>AD in Nursing, Universidad de Puerto Rico, 1980</p>	<p>Metro Orlando Campus</p>
<p>Roberto Rivera</p>	<p>MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1989</p> <p>BA in Mathematics, Universidad de Puerto Rico, 1975</p>	<p>Metro Orlando Campus</p>
<p>Rosa Arjona</p>	<p>MS Criminal Justice, Florida International University, 2006</p>	<p>South Florida Campus</p>
<p>Rosario Rivera</p>	<p>MA in TESOL, Adelphi University, N.Y., 1996</p> <p>MA in Bilingual, Bicultural Education, University of Phoenix, Puerto Rico, 1990</p> <p>BBA in Accounting and Economics, Universidad Interamericana de Puerto Rico, 1984</p>	<p>Metro Orlando Campus</p>
<p>Roxana Arias</p>	<p>MA in Counseling & Psychology, Troy State University, FL, 2003</p> <p>BA in Education & Health, University of Central Florida, 2002</p>	<p>Metro Orlando Campus</p>
<p>Saidi Porta</p>	<p>MBA Finance, Nova Southeastern University, 2004</p>	<p>South Florida Campus</p>
<p>Samuel Torres</p>	<p>M. D.-Ph. D. Consejería Pastoral, Christian Mizpa University, 2006</p> <p>MA Christian Counseling, Christian Mizpa University, 2002</p>	<p>Metro Orlando Campus</p>
<p>Sandra N. Ríos</p>	<p>Master in Education, Administration and Supervision, Universidad Católica de Puerto Rico, 1986</p> <p>BA in Nursing, Universidad Católica de Puerto Rico, 1980</p>	<p>Metro Orlando Campus</p>

Sandra Martínez	MA in Curriculum and Instruction, National Louis University, FL, 2003 BA in Education, Universidad del Turabo, Puerto Rico, 1981	Metro Orlando Campus
Santiago Buxeda	Master in Business Administration, University of Phoenix, 2007 BA Marketing, Universidad de Puerto Rico, 1994	Metro Orlando Campus
Sara Castro	Doctorate in Theological Studies, Vision International University, California, Kissimmee, 2007 MS Educational Leadership Universidad del Este, Florida, 2006 BA Elementary Education Caribbean University, Puerto Rico, 1980	Metro Orlando Campus
Sara Lugo	M.A. Business Administration, University of Phoenix, Florida, 2005 B.A. Business Administration, Universidad Católica de Puerto Rico, 1998	Metro Orlando Campus
Silquia Vélez	MBA in Human Resources, Universidad del Turabo, Puerto Rico, 1997 BS in Secretarial Sciences, Universidad del Turabo, Puerto Rico, 1984	Metro Orlando Campus
Silvia Sauve	MS in Finance, Universidad Santa Maria, Venezuela, 2002 BS Electronic Engineering, Metropolitan State College Denver, Colorado, 1985	South Florida Campus
Somáliz Dávila	MA in Education, Major in Guidance and Counseling, Pontificia Universidad Católica, Puerto Rico, 2002 BA in Education, Primary Education, Pontificia Universidad Católica de Puerto Rico, Puerto Rico, 1999	Metro Orlando Campus

<p>Sonia Báez-Hernández</p>	<p>ABD, Cultural Studies, European Graduate School, 2004</p> <p>MS Fine Arts, The School of The Art, Institute of Chicago, 1998</p> <p>MS Sociology, University of California, 1992</p> <p>BA Social Sciences, Universidad de Puerto Rico, 1983</p>	<p>South Florida Campus</p>
<p>Sonia Troche</p>	<p>Ph. D. Industrial Psychology, Universidad Católica de Puerto Rico, 2009</p> <p>MS Education- Guidance and Counseling, Universidad Católica, Puerto Rico, 1996</p> <p>BA Social Work, Universidad Católica, Puerto Rico, 1992</p>	<p>South Florida Campus</p>
<p>Steven López</p>	<p>MBA Business Administration, New Hampshire College, NH, 1996</p> <p>BS Accounting, New Hampshire College, NH, 1994</p>	<p>South Florida Campus</p>
<p>Sylvia M. Pabón</p>	<p>M. Ed ESOL, Universidad del Turabo, Orlando, FL, 2005</p> <p>Bachelor in Secretarial Sciences, Universidad de Puerto Rico, Puerto Rico, 1988</p>	<p>Metro Orlando Campus</p>
<p>Sylvia T. Cáceres</p>	<p>Ph. D. in Educational Organization, University of Buffalo, NY, 1997</p> <p>MBA in Interpersonal Relations and Marketing, Universidad Interamericana de Puerto Rico, 1976</p> <p>BA in Social Sciences, Universidad de Puerto Rico, Puerto Rico, 1966</p>	<p>Metro Orlando Campus</p>
<p>Syndia Nazario</p>	<p>MS Child and Youth Care Administration, Nova Southeastern University, 2001</p> <p>BA Psychology, Universidad de Puerto Rico, 1989</p>	<p>South Florida Campus</p>

Tatiana Parker Ramos	<p>Ph. D. Social Communication Universidad de la Laguna, Spain, 1999</p> <p>BS Social Communication, Universidad Católica Andrés Bello, Venezuela, 1989</p>	South Florida Campus
Tere Rodríguez-Báez	<p>MA in Bilingual and Special Education, Governor's State University, IL, 1986</p> <p>Bachelor in Elementary Education, Special Education, Loyola University, Chicago, IL, 1983</p>	Metro Orlando Campus
Teresa Di Serio	<p>MA Communication, Saint Thomas University, 2009</p> <p>BA in Teaching Spanish and Latin, Universidad Centro de Altos Estudios en Ciencias Exactas, Argentina, 2001</p>	South Florida Campus
Víctor Santiago	<p>M. Ed in Computer Engineering, Widener University, PA, 1998</p> <p>BS in Computer Sciences, Universidad Interamericana de Puerto Rico, 1987</p>	Metro Orlando Campus
Vielka Quintero	<p>MBA Management, Kaplan University, 2008</p> <p>BS Computers/ Statistics 1990</p>	South Florida Campus
Vilma Meléndez	<p>MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1994</p> <p>BA in Spanish, Universidad Metropolitana, Puerto Rico, 1990</p>	Metro Orlando Campus
William Torres	<p>MA Education/Mathematics Curriculum, University of Phoenix, Puerto Rico, 1997</p> <p>BA Education/Mathematics, Universidad de Puerto Rico, Puerto Rico 1994</p>	Metro Orlando Campus
Yaremis López	<p>Executive Masters of Taxation, Florida International University, 2006</p> <p>BA Accounting, Florida International University 2003</p>	South Florida Campus

Physical Facilities

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

The South Florida Campus is located at 3520 Enterprise Way, Miramar, Florida. The Campus has 12 classrooms, one computer lab, one language lab, a library, administration offices, a conference room, in addition to a student and faculty lounge. Parking space is available for students and the administration.

The Tampa Bay Campus is located at 3655 West Waters Ave. Tampa, Florida. The Campus has 6 classrooms, 1 language lab, a 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 address: 5601 South Semoran Blvd, Suite # 55, Orlando, FL 32822

Mailing address: P. O. Box 574988, Orlando, FL 32857-4998

Phone: 1-888-ESTUDIA / 407-207-3363

Fax: 407-207-3373

Website: www.suagm.edu/florida

South Florida Campus

Physical address: 3520 Enterprise Way, Miramar, Florida

Mailing Address: 3520 Enterprise Way, Miramar, Florida 33025

Mailing address: PO Box 27-8740, Miramar, FL 33027-8740

Phone: 1-888-ESTUDIA / (954) 885-5595

Fax: (954) 885-5861

Website: www.suagm.edu/florida

Tampa Bay Campus

Physical address: 3655 West Waters Ave. Tampa, Florida

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

Phone: 1-888-ESTUDIA

Website: www.suagm.edu/florida

**SISTEMA UNIVERSITARIO ANA G MENDEZ
 METRO ORLANDO, SOUTH FLORIDA AND TAMPA BAY CAMPUSES**

**ACADEMIC CALENDAR
 FIRST SEMESTER 201101**

ACTIVITIES	E02	E03	E04	E05	E06
	AUGUST 29 TO OCTOBER 2, 2010	OCTOBER 3 TO NOVEMBER 6, 2010	NOVEMBER 7 TO DECEMBER 18, 2010	AUGUST 29 TO OCTOBER 23, 2010	OCTOBER 24 TO DECEMBER 18, 2010
Last Day for Registration	August 27, 2010	October 1, 2010	November 5, 2010	August 27, 2010	October 22, 2010
Classes Begin	August 29, 2010	October 3, 2010	November 7, 2010	August 29, 2010	October 24, 2010
Drop/Add Process ("DC" y "AW")	Before August 29, 2010	Before October 3, 2010	Before November 7, 2010	Before August 29, 2010	Before October 24, 2010
Withdrawal with partial return (12% "WP")	August 29 to August 31, 2010	October 3 to October 5, 2010	November 7 to November 9, 2010	August 29 to August 31, 2010	October 24 to October 26, 2010
Last day to request graduation for students who complete requirements on December 2010	October 30, 2010	October 30, 2010	October 30, 2010	October 30, 2010	October 30, 2010
Last day for Students to Remove Incompletes and/or Grade Change Request from 201002, 201003 & 201000	September 29, 2010	September 29, 2010	September 29, 2010	September 29, 2010	September 29, 2010
Last Day for Facilitators to Remove Incompletes and/or Grades Changes	October 4, 2010	October 4, 2010	October 4, 2010	October 4, 2010	October 4, 2010
THANKSGIVING HOLIDAY/ THANKSGIVING BREAK*	-----	-----	November 21 to 27, 2010	-----	November 25, 2010
Attendance Rosters and No official Reports to Facilitators (NA)	September 12 to 18, 2010	October 17 to 23, 2010	November 28 to December 4, 2010	September 12 to 18, 2010	November 28 to December 4, 2010

ACTIVITIES	E02 AUGUST 29 TO OCTOBER 2, 2010	E03 OCTOBER 3 TO NOVEMBER 6, 2010	E04 NOVEMBER 7 TO DECEMBER 18, 2010	E05 AUGUST 30 TO OCTOBER 24, 2010	E06 OCTOBER 25 TO DECEMBER 19, 2010
Attendance Rosters Due at Registrar's Office	September 21, 2010	October 26, 2010	December 7, 2010	September 21, 2010	December 7, 2010
Last day for students to claim courses reported as Not Attending "NA"	September 25, 2010	October 30, 2010	December 11, 2010	September 25, 2010	December 11, 2010
Last day for: Partial Withdrawal ("W") Total Withdrawal ("WT")	October 2, 2010	November 6, 2010	December 18, 2010	October 23, 2010	December 18, 2010
Last Week of Classes	September 26 to October 2, 2010	October 31 to November 6, 2010	December 12 to December 18, 2010	October 17 to October 23, 2010	December 12 to December 18, 2010
Grade Rosters to Facilitators	September 24, 2010	October 29, 2010	December 10, 2010	October 15, 2010	December 10, 2010
Grades due in Web for Faculty and Grade Rosters at Registrar's Office	October 5, 2010	November 9, 2010	December 20, 2010	October 26, 2010	December 20, 2010

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

**Thanksgiving Week Recess only apply for five weeks sessions*

SISTEMA UNIVERSITARIO ANA G MENDEZ
METRO ORLANDO, SOUTH FLORIDA AND TAMPA BAY CAMPUSES

ACADEMIC CALENDAR
SECOND SEMESTER 201102

ACTIVITIES	E02	E03	E04	E08	E09
	JANUARY 23 TO FEBRUARY 26, 2011	FEBRUARY 27 TO APRIL 2, 2011	APRIL 3 TO MAY 14, 2011	JANUARY 16 TO MARCH 12, 2011	MARCH 13 TO MAY 7, 2011
Last Day for Registration	January 21, 2011	February 25, 2011	April 1, 2011	January 14, 2011	March 11, 2011
Classes Begin	January 23, 2011	February 27, 2011	April 3, 2011	January 16, 2011	March 13, 2011
Drop/Add Process ("DC" y "AW")	Before January 23, 2011	Before February 27, 2011	Before April 3, 2011	Before January 16, 2011	Before March 13, 2011
Withdrawal with partial return (12% "WP")	January 23 to 25, 2011	February 27 to March 1, 2011	April 3 to 5, 2011	January 16 to 18, 2011	March 13 to 15, 2011
Last day to request graduation for students who complete requirements on May 2011	February 26, 2011	February 26, 2011	February 26, 2011	February 26, 2011	February 26, 2011
Last day for Students to Remove Incompletes and/or Grade Change Request from 201101	February 23, 2011	February 23, 2011	February 23, 2011	February 23, 2011	February 23, 2011
Last Day for Facilitators to Remove Incompletes and/or Grades Changes	February 26, 2011	February 26, 2011	February 26, 2011	February 26, 2011	February 26, 2011
Holy Week Recess*	-----	-----	April 17 to 23, 2011	-----	-----

ACTIVITIES	E02 JANUARY 23 TO FEBRUARY 26, 2011	E03 FEBRUARY 27 TO APRIL 2, 2011	E04 APRIL 3 TO MAY 14, 2011	E08 JANUARY 16 TO MARCH 12, 2011	E09 MARCH 13 TO MAY 7, 2011
Attendance Rosters and No official Reports to Facilitators (NA)	February 6 to 12, 2011	March 13-19, 2011	April 24 to 30, 2011	February 6 to 12, 2011	April 3 to 9, 2011
Attendance Rosters Due at Registrar's Office	February 15, 2011	March 22, 2011	April 24, 2011	February 15, 2011	April 12, 2011
Last day for students to claim courses reported as Not Attending "NA"	February 19, 2011	March 26, 2011	May 7, 2011	February 19, 2011	April 16, 2011
Last day for: Partial Withdrawal ("W") Total Withdrawal ("WE")	February 26, 2011	April 2, 2011	May 14, 2011	March 12, 2011	May 7, 2011
Last Week of Classes	February 20 to 26, 2011	March 27 to April 2, 2011	May 8 to 14, 2011	March 6 to 12, 2011	May 1 to 7, 2011
Grade Rosters to Facilitators	February 18, 2011	March 25, 2011	May 6, 2011	March 4, 2011	April 29, 2011
Grades due in Web for Faculty and Grade Rosters at Registrar's Office	March 1, 2011	April 5, 2011	May 17, 2011	March 15, 2011	May 10, 2011

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

****Holy Week Recess only apply for five weeks sessions***

SISTEMA UNIVERSITARIO ANA G MENDEZ
METRO ORLANDO, SOUTH FLORIDA AND TAMPA BAY CAMPUSES

ACADEMIC CALENDAR
SUMMER SEMESTER 201103-201200

ACTIVITIES	E02	E03	E04	E08	E09
	MAY 15 TO JUNE 18, 2011	JUNE 19 TO JULY 23, 2011	JULY 24 TO AUGUST 27, 2011	MAY 8 TO JULY 2, 2011	JULY 3 TO AUGUST 27, 2011
Last Day for Registration	May 13, 2011	June 17, 2011	July 22, 2011	May 6, 2011	July 1, 2011
Classes Begin	May 15, 2011	June 19, 2011	July 24, 2011	May 8, 2011	July 3, 2011
Drop/Add Process ("DC" or "AW")	Before May 15, 2011	Before June 19, 2011	Before July 24, 2011	Before May 8, 2011	Before July 3, 2011
Withdrawal with partial return (12% "WP" or "WT")	May 15 to 17, 2011	June 19 to 21, 2011	July 24 to 26, 2011	May 8 to 10, 2011	July 3 to 5, 2011
Last day to request graduation for students who complete requirements during Summer 2011	July 2, 2011	July 2, 2011	July 2, 2011	July 2, 2011	July 2, 2011
Official Attendance Rosters to Facilitators (NA)	May 29 to June 4, 2011	July 3 to July 9, 2011	August 7 to August 13, 2011	May 29 to June 4, 2011	July 24 to July 30, 2011

ACTIVITIES	PT E02	PT E03	PT E04	E08	E09
	MAY 15 TO JUNE 18, 2011	JUNE 19 TO JULY 23, 2011	JULY 24 TO AUGUST 27, 2011	MAY 8 TO JULY 2, 2011	JULY 3 TO AUGUST 27, 2011
Attendance Rosters Due at Registrar's Office	June 7, 2011	July 12, 2011	August 16, 2011	June 7, 2011	August 2, 2011
Last day for students to claim courses reported as Not Attending "NA"	June 11, 2011	July 16, 2011	August 20, 2011	June 11, 2011	August 6, 2011
Last day for: Partial Withdrawal ("W") Total Withdrawal ("WE")	June 18, 2011	July 23, 2011	August 27, 2011	July 2, 2011	August 27, 2011
Last Week of Classes	June 12 to 18, 2011	July 17 to 23, 2011	August 21 to 27, 2011	June 26 to July 2, 2011	August 21 to 27, 2011
Grade Rosters to Facilitators	June 10, 2011	July 15, 2011	August 19, 2011	June 24, 2011	August 19, 2011
Grades due in Web for Faculty and Grade Rosters at Registrar's Office	June 21, 2011	July 26, 2011	August 30, 2011	July 5, 2011	August 30, 2011

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

STUDENTS ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

ADMISSIONS

Undergraduate General Admission

General Requirements for Admission

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

Applicants that do not meet one or more of the above-mentioned requirements are provided the option to apply for admission and be interviewed by the Campus Director. The Director will determine if the applicant can be admitted in the regular accelerated format programs as a conditioned admission or if the student can participate in a bridge program designed specifically to help the applicant acquire the needed skills to enroll in the regular accelerated program.

Admissions Process – all Applicants are required to:

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

Every applicant to the SUAGM institutions in the State of 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:

- transcript 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 noted on the previous page to the authorized institutional officer. The officer shall examine the document (s) to corroborate, in his best judgment, that it is original and has no visible alterations. If the applicant cannot leave the original document for his admission's record, the officer will make a copy and certify with his initials that it is a copy from the original.

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

1. The applicant demonstrates that he/she has no reasonable access to appropriate documentation.
2. The applicant presents a notarized declaration in which the applicant certifies that he meets the requirement of prior studies.
3. The applicant takes the Ability to Benefit (ATB) test approved by the *Secretary of Education* or takes the *Wonderlic Personnel Test and Scholastic Level Exam (SLE)* in the applicant's native language and obtains the minimum score established.
4. The applicant must also complete an interview with the Campus Director to evaluate compliance with the previous requirements (Graduate Studies).
5. The applicant participates in an admission interview (Graduate Studies and Bridge Program).
6. The applicant takes the placement tests in English, Spanish, and Mathematics. (Students who graduated from their bachelor's degree at any of the SUAGM Florida Campuses 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 23 years of age or older.
2. The applicant must provide evidence for 3 years of work experience.
3. The applicant must have a bachelor's degree with a minimum of 2.75 GPA or 2.75 in the last 60 credits.

4. The applicant must submit 3 recommendation letters (Students who have bachelor's degree from any of the SUAGM Florida campuses will be exempt from this requirement).
5. The applicant must participate in the admission interview.

Admissions Process – all Applicants are required to:

1. Attend an orientation session where the structure, policies, and procedures of the programs offered are discussed.
2. Submit an admissions application.
3. Submit an official academic transcript from the university where the bachelor's degree was awarded.
4. Submit 3 recommendation letters from your employer or supervisor. 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 Registrar, Associate Registrar, Director of Integrated Services, Integrated Services Officer and/or Student and Registrar Services Coordinator, as applicable to the campus, for specific requirements that the chosen program may have. Students must attend the orientation session.

The Accelerated Studies Program Course Format

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

At the South Florida Campus, classes meet once a week for four hours Monday through Friday, morning sessions from 8:30am – 12:30pm, and evening sessions from 6:00pm - 10:00pm. On Saturday, the classes are from 8:30am - 12:30pm and 1:30pm – 5:30pm and on Sunday from 1:30pm – 5:30pm. A total of 9 five-week sessions and 5 eight-week sessions are offered throughout the academic year. The students will be required a minimum of 10 hours of individual or team work

outside the classroom per week. The courses meet four (4) hours weekly for five (5) or eight (8) weeks.

At the Tampa Bay Campus, classes meet once a week for four hours Monday through Friday, morning sessions from 8:30am – 12:30pm, and evening sessions from 6:00pm - 10:00pm. On Saturday, classes are from 8:30am - 12:30pm and 1:30pm – 5:30pm and on Sunday from 1:30pm – 5:30pm. A total of 9 five-week sessions and 5 eight-week sessions are offered throughout the academic year. The students will be required a minimum of 10 hours of individual or teamwork outside the classroom per week. The courses meet four (4) hours weekly for five (5) or eight (8) weeks.

The Bridge Program Course Format

The Bridge Program is offered in semester courses that are scheduled in eight (8) week sessions. At the Metro Orlando Campus, classes meet once a week for four hours Monday through Friday, morning sessions from 8:30am – 12:30pm, and evening sessions from 6:00pm - 10:00pm. On Saturday, classes are from 8:00am - 12:00pm and 1:00pm – 5:00pm. At the South Florida Campus, classes meet once a week for four hours Monday through Friday, morning sessions from 8:30am – 12:30pm, and evening sessions from 6:00pm - 10:00pm. On Saturday, the classes are from 8:30am - 12:30pm and 1:30pm – 5:30pm. Five 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. At the Tampa Bay Campus, the program follows a similar time schedule. All students enrolled in this program will take 24 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 6 credits of English, 6 credits of Spanish, 6 credits of Social Sciences, 3 credits of History and 3 credits of Introduction to University Life.

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 format. **Students are expected to have basic knowledge of English and Spanish to enroll.** All students will be tested for placement in the appropriate level of English and Spanish courses required for the degrees. Students are also given a math placement test. Applicants who do not demonstrate basic knowledge in English or Spanish 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.

These competencies achieved are divided into four skill areas:

Conceptual Skills:

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

Language Skills:

1. Spelling & Grammar
2. Translates
3. Summarizes Information
4. Use of Varied Vocabulary
5. Technical Jargon
6. Reads & Understands

Communication Skills:

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

Interpersonal Skills:

1. Teamwork, cooperative/collaborative
2. Interpersonal Interaction

Appeals of Admission Decisions

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

Transfer Students from Other Programs or Universities

Requirements

1. Students from other fully accredited universities may be admitted if they fulfill the following requirements:
 - a. Have completed twelve (24) attempted credits or its equivalent from an accredited institution of postsecondary education. Twelve (12) of those credits must be with a “C” or above to be admitted as a transfer student.
 - b. Must be 23 years of age or older.
 - c. Provide evidence of at least 3 years of work experience.
 - d. Attend an orientation session in order to apply to the 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. Submit one (1) official transcript with the Admissions Application.
 - h. Transfer credits will be considered attempted credits and will not be considered for the calculation of the retention index.

Residency Requirements

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

Validation of Transfer Credit for Courses

1. Validating transfer credits assumes that the student was admitted to the university as a transfer student.
2. The validation will take into consideration each of the classes approved and their equivalency with a corresponding subject offered at the University.

3. Undergraduate courses approved with a grade or equivalent of “C” or higher at the other institution will be considered for transfer credit. Nevertheless, students admitted to the Graduate Programs, must comply with the specific requirements of each of the programs.
4. The maximum amount of credits that can be accepted will be in accordance with the institution’s Academic Norms, Regulations, and Procedures.
5. The Registrar, Associate Registrar or the Student and Registrar Services Coordinator, as applicable, will establish equivalencies for the courses, consulting with the faculty specialized in the area and using the transferring institution’s catalog and official course description as a base.
6. The Office of the Registrar, Associate Registrar or Student and Registrar Services Coordinator, as applicable to the Campus, will inform the student of the courses officially accepted for transfer.

Foreign Students

1. All requirements for admission, readmission, and transfer will apply to foreign students.
2. Admission for foreign students will be subject to the immigration laws and regulations in effect.
3. Universidad del Turabo at the Metro Orlando Campus and the South Florida 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.
4. Appropriate authorizations will be obtained for foreign born students at the Tampa Bay Campus.

Readmission

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

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

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

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, Spanish, and Mathematics 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 and/or math 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 or in math skills and must enroll in a full-immersion language or math 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 for its courses. This model provides for the development of English and Spanish language skills while equally exposing all students to the general education and professional content in both languages. The model seeks to develop students who can function professionally in both English and Spanish.

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

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

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

Language Support

A Language Lab that provides students with the means to improve their proficiency in their second language and the first language in order to reach the desired level of bilingualism is available and is required for all students. The Language Lab seeks to offer the preparatory courses for students who do not meet the language requirements to enroll in a degree granting program based on the language placement test scores. Various rigorous and challenging software programs are used. Tutoring services are also available in both English and Spanish for all students.

REGISTRATION

Registration Validity

1. The Campus Director, in collaboration with the Registrar, Associate Registrar or the Student, and Registrar Services Coordinator, 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 **Challenge Examination Option**
 - a. The student must obtain related documents from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty and Curriculum for initial screening before referring them to a subject academic specialist for final analysis.
 - b. Upon approval, the student will be notified for the corresponding payment to be made. The Director of Faculty and Curriculum and/or its representative will issue a permit for the exam and provide an examination study guide to the student.
 - c. The student will take the examination on the advertised date.
 - d. A certified faculty member with expertise in the area of the exam will grade the examination and award the correspondent grade based on the test results. Appropriate documentation will be submitted to the Registrar, Associate Registrar or the Student and Registrar Services Coordinator.
3. For the **Portfolio Option**
 - a. The student must obtain the related documentation from the Integrated Services Office or the Students and Registrar Services Coordinator. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty and Curriculum for initial screening before referring them to a subject academic specialist for final analysis.
 - b. After recommendation from the advisor, the students register for EXPL101, a one-credit course that prepares students for the preparation of portfolios according to standards.
 - c. Once the course is completed, the student will register for portfolio evaluation and make the corresponding payment.
 - d. The portfolio will be presented to the Director of Faculty and Curriculum, who will submit it for evaluation and awarding of credit to a certified faculty member in the area of expertise. If applicable, the faculty member will award a grade of “P” for the course.
 - e. Appropriate documentation will be submitted to the Registrar, Associate Registrar or the Student and Registrar Services Coordinator.

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

Transferability of Institutional Credits

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

PROGRAM CHANGES, WITHDRAWALS, AND SPECIAL PERMITS

Reclassification of Program or Major

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

Withdrawals

1. To apply for a partial or total withdrawal, students will submit the application to the Office of Integrated Services or Registrar at the Metro Orlando Campus, Associate Registrar at the South Florida Campus or the Student and Registrar Services Coordinator in the Tampa Bay Campus 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 Handbook.

Special Permits

1. Students will have the opportunity to take courses at other accredited university institutions, if the courses are not offered at the Institution and are required to continue course work in subsequent semesters.
2. To apply for a special permit, the student will submit the corresponding application form to the Office of Integrated Services or Registrar at the Metro Orlando Campus, Associate Registrar at the South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus, as applicable.
3. Students requiring special permits will receive the recommendation from the Director of Faculty and Curriculum, before submitting the authorization form to the Office of Integrated Services at the Metro Orlando Campus, the Integrated Services Office at the South Florida Campus or the Office of the Student and Registrar Services Coordinator at Tampa Bay Campus, 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 Director of Faculty and Curriculum or Campus Director.

Class Attendance

Admission to the classroom

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

Compulsory Attendance

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

EVALUATION OF STUDENT'S ACADEMIC ACHIEVEMENT

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:

A	(90 – 100)	-	4.00	excellent
B	(80 – 89)	-	3.00	good
C	(70 – 79)	-	2.00	satisfactory
D	(60 – 69)	-	1.00	deficient
F	(0 – 59)	-	0.00	failure (no grade credit)

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 Office of the Registrar
I	=	Incomplete
IP	=	Incomplete in progress
P	=	Passed course that does not affect the GPA
NP	=	Not passed
NR	=	Grade not reported
*	=	Repeated course
WN	=	Administrative withdrawal. Student registered but did not attend classes on the first day, (no grade points)
WA	=	Administrative withdrawal. The Vice Chancellor of Student Affairs approves a student withdrawal due to certain reasons.
T	=	Transfer course

A minimum average of "**C**" is required for all degrees.

A course with a "**W**" indicates a withdrawal from a course with the approval of the professor, or the Dean of the School or the Program Coordinator, and the official final approval of the Registrar.

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

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

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

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

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

Changes, Grade Objections, and Additions

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

1. In the event of a student grade objection, the student is obligated to present the objection at the Office of Integrated Services Office or Registrar at Metro Orlando Campus, the Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus, 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 Director of Faculty and Curriculum any request for a grade change or addition, within a period of time not to exceed one term since the grade was given. The proper form will be provided. The Director of Faculty and Curriculum of the Campus will submit the form to the Registrar, Associate Registrar, or Students and Registrar Services Coordinator, 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 Director of Faculty and Curriculum at the campus.

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

Incompletes:

Conditions

1. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if he or she has a minimum of partial grades.
2. The final exam will be offered or the final work will be accepted only for students who have the opportunity of obtaining a minimum final grade of "D".
3. It will be the student's responsibility to make the necessary arrangements with the Professor and the Director of Faculty and Curriculum of each campus to determine how to take the exam or turn in the final work and remove the Incomplete.
4. The Incomplete (I) may be removed if the student completes the work required in the academic session within (1) one academic semester of the first day of class of the following session and according to the dates established in the academic calendar.
5. If a student who has received an Incomplete in one or more courses does not achieve academic progress once the Incomplete is removed, according to institutional policies, financial aid will be reinstated, only if it is within the dates established by the Federal Government for assigning aid.

Responsibility of Professors

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

2. Upon completion of the term specified to complete the students' academic work, professors will have thirty (30) additional days to hand in the documents for removal of Incompletes to the Registrar's or Associate Registrar's Office where the Official Grade Register will be completed and final grades will be awarded.
3. When completing the Grade Register, the professors will specify the partial grades received by the students. In those cases where the student did not complete the academic work during the established period, the Registrar's or Associate Registrar or Students and Registrar Services Coordinator, 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 Director of Faculty and Curriculum and the practice supervisor.
6. No student will repeat a specified course until he or she has received a grade for it.
7. Repeated courses will be considered to determine the student's academic progress.

Independent study

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

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

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

ACADEMIC PROGRESS

Academic Status of the Students

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

Grade Point Average (GPA)

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

Retention Index

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

Accumulated Credits Required and Retention Index

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

Probation

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

Suspensions

1. Students whose cumulative GPA is lower than the retention index and who have not approved the percentage of required credits after ending their probation period, will be suspended from the Institution for the term of one year.
2. The Institution will not accept any courses, diplomas or degrees conferred on a student by another institution during the time he or she was suspended.
3. Students who, upon completing their suspension, are interested in being readmitted will be subject to the requirements for readmission.
4. Those students who discontinued their studies while on probation will be identified as students on probation when applying for readmission.
5. Readmitted students, upon completing the period established for their first academic sanction, must be recommended by the Admissions Committee. The student will return to a second probation period for the next academic year. If upon completing this term the student has not reached the retention index required and the percentage of credits necessary, he or she will be suspended for a maximum of two years.
6. The Appeals Committee may approve an extraordinary probation period for an additional academic year, in the case: of a student who completes the graduation requirements in that academic year.

Appeals

Right to Appeal

1. The student has the right to appeal the institutional determination about his or her not having obtained satisfactory academic progress as defined, if there was a crisis situation that impeded complying with this norm.
2. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress:
 - a. an illness of the student or a dependent
 - b. an illness of the head of the household that created an economic crisis,
 - c. natural disasters, divorce of the parents/student
 - d. death of a parent, mother, spouse or child

- e. problems caused by an alteration in the family nucleus that in good judgment reasonably hindered the progress of the student

Appeals Committee

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

Applying for an Appeal

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

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

Reestablishing Financial Aid

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

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

GRADUATION REQUIREMENTS

Eligibility to Obtain an Academic Degree

1. Students must have approved the courses required for the degree as established by the Institution.
2. Students must have approved the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.
3. For master's degrees, students must complete the degree's Final Requirements.
4. Transfer students must meet residency requirements.

5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.
7. Have submitted an Application for Graduation to the Office of Integrated Services, Registrar at Metro Orlando Campus,, Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus 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 first semester or during summer may apply and obtain a certification of completion of graduation requirements from the Office of the Registrar at Metro Orlando Campus, Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus, 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 per Credit

The cost per credit is \$322.00 at the undergraduate level, and \$375.00 at the graduate level. The cost of credit awarded for prior learning is equal to 50% of the cost per credit. All costs per credit are subject to change.

Refund Policy

Any student who requests a total withdrawal of courses on or prior to 60% of the part of term registered will be reimbursed according to the following formula:

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

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

Partial Withdrawal: Course Drop/Add Period

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

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

Non - Attendance

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

Identifications

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

Copies of Credit Transcripts

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

Financial Aid

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

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

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

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

Grant-Scholarship Programs

Federal Pell Grant

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

Academic Competitiveness Grant (ACG)

This is a grant given to first and second year students who have completed a rigorous secondary school program.

Requisites

- be a U.S. citizen;
- be Federal Pell Grant eligible;
- be enrolled full-time in a degree program;
- be enrolled in the first or second academic year of a program of study at a two-year or four-year degree-granting institution;
- have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second year student);
- if a first-year student, not have been previously enrolled in an undergraduate program; and
- if a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale for the first academic year.

Maximum Amount:

The student can receive up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study. Note that the amount of the AC Grant, when combined with a Pell Grant, may not exceed the student's cost of attendance. In addition, if the number of eligible students is large enough that payment of the full grant amounts would exceed the program appropriation in any fiscal year, and then the amount of the grant to each eligible student may be ratably reduced.

How to Apply:

Complete and submit the Free Application for Federal Student Aid (FAFSA).

How to Determine Eligibility:

A student is eligible for an AC Grant if;

- the student completed one of his or her state's designated secondary school programs of study, as noted on the website; or
- the student has taken and passed the tests for at least two Advanced Placement (AP) or International Baccalaureate (IB) courses; or

- the student has completed a high school course of study with at least:
 - ✓ four years of high school English,
 - ✓ three years of high school math, including Algebra I and another higher level math course,
 - ✓ three years of high school science, which must include two years of biology, chemistry or physics,
 - ✓ three years of high school social studies, and
 - ✓ one year of high school foreign language.

Other Options:

Complete at least two advance placement courses with a score of 3 or 2 courses from an International Baccalaureate with a score of 4.00.

State of Florida Grants

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

- **Florida Bright Futures Scholarship Program** - Students must apply in their last year of high school.
- **Robert C. Byrd Honors Scholarship Program** - Students must apply in their last year of high school.
- **Scholarships for Children/Spouses of Deceased or Disabled Veterans** - Students must apply in their last year of high school, or the next year if they have never applied and are between the ages of 16 to 22.
- **Jose Marti Scholarship Challenge Grant** - Students must apply in their last year of high school.

To apply for these scholarships students must go to the Florida Department of Education web page - <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>, to print an application and submit it. Students qualifying for the scholarships will be notified by mail.

LOAN PROGRAMS:

Federal Direct Loan

Federal Direct Loans are offered at a variable interest rate, with a cap of 8.25%. For “Subsidized-Direct” the government pays the interest while student’s are in school; for “Unsubsidized Direct”

students are responsible for paying the interest while they are in school. If they choose not to pay the interest, it will accrue and be capitalized (added on the principle).

Federal Direct Parent Loan for Undergraduate Students (FDPLUS)

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

Work and Study Program

Federal Work-Study Program (FWSP)

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

Veterans

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

How to apply for Financial Aid

Financial Aid is awarded to applicants annually. Therefore, students must apply each year before class starts. The Financial Aid Application packets are available after January, at the Office of Students Financial Aids.

The student must submit the Free Application for Federal Student Financial Aid (FAFSA) or Renewal FAFSA to the U.S. Department of Education.

The amount of financial aid 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,
- demonstrate evidence of compliance with admission requirements related to prior academic experience and/or achievement detailed in Admissions process section above,
- be working toward a degree or certificate,
- be a U.S. citizen or eligible non citizen,

- have a valid Social Security Number,
- not owe a refund on a Federal Grant or be in default on a Federal Educational loan,
- be making Satisfactory Academic Progress,
- be registered with Selective Service (if required),
- be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment,
- not have received a Bachelor's Degree for Pell and FSEOG,
- provide documentation of any information requested by the Office of Admission and Financial Aid.

Important Note:

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

STUDENT AFFAIRS AND SERVICES

Student Services

The SUAGM: UT Metro Orlando, South Florida, and Tampa Bay campuses reflect the commitment of the System, its member institutions and the School for Professional Studies to student service. The service offered is characterized for being personalized and individualized, where the student and the program representative together go through the steps from admission to registration, according to the particular needs of each student. Due to the integration of the different student services into a one-stop student service model, students can process their admission; validate transfer credit for their courses; receive orientation and apply for financial aid; receive personalized academic advising; complete registration, and program planning and academic progress audits through an appointment

with the Student Integrated Services staff at the Metro Orlando and South Florida campuses, and the Students and Registrar Services Coordinator 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 System and its member institutions. The Director of Integrated Services, Financial Aid Staff, Registrar, Associate Registrar, the Student and Registrar Services Coordinator and Integrated Services Officers will be cross-trained to perform these services in an integrated manner. The Metro Orlando Campus has two full-time counselors, the South Florida Campus has a full time counselor, and the Tampa Bay Campus has a part-time counselor to meet the counseling and job placement needs of its students.

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

Monday through Thursday: 11:00 a.m. - 8:00 p.m.

Friday: 9:00 a.m. - 6:00 p.m.

Saturday: 8:30 a.m. - 5:00 p.m.

Academic Advising

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

Student Feedback and Complaints

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

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

Student Conduct and Disciplinary Actions

Disciplinary Regulations

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

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

Important Notice:

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student's Handbook from the Office of Integrated Services Office, Registrar at Metro Orlando Campus, Associate Registrar at South Florida Campus and the Student and Registrar Services Coordinator, at the Tampa Bay Campus signs a receipt for it, and commit himself to read and become familiar with the Handbook's contents and the Student's Regulations. These requirements cannot be waved or omitted under any circumstances.

GENERAL PROVISIONS

Course Numbering System

Course Numbers

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

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

The Course Prefix

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

ACCO – Accounting

BIOL – Biology

COIS, COMP – Computer Information System

COMS – Community Services

CRJU – Criminal Justice

ECON – Economy

EDUC - Education

ENGL – English

ENTR – Entrepreneurship

FINA – Finance

GEOG – Geography

HIST – History

HUMA – Humanities

HURM – Human Resources

INBU – International Business

INOP – Industrial Operations

INSC – Integrated Sciences

MANA – Management

MARK – Marketing

MATH – Mathematics

MSPA – Master in Public Administration

OTEM –Management of Office Technology

PADE – Personal and Academic Development

PHSC – Physical Science

POSC – Political Sciences

QUME – Quantitative Methods

QYLE – Quality of University Life

SCIE – Integrated Sciences

SOSC – Social Sciences

SPAN – Spanish

SPED – Special Education

STAT – Statistics

TESL – Teaching English as a Second Language

Separateness

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

Amendments

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

False information

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

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

Student's Responsibility

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

Institution's Responsibility

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

Reserved Rights

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

FERPA

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

Change of Name and/or Address

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

Section III

Programs of Study

Bachelor Degrees

Bachelor in Business Administration (BBA)

Major in Management

125 credits

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

PROGRAM DESCRIPTION:

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

PROGRAM OBJECTIVES:

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

PROGRAM OUTCOMES:

The students will be able to:

1. Establish and maintain a continuous development in technological use.
2. Promote changes in the management environment.
3. Work in managing positions in the private industry as well as in government agencies.
Develop portfolio.
4. Posses administrative and management theories knowledge.
5. Prepare managerial reports in English and Spanish.
6. Enroll in continuing education courses.
7. Communicate adequately in English & Spanish, both orally and in writing.

Curricular Sequence

	Credits
General Education Courses	51
Core/Professional Courses	47
Management Concentration Courses	18
Management Specialization Courses	9
Total	125

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: MANAGEMENT CREDENTIAL ISSUED: BACHELOR IN BUSINESS ADMINISTRATION (BBA) DEGREE REQUIREMENTS							
GENERAL EDUCATION COURSES (51 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O College Reading and Writing I	3			ENGL 116-O College Reading and Writing II	3		ENGL 115-O
ENGL 231-O Research and Writing	3		ENGL 115-O, ENGL 116-O	ENGL 331-O Public Speaking	3		ENGL 115-O, ENGL 116-O
SPAN 115-O Reading Writing, and the Oral Communication in Spanish I	3			SPAN 116-O Reading Writing, and the Oral Communication in Spanish II	3		SPAN 115-O
SPAN 250-O Techniques for Writing in Spanish	3		SPAN 115-O, SPAN 116-O	SPAN 255-O Spanish for Writing and Research	3		SPAN 115-O, SPAN 116-O SPAN 250-O
MATH 121-O Intermediate Algebra	3			MATH 199-O Quantitative Methods I	3		MATH 121-O
SOSC 228 Interpersonal Relations	3			POSC 373 Political Systems of the United States	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
COMP 110-O Introduction to Computer and Software	3						
CORE PROFESSIONAL COURSES (47 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
ACCO 111 Introduction to Accounting I	4			ACCO 112 Introduction to Accounting II	4		ACCO 111
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 199-0	STAT 202-O Administration Statistics II	3		STAT 201-O
ENTR 360 Entrepreneurship	3		COMP 110-O, MARK 133 MANA 210-O, FINA 202	FINA 202 Business Finance	3		ACCO 111, ACCO 112
MANA204-O Business Law and Professional Ethics	3			MANA 210-O Business Administration Theory	3		
MANA 230 Organizational Behavior	3		MANA 210-O	MARK 133 Marketing Principles	3		
MANA 340 Operations Management	3		STAT 201-0	INBU 350 International Business	3		
QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st term of enrollment.)	3						
MANAGEMENT CONCENTRATION COURSES (18 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
MANA 213 Human Resources Administration	3		MANA 210-O	MANA 316 Small Business Administration	3		ACCO 111, FINA 202 MANA 210-O, MARK 133
MANA 321 Supervision and Leadership	3		MANA 210-O	MANA 302-O Labor Legislation	3		MANA 213
MANA 401-O Business Strategies	3		STAT 201-0	MANA 450 Management Project	3		ACCO 111, FINA 202 MANA 210-O, MARK 133 (6) Specialization Credits
MANAGEMENT SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 CONCENTRATION CREDITS BEFORE INITIATING THE SPECILIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):							
HUMAN RESOURCES COURSES (9 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
HURM 400-O Safety and Health Occupation	3		MANA 210-O	HURM 412 Training and Development	3		MANA 210-O
MANA 404 Labor Relations	3		MANA 210-O, MANA 213	MANA 422-O Compensation Administration	3		MANA 213
ENTREPRENEURSHIP (9 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
ENTR 401 Entrepreneurial Opportunities	3		FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-O, ENTR 360, COMP 110-O	ENTR 402 Small and Midsize Business Design and Organizational Structure	3		FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-O, ENTR 360, COMP 110-O
ENTR 403 E-Commerce and Network Design	3		FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-O, ENTR 360, COMP 110-O	ENTR 404 Business Development in Biotechnology and Health Industry	3		
Total Number of Credits:	125						

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. If students qualify for Immersion Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language.

QYLE 110-O must be taken within the first term of enrollment. REVISED 2/2010

Bachelor in Business Administration (BBA)

Major in Marketing

125 credits

Offered at Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:

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

PROGRAM OBJECTIVES:

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

Curricular Sequence

	Credits
General Education Courses	51
Core/Professional Courses	47
Marketing Concentration Courses	18
Marketing Specialization Courses	9
TOTAL	125

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: MARKETING CREDENTIAL ISSUED: BACHELOR IN BUSINESS ADMINISTRATION (BBA) DEGREE REQUIREMENTS							
GENERAL EDUCATION COURSES (51 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O College Reading and Writing I	3			ENGL 116-O College Reading and Writing II	3		ENGL 115-O
ENGL 231-O Research and Writing	3		ENGL 115-O, ENGL 116-O	ENGL 331-O Public Speaking	3		ENGL 115-O, ENGL 116-O
SPAN 115-O Reading Writing, and the Oral Communication in Spanish I	3			SPAN 116-O Reading Writing, and the Oral Communication in Spanish II	3		SPAN 115-O
SPAN 250-O Techniques for Writing in Spanish	3		SPAN 115-O, SPAN 116-O	SPAN 255-O Spanish for Writing and Research	3		SPAN 115-O, SPAN 116-O SPAN 250-O
MATH 121-O Intermediate Algebra	3			MATH 199-0 Quantitative Methods I	3		MATH 121-O
SOSC 228 Interpersonal Relations	3			POSC 373 Political Systems of the United States	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
COMP 110-O Introduction to Computer and Software	3						
CORE/PROFESSIONAL COURSES (47 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
ACCO 111 Introduction to Accounting I	4			ACCO 112 Introduction to Accounting II	4		ACCO 111
ECON 121-0 Introduction to Economics: Microeconomics	3			ECON 122-0 Introduction to Economics: Macroeconomics	3		ECON 121-0
STAT 201-0 Administration Statistics I	3		MATH 199-0	STAT 202-0 Administration Statistics II	3		STAT 201-0
ENTR 360 Entrepreneurship	3		COMP 110-O, MARK 133 MANA 210-0, FINA 202	FINA 202 Business Finance	3		ACCO 111, ACCO 112
MANA 204-O Business Law and Professional Ethics	3			MANA 210-0 Business Administration Theory	3		
MANA 230 Organizational Behavior	3		MANA 210-0	MARK 133 Marketing Principles	3		
MANA 340 Operations Management	3		STAT 201-0	INBU 350 International Business	3		
QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1 st term of enrollment.)	3						
MARKETING CONCENTRATION COURSES (18 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
MARK 206 Consumer Behavior	3		MARK 133	MARK 301 Marketing Management	3		MARK 133
MARK 318-O Sales Management	3			MARK 320 Market Research	3		STAT 201-0, STAT 202-0
MARK 450-O Internship	3		MARK 133, MARK 301, MARK 320	MARK 455 Marketing Project	3		MARK 133, MARK 206, MARK 301, MARK 318- O, MARK 320
MARKETING SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 CONCENTRATION CREDITS BEFORE INITIATING THE SPECILIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):							
MARKETING AND COMMUNICATIONS CREDITS (9 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
MARK 402-O Marketing Integrated Communications	3			MARK 405 Public Relations	3		MARK 133
MARK 340 Media Planning	3		MARK 133				
INTERNATIONAL MARKETING (9 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
MARK 350 Distribution Channels	3		MARK 133	MARK 410 International Marketing	3		MARK 133
MARK 404 Negotiations	3		MARK 133				
Total Number of Credits: 125							

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. If students qualify for Immersion Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language.

QYLE 110-0 must be taken within the first term of enrollment.

REVISED 2/2010

Bachelor in Business Administration (BBA)

Major in Accounting

128 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.

Curricular Sequence	
----------------------------	--

	Credits
General Education Courses	51
Core/Professional Courses	47
Accounting Concentration Courses	21
Accounting Specialization Courses	9
TOTAL	128

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: ACCOUNTING CREDENTIAL ISSUED: BACHELOR IN BUSINESS ADMINISTRATION (BBA) DEGREE REQUIREMENTS							
GENERAL EDUCATION COURSES (51 CREDITS)							
COURSE	CR	UT-T	PR	COURSE	CR	UT-T	PR
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O College Reading and Writing I	3			ENGL 116-O College Reading and Writing II	3		ENGL 115-O
ENGL 231-O Research and Writing	3		ENGL 115-O ENGL 116-O	ENGL 331-O Public Speaking	3		ENGL 115-O ENGL 116-O
SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I	3			SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II	3		SPAN 115-O
SPAN 250-O Techniques for Writing in Spanish	3		SPAN 115-O SPAN 116-O	SPAN 255-O Spanish for Writing and Research	3		SPAN 115-O SPAN 116-O SPAN 250-O
MATH 121-O Intermediate Algebra	3			MATH 199-O Quantitative Methods I	3		MATH 121-O
SOSC 228 Interpersonal Relations	3			POSC 373 Political Systems of the United States	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
COMP 110-O Introduction to Computer and Software	3						
CORE PROFESSIONAL COURSES (47 CREDITS)							
COURSE	CR	UT-T	PR	COURSE	CR	UT-T	PR
ACCO 111 Introduction to Accounting I	4			ACCO 112 Introduction to Accounting II	4		ACCO 111
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 199-O	STAT 202-O Administration Statistics II	3		STAT 201-O
ENTR 360 Entrepreneurship	3		COMP 110-O, MARK 133 MANA 210-O, FINA 202	FINA 202 Business Finance	3		ACCO 111 ACCO 112
MANA 204-O Business Law and Professional Ethics	3			MANA 210-O Business Administration Theory	3		
MANA 230 Organizational Behavior	3		MANA 210-O	MARK 133 Marketing Principles	3		
MANA 340 Operations Management	3		STAT 201-O	INBU 350 International Business	3		
QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1 st term of enrollment.)	3						
ACCOUNTING CONCENTRATION COURSES (21 CREDITS)							
COURSE	CR	UT-T	PR	COURSE	CR	UT-T	PR
ACCO 301 Intermediate Accounting I	4		ACCO 112	ACCO 302 Intermediate Accounting II	4		ACCO 301
ACCO 303 Cost Accounting	4		ACCO 112, ACCO 302	ACCO 320 Federal Income Tax I	3		ACCO 302, ACCO 303
ACCO 304 Auditing	3		ACCO 302	ACCO 453 Accounting Project	3		ACCO 301, ACCO 302 ACCO 303, ACCO 304 3 SPECIALIZATION CREDITS
ACCOUNTING SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 CONCENTRATION CREDITS BEFORE INITIATING THE SPECILIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):							
AUDITING COURSES (9 CREDITS)							
COURSE	CR	UT-T	PR	COURSE	CR	UT-T	PR
ACCO 307-O Auditing II	3		ACCO 304	ACCO 310 Forensic Accounting	3		ACCO 307-O
ACCO 330 Corporate Accounting Government	3		ACCO 302	ACCO 340 EDP Auditing	3		ACCO 307-O
FINANCIAL ANALYSIS (9 CREDITS)							
ACCO 391 Cost Accounting II	3		ACCO 303	ACCO 395 Managerial Accounting I	3		ACCO 112
ACCO 396 Managerial Accounting II	3		ACCO 395	FINA 410 Corporate Finance	3		ACCO 302, FINA 202
Total Number of Credits:		128					

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. If students qualify for Immersion Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. QYLE 110-O must be taken within the first term of enrollment. REVISED 2/2010

Bachelor in Business Administration (BBA)

Major in Computerized Information Systems

126 credits

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

PROGRAM DESCRIPTION:

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

PROGRAM OBJECTIVES:

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

PROGRAM OUTCOMES:

The students will:

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

Curricular Sequence

	Credits
General Education Courses	51
Core/Professional Courses	47
CIS Concentration Courses	19
CIS Specialization Courses	9
TOTAL	126

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: COMPUTERIZED INFORMATION SYSTEMS CREDENTIAL ISSUED: BACHELOR IN BUSINESS ADMINISTRATION (BBA) DEGREE REQUIREMENTS							
GENERAL EDUCATION COURSES (51 CREDITS)							
COURSES	CR	UT-T	PR	COURSE	CR	UT-T	PR
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O College Reading and Writing I	3			ENGL 116-O College Reading and Writing II	3		ENGL 115-O
ENGL 231-O Research and Writing	3		ENGL 115-O ENGL 116-O	ENGL 331-O Public Speaking	3		ENGL 115-O ENGL 116-O
SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I	3			SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II	3		SPAN 115-O
SPAN 250-O Techniques for Writing in Spanish	3		SPAN 115-O SPAN 116-O	SPAN 255-O Spanish for Writing and Research	3		SPAN 115-O SPAN 116-O SPAN 250-O
MATH 121-O Intermediate Algebra	3			MATH 199-0 Quantitative Methods I	3		MATH 121-O
SOSC 228 Interpersonal Relations	3			POSC 373 Political Systems of the United States	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
COMP 110-O Introduction to Computer and Software	3						
CORE/PROFESSIONAL COURSES (47 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
ACCO 111 Introduction to Accounting I	4			ACCO 112 Introduction to Accounting II	4		ACCO 111
ECON 121-0 Introduction to Economics: Microeconomics	3			ECON 122-0 Introduction to Economics: Macroeconomics	3		ECON 121-0
STAT 201-0 Administration Statistics I	3		MATH 199-0	STAT 202-0 Administration Statistics II	3		STAT 201-0
ENTR 360 Entrepreneurship	3		COMP 110-O MARK 133 MANA 210-0 FINA 202	FINA 202 Business Finance	3		ACCO 111 ACCO 112
MANA 204-O Business Law and Professional Ethics	3			MANA 210-0 Business Administration Theory	3		
MANA 230 Organizational Behavior	3		MANA 210-0	MARK 133 Marketing Principles	3		
MANA 340 Operations Management	3		STAT 201-0	INBU 350 International Business	3		
QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1 st term of enrollment.)	3						
COMPUTERIZED INFORMATION SYSTEMS CONCENTRATION COURSES (19 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
COIS 102-O Logical Concepts and Problem Solving	3		COMP 110-O	COIS 240-O Object Oriented Programming	4		COMP 110-O
COIS 250 Systems Analysis and Design	3		COIS 102-O	COIS 360 Introduction to Telecommunications and Computer Networks	3		COMP 110-O
COIS 420-O Introduction to Databases and SQL Programming	3		COIS 240-O, COIS 250	COIS 450 Information Systems Development Project	3		All Courses
COMPUTERIZED INFORMATION SYSTEM SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 9 CONCENTRATION CREDITS BEFORE INITIATING THE SPECIALIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):							
Telecommunications and Computer Networks (9 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
COIS 432 Computer Network Design	3		COIS 360	COIS 433 Wireless Local Area Networks	3		COIS 360
COIS 434 Application Development for Mobile Devices	3		COIS 360	COIS 435-O Computer Network Administration and Data Communication	3		
E Commerce Technology (9 CREDITS)							
COURSES	CR	UT-T	PR	COURSES	CR	UT-T	PR
COIS 440 E-Commerce Methodology and Technology	3		COIS 250	COIS 441 E-Commerce Applications Development	3		
COIS 442 Portal Integration	3			COIS 443 E-Commerce Development	3		
Total Number of Credits 126							

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. If students qualify for Immersion Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. QYLE 110-O must be taken within the first term of enrollment. REVISED 02/2010

Bachelor in Business Administration (BBA)

Major in Office Technology Management

119 Credits

Offered at Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:

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

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

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

PROGRAM OBJECTIVES:

1. To meet the society's demand for human resources with skills in the management of office technology area.
2. To facilitate the student's integral development by providing learning experiences oriented towards the development of cognitive, affective and psychomotor skills, according to the description of the program of study.

Curricular Sequence

	Credits
General Education Courses	48
Core Professional Courses	44
Technology Management Concentration Courses	18
Technology Management Specialization Courses	9
TOTAL	119

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 (48 CREDITS)							
COURSES	CR	UT	PR	COURSES	CR	UT	PR
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O College Reading and Writing I	3			ENGL 116-O College Reading and Writing II	3		ENGL 115-O
ENGL 231-O Research and Writing	3		ENGL 115-O ENGL 116-O	ENGL 331-O Public Speaking	3		ENGL 115-O ENGL 116-O
SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I	3			SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II	3		SPAN 115-O
SPAN 250-O Techniques for Writing in Spanish	3		SPAN 115-O SPAN 116-O	SPAN 255-O Spanish for Writing and Research	3		SPAN 115-O SPAN 116-O SPAN 250-O
MATH 121-O Intermediate Algebra	3			MATH 199-0 Quantitative Methods I	3		MATH 121-O
SOSC 228 Interpersonal Relations	3			POSC 373 Political Systems of the United States	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
CORE/PROFESSIONAL COURSES (44 CREDITS)							
COURSES	CR	UT	PR	COURSES	CR	UT	PR
ACCO 111 Introduction to Accounting I	4			ACCO 112 Introduction to Accounting II	4		ACCO 111
ECON 121-0 Introduction to Economics: Microeconomics	3			ECON 122-0 Introduction to Economics: Macroeconomics	3		ECON 121-0
STAT 201-0 Administration Statistics I	3		MATH 199-0,	INBU 350 International Business	3		
ENTR 360 Entrepreneurship	3		COMP 110-O, MARK 133 MANA 210-0, FINA 202	FINA 202 Business Finance	3		ACCO 111, ACCO 112
MANA 204-O Business Law and Professional Ethics	3			MANA 210-0 Business Administration Theory	3		
MANA 230 Organizational Behavior	3		MANA 210-0	MARK 133 Marketing Principles	3		
OTEM 101 Introduction to office Technology Systems	3			QYLE 110-O Attitude Development and University Adaptation (Must be taken in 1 st term of enrollment.)	3		
TECHNOLOGY MANAGEMENT CONCENTRATION COURSES (18 CREDITS)							
COURSES	CR	UT	PR	COURSES	CR	UT	PR
OTEM 201 Information Technology	3		OTEM 101	OTEM 202-O End-User Productivity Programs	3		OTEM 201
OTEM 303 Introduction to Database Administration	3		OTEM 201	OTEM 310 Office Information Administration	3		
OTEM 404-O Office Systems Training and Development	3			OTEM 405 Integration of Applications	3		OTEM 202-O, OTEM 303
TECHNOLOGY MANAGEMENT SPECIALIZATION COURSES (THE STUDENTS MUST COMPLETE 1 CONCENTRATION CREDITS BEFORE INITIATING THE SPECILIZATION COURSES IN ONE OF THE FOLLOWING TWO AREAS):							
ELECTRONIC PUBLICATION (9 CREDITS)							
OTEM 401-O Electronic Publication	3		OTEM 202-O, OTEM 405	OTEM 402-O Network Electronic Document Publications	3		OTEM 202-O, OTEM 401-O
OTEM 410-O Final Project in Electronic Publications	3		OTEM 401-O, OTEM 402-O				
MANGEMENT FOR ELECTRONIC CONTENT(9 CREDITS)							
OTEM 415-O Strategic Content Management	3		OTEM 405	OTEM 416 Electronic Documents Management	3		OTEM 415-O
OTEM 420-O Final Project: Management of Electronic Content	3		OTEM 415-O, OTEM 416				
Total number of credits 119							

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. If students qualify for Immersion Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. QYLE 110-O must be taken within the first term of enrollment.

Bachelor of Arts in Education (BA)

Major in Elementary Education

131 Credits

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

PROGRAM DESCRIPTION:

The Bachelor in Education has three components: general education, professional education requirements, and major requirements. The program includes instruction in the subject matter content standards specified by the Education Standards Commission and the educator accomplished practices to meet Florida Requirements. Program graduates are required to demonstrate the Educator Accomplished Practices and Subject and Competences.

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

All education programs integrate coursework which leads to the ESOL endorsement (15 semester hours, or the equivalent, which thoroughly address the ESOL Performance Standards and the 5 ESOL areas specified in the certification rule for the ESOL endorsement).

It includes the practicum in teaching that lasts 10 weeks providing students with field experiences to demonstrate accomplished educator 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 as well as with the academic background to enhance their general professional competence and their teaching skills.

Courses and experiences include instruction, observation, and 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 25 ESOL Performance Standards set by the State of Florida. ESOL Performance Standards have been infused throughout the curriculum. Students must comply with state and local requirements or limitations to practice the profession. To be fully certified in the state of Florida all education students must achieve passing professional knowledge and subject area tests, as appropriate. Students must also demonstrate proficiency of the Educator Accomplished Practices at the professional level.

PROGRAM OBJECTIVES:

1. Understand the importance of the social and personal mission of the teaching profession.
2. Accept the changes that will lead to the broadening of their knowledge and experience as teachers and use that knowledge effectively in the teaching - learning process.
3. Analyze social, psychological and philosophical foundations of education.
4. Choose and effectively use resources and materials to improve their teaching methods.
5. Understand and use different educational strategies and techniques effectively.
6. Be exposed to a variety of experiences that will help them to develop the skills, attitudes and abilities in order to become change agents in the field of 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.

ESOL Endorsement: This program has been infused with the Florida 25 ESOL standards and students must take two stand alone courses (TESOL 222 and TESOL 223). This will allow students to have completed all ESOL endorsement requirements upon completion of their programs. Students must meet Florida requirements for certification.

Curricular Sequence

	Credits
General Education Courses	51
Core/Professional Courses	39
Elementary Education Concentration Courses	41
TOTAL	131

**SISTEMA UNIVERSITARIO ANA G. MENDEZ
 UNIVERSIDAD DEL TURABO
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: ELEMENTARY EDUCATION
 CREDENTIAL ISSUED: BACHELOR OF ARTS IN EDUCATION (BA)
 DEGREE REQUIREMENTS**

GENERAL EDUCATION COURSES (51 CREDITS)

COURSES	CR	UT-T	PRE-REQ	COURSES	CR	UT-T	PRE-REQ
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O College Reading and Writing I	3			ENGL 116-O College Reading and Writing II	3		ENGL 115-O
ENGL 231-O Research and Writing	3		ENGL 115-O ENGL 116-O	ENGL 331-O Public Speaking	3		ENGL 115-O ENGL 116-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	3			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	3		SPAN 115-O
SPAN 250-O Techniques for Writing in Spanish	3		SPAN 115-O SPAN 116-O	SPAN 255-O Spanish for Writing and Research	3		SPAN 115-O SPAN 116-O SPAN 250-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
HIST 273 History of the United States of America	3						

CORE/PROFESSIONAL COURSES (39 CREDITS)

COURSES	CR	UT-T	PRE-REQ	COURSES	CR	UT-T	PRE-REQ
ENGL 205 Introduction to Literature I	3		ENGL 115-O ENGL 116-O	EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education	3		
EDUC 171-O Human Growth and Development	3			EDUC 172 Educational Psychology	3		EDUC 171-O
EDUC 214 Computer Systems in Education	3			EDUC 202-O Technology and Materials for Teaching and Learning	3		EDUC 214
EDUC 106 Introduction to Education	3			EDUC 276 Classroom Management	3		EDUC 135-O, EDUC 202-O
SPED 315-O Teaching Exceptional Children	3			EDUC 363 Curriculum Planning and Design	3		EDUC 135-O EDUC 172
EDUC 355-O Evaluation and Measurement of the Educational Process	3		EDUC 172, EDUC 363-O, TESL 222-0	QYLE 110-O Attitude Development and University Adaptation (Must be taken in the 1st term of enrollment.)	3		
EDUC 435-O Interdisciplinary Seminar	3		All Courses except EDUC 436, EDUC 447-O				

ELEMENTARY EDUCATION CONCENTRATION COURSES (41 CREDITS)

COURSES	CR	UT-T	PRE-REQ	COURSES	CR	UT-T	PRE-REQ
EDUC 123-O Creative Expression in Children	3		EDUC 171-O	EDUC 302 Principles of Health, Hygiene and Nutrition	3		EDUC 171-O, EDUC 172
TESL 222-0 Methods of Teaching ESOL Students in Schools	3		ENG 231	TESL 223-0 Applied Linguistics in ESOL	3		TESL 222-0
EDUC 322-O Development, Language and Correction of Speech Difficulties	3		EDUC 172	EDUC 323 Literature for Children	3		EDUC 217-O
EDUC 211-O Curriculum and Teaching Mathematics in Elementary School	3		MATH 111-O, MATH 112-O	EDUC 216-O Teaching Reading: Diagnosis and Correction of Reading Difficulties	3		EDUC 135-O, EDUC 172
EDUC 212-O Curriculum and Teaching Sciences in Elementary School	3		SCIE 111-O, SCIE 112-O	EDUC 217-O Teaching Writing Diagnosis and Correction of Writing Difficulties	3		EDUC 135-O, EDUC 172
EDUC 215-O Curriculum and Teaching Social Studies in Elementary School	3		HUMA 101-O, HUMA 102-O EDUC 135-O	EDUC 436 Pedagogical Integration Seminar (*Course must be completed with a passing grade before registering for EDUC 447-O)	3		All courses except EDUC 447-O
EDUC 447-O Practicum	5		All courses				

Total Number of Credits 131

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. It is recommended that all English courses are taken prior to EDUC 447-O: Practicum. Students completing ESOL Endorsement requirements must meet the 25 ESOL standards throughout their coursework, take TESL 222-0 and TESL 223-0 and complete all ESOL accomplished practices through the internship (EDUC 447-O). Both TIP Sheets and Accomplished Practices sheet and a portfolio must be completed to meet ESOL Infused requirements. See information on back of this program outline for more information on ESOL Infusion. *EDUC 436 must be completed with a passing grade before registering for EDUC 447-O. **QYLE 110-O must be taken within the first term of enrollment.**

Bachelor of Arts in Education (BA)

Major in Secondary Education in Mathematics

132 Credits

Offered at Metro Orlando Campus

PROGRAM DESCRIPTION:

The Bachelor in Education has three components: general education, professional education requirements, and major requirements. It includes the practicum in teaching. It provides teacher candidates with a solid preparation in the field of education as well as with the academic background to enhance their general professional competence and their teaching skills. Specific courses are integrated in the curriculum in order to satisfy the 25 ESOL Performance Standards set by the State of Florida. ESOL Performance Standards have been infused throughout the curriculum. Students must comply with state and local requirements or limitations to practice the profession.

PROGRAM OBJECTIVES:

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

PROGRAM OUTCOMES:

The students will be able to:

1. use diverse techniques in teaching of mathematics,
2. introduce technological techniques in their methodology,
3. develop classroom assessment,
4. develop teaching materials,

5. develop portfolio,
6. develop lesson plans,
7. enroll in continuing education courses,
8. communicate effectively in English and Spanish, both orally and in writing.

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

Curricular Sequence

	Credits
General Education Courses	59
Core/Professional Courses	44
Major Courses	29
TOTAL	132

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: SECONDARY EDUCATION IN MATHEMATICS CREDENTIAL ISSUED: BACHELOR OF ARTS IN EDUCATION (BA) DEGREE REQUIREMENTS							
GENERAL EDUCATION COURSES (59 CREDITS)							
COURSES	CR	UT-T	PRE-REQ	COURSES	CR	UT-T	PRE-REQ
PHSC 101 Introduction to Physical Sciences I	3			PHSC 102 Introduction to Physical Sciences II	3		PHSC 101
ENGL 153 Intermediate Basic English I *	3			ENGL 154 Intermediate Basic English II	3		ENGL153
ENGL 221 Reading and Composition I	3		ENGL 154	ENGL 222 Reading and Composition II	3		ENGL 221
HUMA 115 Western Civilization I	3			HUMA 116 Western Civilization II	3		HUMA 115
MATH 151 Pre-Calculus I	4			MATH 152 Pre-Calculus II	4		MATH 151
GEOG 205 Global Communities and Resources: A Critical Analysis	3		SOSC 101-102	HUMA---Humanities Elective	3		
SOSC 101 Intro. to Social Sciences I	3			SOSC 102 Intro. to Social Sciences II	3		SOSC 101
SPAN 151 Basic Spanish I*	3			SPAN 152 Basic Spanish II	3		SPAN 151
SPAN 215 Advanced Composition I	3		SPAN 152	SPAN 463 Spanish-American Literature	3		SPAN 152
HIST 273 History of the USA	3						
CORE PROFESSIONAL COURSES (44 CREDITS)							
COURSES	CR	UT-T	PRE-REQ	COURSES	CR	UT-T	PRE-REQ
EDUC 106 Introduction to Education	3			EDUC 276 Classroom Management	3		EDUC 135-O TESL 222-0
EDUC 135-O Philosophical, Sociological, and Psychological Foundations in Education	3			TESL 222-0 Methods of Teaching ESOL Students in Schools	3		ENG 231
EDUC 171-O Human Growth and Development	3			EDUC 172 Educational Psychology	3		EDUC 171-O
EDUC 214 Computer Systems in Education	3		MATH 120	EDUC 363 Curriculum Planning and Design	3		EDUC 135-O EDUC 172
EDUC 355-O Evaluation and Measurement of the Educational Process	3		EDUC 172, EDUC 363-O, TESL 222-0	SPED 315-O Teaching Exceptional Children	3		
EDUC 436 Pedagogical Integration Seminar (Must be taken prior to EDUC 447-O)	3		All courses (Prior to EDUC 447-O)	EDUC 400 Diagnosis and Correction of the Reading, Writing, and Oral Communication	3		TESL 222-0
EDUC 447-O Practicum	5		All Courses	QYLE 110-O Attitude Development and University Adaptation (Must be taken in 1 st term of enrollment.)	3		
MAJOR—MATHEMATICS (29 CREDITS)							
COURSES	CR	UT-T	PRE-REQ	COURSES	CR	UT-T	PRE-REQ
MATH 173 Plane and Solid Geometry I	3		MATH 151, 152	MATH 174 Plane and Solid Geometry II	3		MATH 151, 152, 173
MATH 290 Theory of Numbers	3		MATH 301	EDUC 333 Teaching Mathematics in Secondary School	3		15 major credits, TESL 222-0
MATH 301 Calculus I	4		MATH 151, 152	MATH 302 Calculus II	4		MATH 151, 152
MATH 305 Probability and Statistics	3		MATH 301	MATH 345 Abstract Algebra	3		MATH 301, 302
MATH 350 Linear Algebra	3		Math 301, 302				
Total Number of Credits	132						

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. If students qualify for Immersion Language Courses or Developmental Languages Courses, they must enroll in the courses immediately to increase academic performance in the language. QYLE 110-O must be taken within the first term of enrollment.

REVISED 02/2010

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

PROGRAM DESCRIPTION:

This program is designed to prepare counselors to provide individual or group counseling services so that the needs and interests of the community they serve are met. 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.

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, parents or community members 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 populations,
7. develop community projects within a diversity population.

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

Curricular Sequence

	Credits
Core Professional Courses	6
Specialization Courses	18
Research	6
Elective Courses	6
TOTAL	36

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: GUIDANCE AND COUNSELING CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED) DEGREE REQUIREMENTS				
CORE PROFESSIONAL COURSES (6 Credits)				
COURSES	CRS	TR	UT	PRE-REQUISITE
EDUC 580 Evolutive Psychology: Human Growth and Development	3			
EDUC 581 Introduction to Guidance and Counseling Services	3			
SPECIALIZATION COURSES (18 Credits)				
COURSES	CRS	TR	UT	PRE-REQUISITE
EDUC 582 Legal and Ethical Issues in Counseling	3			
EDUC 583 Instruments and Techniques for Diagnosis and Appraisal	3			
EDUC 584 Individual Counseling Techniques	3			
EDUC 585 Group Counseling Techniques	3			
EDUC 586 Career Counseling	3			
EDUC 587-O Internship in Counseling	3			EDUC 580, EDUC 581, EDUC 582, EDUC 583, EDUC 584, EDUC 585, EDUC 586
RESEARCH (Student will select 6 credits from the following courses)				
COURSES	CRS	TR	UT	PRE-REQUISITE
EDUC 600 Educational Research Methods * (Mandatory Course)	3			18 credits from specialty component
Student will select one of the following courses to complete the six credits in research (3 credits)				
EDUC 602 Lecture Seminar	3			EDUC 600
EDUC 617 Seminar in a School Setting	3			EDUC 600
ELECTIVE COURSES (Student will select 6 CREDITS from the following courses)				
EDUC 589 Consultation in Schools	3			
EDUC 618 Counseling Children and Adolescents	3			
* TESL 522- O Theory and Practice of Teaching ESOL Students in Schools	3			
TOTAL NUMBER OF CREDITS	36			

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency level. Students who qualify for Immersion Courses must enroll within the first term of enrollment to the institution. Students will choose the internship site based on their interests and future career plans.

*** The state of Florida requires counselors to complete a 3-credit hour survey course (Linguistics, Methods, Curriculum, Culture, and Testing) in ESOL.**

MASTER IN EDUCATION (M ED)

Specialization in the Teaching of English as a Second Language

39 Credits

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

PROGRAM DESCRIPTION:

This major is designed to provide candidates with a background in the principles, theories and practice of second language acquisition, learning and teaching. It seeks to prepare educators who can assume positions of leadership in ESOL education as teachers, or English supervisors in public or private schools and as professors in higher education institutions. Students must comply with state and local requirements or limitations to practice the profession.

PROGRAM OBJECTIVES:

Upon completion of the program, student will develop:

1. knowledge and understanding of the theories, goals, and research on ESOL/Bilingual education
2. knowledge and understanding of curriculum development, theories and applications
3. knowledge and understanding of the process of language development and language acquisition
4. knowledge of the classroom-based language assessment strategies and will demonstrate application of those strategies
5. knowledge and understanding of methods of teaching 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 strategies to integrate cognitive and affective learning based on expanded awareness of one's approach to diversity
10. understanding of specific cultural idiosyncrasies and knowledge of basic functional Spanish.
11. knowledge of writing strategies
12. knowledge and understanding of principles and procedures of educational research and its relevance to the instructional process

PROGRAM OUTCOMES:

Students will be able to:

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

Curricular Sequence

	Credits
Core/Professional Courses	6
Specialization Courses	27
Research Courses	6
TOTAL	39

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: TEACHING OF ENGLISH AS A SECOND LANGUAGE CREDENTIAL ISSUED: MASTER IN EDUCATION (M ED) DEGREE REQUIREMENTS				
CORE PROFESSIONAL COURSES (6 Credits)				
COURSES	CRS	TR	UT	PRE-REQUISITE
EDUC 501 Principles and Development of Curriculum	3			
EDUC 512 Innovations and Education	3			
SPECIALIZATION COURSES (27 Credits)				
COURSES	CRS	TR	UT	PRE-REQUISITE
EDUC 550-O Second Language Acquisition	3			
EDUC 551 Reading Processes in a Second Language Setting	3			EDUC 550-O
EDUC 553-O ESOL Curriculum and Materials Development	3			
EDUC 555 Development of Communication Skills	3			
EDUC 566-O Methods of Teaching English as a Second Language	3			
EDUC 567-O Cross-Cultural Communication and Understanding	3			
EDUC 564 Applied Linguistics for ESOL Teachers	3			
EDUC 569-O Testing and Evaluation of ESOL	3			
EDUC 604 Knowledge Integration Seminar	3			All Core and Specialization Courses
RESEARCH COURSES (6 Credits)				
COURSES	CRS	TR	UT	PRE-REQUISITE
EDUC 600 Educational Research Methods * (Mandatory Course)	3			All Core and Specialization Courses
Student will select one of the following courses to complete the six credits in research (3 credits)				
EDUC 602 Lecture Seminar	3			EDUC 600
EDUC 617 Seminar in a School Setting	3			EDUC 600
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 will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency test results. If the student qualifies for an immersion course, it must be taken within the first part of term of enrollment.

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 necessities 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.

Curricular Sequence

	Credits
Core/Professional Courses	21
Specialization Courses	15
Elective Courses	3
TOTAL	39

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL TURABO SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: CRIMINAL JUSTICE CREDENTIAL ISSUED: MASTER OF SCIENCE IN PUBLIC AFFAIRS (MSPA) DEGREE REQUIREMENTS				
CORE PROFESSIONAL COURSES (21 Credits)				
COURSES/DESCRIPTIONS	CRS	TR	UT	PRE-REQUISITE
MSPA 500 Theory, Practice, and Change in the Administration of Public Policy	3			
MSPA 505-O Computer Education for Public Administrators	3			
MSPA 510-O Research and Quantitative Method in Public Administration	3			
MSPA 520 Administrative Law and Ethics	3			MSPA 500
MSPA 530 Planning and Evaluation: Theories, Methods, and Techniques	3			MSPA 510-O
MSPA 540 Seminar: Planning, Development, and Evaluation of Human Resources	3			MSPA 520
MSPA 550 Fiscal Resources Management	3			MSPA 530
SPECIALIZATION COURSES (15 credits)				
COURSES/DESCRIPTIONS	CRS	TR	UT	PRE-REQUISITE
CRJU 500-O Foundations, Practice and Changes in the Administration of the Criminal Justice System	3			MSPA 500
CRJU 520 Philosophy of Punishment	3			MSPA 500
CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System	3			MSPA 530
CRJU 715 Seminar: Special Situations in the Administration of Correctional Programs	3			MSPA 510-O + 24 CREDITS
Choose one of these courses – 3 credits to complete 15 credits of the specialization courses				
MSPA 710 Research Seminar in Criminal Justice	3			MSPA 510-O + 24 CREDITS
MSPA 720 Internship	3			All Courses (Except MSPA 710)
ELECTIVE COURSES (STUDENTS WILL SELECT ONE OF THE FOLLOWING COURSES (3 CREDITS))				
COURSES/DESCRIPTIONS	CRS	TR	UT	PRE-REQUISITE
CRJU 505 Fundamental Principles of Law	3			
CRJU 510 Law and Society	3			
CRJU 540 The Police and Judicial Changes	3			
CRJU 575 Rehabilitation and Delinquent Treatment Programs	3			CRJU 500-O
CRJU 600-O Seminar: Crime, Victims, and Society	3			CRJU 500-O
CRJU 630 Organizations and Administrative Techniques of the Police System	3			
CRJU 635 Mental Health and the Law	3			CRJU 500-O MSPA 520
CRJU 640 Addiction: Legal and Psycho-Social Aspects	3			CRJU 500-O
CRJU 645 Comparative Correctional Systems	3			
CRJU 650 Special Laws in Criminal Justice Administration	3			CRJU 500-O
CRJU 730 Criminality, Crime Control, and Criminal Justice	3			
TOTAL NUMBER OF CREDITS	39			

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student's proficiency. Students must enroll in Immersion Courses within the first semester of enrollment to the institution if they qualify for these courses.

Course Descriptions

ACCO 111

Introduction to Accounting I

4 credits

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

Pre-Requisite: None

ACCO 112

Introduction to Accounting II

4 credits

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

ACCO 301

Intermediate Accounting I

4 Credits

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

ACCO 302

Intermediate Accounting II

4 Credits

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

ACCO 303

Cost Accounting

4 Credits

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

ACCO 304

Auditing I

3 Credits

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

ACCO 306

Accounting Information Systems

3 Credits

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

ACCO 307-O

Auditing II

3 Credits

This course is a study of the audit process that is focused on the practical part of the procedures and emphasizing the Risk Assessment SAS (SAS 104-111). The course studies the planning of the audit

using analytical procedures, to determine materiality and risk, auditing internal controls, and fraud. Implementation of the processes of audit cycles in sales and collection and other cycles as payroll, disbursements, accounts payable, property, plant and equipment, prepaid expenses, accrued expenses and income, and expenditure accounts, inventory, notes payable, and capital accounts and cash is also studied. Finally completing the audit process reviewing contingencies and commitments, issuance of the auditor's report and subsequent events is studied. Pre-Requisite: ACCO 304

ACCO 308

Contemporary Accounting

Credits

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

ACCO 310

Forensic Accounting

3 Credits

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

Pre-Requisite: ACCO 307-O

ACCO 320

Federal Income Tax I

3 Credits

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

Pre-Requisite: ACCO 302, ACCO 303

ACCO 330

Corporate Accounting Government

3 Credits

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

ACCO 340

EDP Auditing

3 credits

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

ACCO 350

Computerized Accounting

3 Credits

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

ACCO 391

Cost Accounting II

4 Credits

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

ACCO 395

Managerial Accounting I

3 Credits

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

ACCO 396

Managerial Accounting II

3 Credits

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

ACCO 402

Advance Cost Accounting

3 Credits

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

ACCO 420

Government and Non Profit Accounting

3 Credits

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

ACCO 450

Advanced Accounting I

3 Credits

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

ACCO 453

Accounting Project

3 Credits

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

Pre-Requisite: ACCO 301, ACCO 302

ACCO 455

Advanced Accounting II

3 Credits

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

ACCO 500

Financial Accounting

3 Credits

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

Pre-Requisite: None

COIS 102-O

Logical Concepts and Problem Solving

3 Credits

This course is a practical and theoretical introduction to basic programming principles. It includes development of logic, as well as the use of flow charts, structured flow charts and pseudo codes. Students will become familiar with editing and compiling programs. Pre-Requisite: COMP 110-O

COIS 201

Data Processing

3 Credits

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

COIS 240-O

Object Oriented Programming

4 Credits

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

Pre-Requisite: COMP 110-O

COIS 250

Systems Analysis and Design

3 Credits

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

COIS 360

Introduction to Telecommunications and Computer Networks

3 Credits

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

COIS 420-O

Introduction to Databases and SQL Programming

3 Credits

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

Pre-Requisite: COIS 250

COIS 432

Computer Network Design

3 Credits

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

COIS 433

Wireless Local Area Networks

3 Credits

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

COIS 434

Application Development for Mobile Devices

3 Credits

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

COIS 435-O

Computer Networks Administration and Data Communications

3 Credits

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

COIS 440

E-Commerce Methodology and Technology

3 Credits

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

COIS 441

E-Commerce Applications Development

3 Credits

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

COIS 442

Portal Integration

3 Credits

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

COIS 443

E-Commerce Development

3 Credits

This course emphasizes the organizational aspects of the electronic commerce including the B2B and B2C models, electronic payment mechanisms, infrastructure, information privacy, and competitive advantage. Pre-Requisite: None

COIS 450

Information Systems Development Project

3 Credits

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

COMP 110-O

Introduction to Computer and Software

3 Credits

This course focuses on the study, application and handling of basic computer concepts, and productivity tools. The course integrates the analysis and evaluation of different application software. The main focus of the course is the creation and editing of documents and effective presentation of programs such as: search engine, internet, electronic mail, word processor, and presentations. The course includes computer laboratory experiences and practice in the use of the Internet.

Pre-Requisite: None

COMS 104

Community Voluntary Services

3 Credits

This course is designed with two specific goals: First, to provide the student practical experiences in real scenarios similar to the ones s/he will encounter after graduation; Second, to develop a sense of civic responsibility and involvement in the student. A minimum of 15 hours of voluntary service in a non-profit agency, organization or institution is required. 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

CRJU 505

Fundamental Principles of Law

3 Credits

The course will cover the constitutional rights with emphasis on civil rights, penal law, criminal procedure and the evidentiary proceedings in 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

Law and Society

3 Credits

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

CRJU 520

Philosophy of Punishment

3 Credits

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

Pre-Requisite: MSPA 500

CRJU 540

The Police and Judicial Changes

3 Credits

This course is a study of the dynamics that involves the function of policies that will be impacted by the changes that occur from the legislative level and the subsequent judicial interpretation. Analysis of the effect that the aforementioned will have on the criminal investigation is studied. The form in which the rights of persons who commit crimes are affected is a focus of the course.

Pre-Requisite: None

CRJU 565-O

Seminar: Program Design and Evaluation in the Criminal Justice System

3 Credits

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

Pre-Requisite: MSPA 530

CRJU 575

Rehabilitation and Delinquent Treatment Programs

3 Credits

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

and convicts, ex-employees and current employees in addition to experts in the correctional field through guest speakers, seminars, symposiums and conferences. Pre-Requisite: CRJU 500-O

CRJU 600-O

Seminar: Crime, Victims and Society

3 Credits

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

CRJU 630

Organizations and Administrative Techniques of the Police System

3 Credits

This course concentrates on the study of the principles of organization and administration of the law enforcement institutions in 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

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-Requisite MSPA 520, CRJU 500-O

CRJU 640

Addiction: Legal and Psycho-Social Aspects

3 Credits

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

Pre-Requisite: CRJU 500-O

CRJU 645

Comparative Correctional Systems

3 Credits

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

CRJU 650

Special Laws in Criminal Justice Administration

3 Credits

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

CRJU 715

Seminar: Special Situations in the Administration of Correctional Programs

3 Credits

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

CRJU 730

Criminality, Crime Control and Criminal Justice

3 Credits

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

ECON 121-O

Introduction to Economics: Microeconomics

3 credits

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

ECON 122-O

Introduction to Economics: Macroeconomics

3 Credits

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

EDUC 106

Introduction to Education

3 Credits

This course will introduce concepts related to education while each student explores his/her commitment to teaching as a career, and his/her strengths and weakness. Pre-Requisite: TESL 222-0

EDUC 123-O

Creative Expression in Children

3 Credits

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

EDUC 135-O

Philosophical, Sociological and Psychological Foundations in Education

3 Credits

This course covers a study of the sociological and philosophical principles that contribute to human behavior and their application to the learning process. The relation between the socio-cultural environment and its relationship with the educational process will be examined. The socio-cultural

effect on the development of the individual will be analyzed. Different schools of educational philosophy to be studied are Idealism, Realism, Thomism, Essentialism, Progressivism, Perennialism.
Pre-Requisite: None

EDUC 171-O

Human Growth and Development

3 Credits

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

EDUC 172

Educational Psychology

3 Credits

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

EDUC 202-O

Technology and Materials for Teaching and Learning

3 Credits

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

Pre-Requisite: EDUC 214

EDUC 211-O

Curriculum and Teaching Mathematics in Elementary School

3 Credits

This course covers the psychological and educational study that is aimed at preparing future teachers for the teaching of mathematics in the elementary school to reflect Florida requirements. The course familiarizes students with the current techniques, approaches, and methods used to teach math.

Pre-Requisites: MATH 111-O, MATH 112-O

EDUC 212-O

Curriculum and Teaching Sciences in Elementary School

3 Credits

This course is designed to provide an overview of objectives, methods, materials and activities for teaching science as required in Florida. It places considerable emphasis is placed hands on science activities and on teaching strategies that help children learn the processes and concepts of science.

Pre-Requisite: SCIE 111-O, SCIE 112-O

EDUC 214

Computers Systems in Education

3 Credits

This course introduces general concepts on the structure of computers, their impact on modern society, and their integration to the educational process. The course provides computer laboratory experiences in which the student will practice acquired knowledge in diverse situations related to teaching. The student will learn the use of computers as teaching and learning tools and will integrate the use of other emerging technology to their learning experience in the classroom. The student will complete 15 hours of clinical field experiences. Pre-Requisite: MATH 120, TESL 222-0

EDUC 215-O

Curriculum and the Teaching Social Studies in Elementary School

3 Credits

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

EDUC 216-O

Teaching Reading: Diagnosis and Correction of Reading Difficulties

3 Credits

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

EDUC 217-O

Teaching Writing: Diagnosis and Correction of Writing Difficulties

3 Credits

This course includes an analysis of theory and practice of the teaching of writing as mandated in 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-Requisite: EDUC 135-O, EDUC 172

EDUC 222

Teaching of English as a Second Language in Elementary School

3 Credits

This course includes a study of the principles and techniques used in the teaching of English as a second language in elementary school. Discussion and analysis of the English study program and textbooks, lesson planning and observation is included. It focuses on the state mandate to meet compliance requirements and on the ESOL Florida Consent Decree of 1990. Pre-Requisite: ENGL 152, ENGL 222

EDUC 276

Classroom Management

3 Credits

This course will discuss, analyze and observe the daily occurrences of an elementary or secondary school classroom with the intention of studying techniques and strategies of classroom management, group control and behavior modification. The subject of violence in the schools and how to prevent or deal with it will be widely discussed. This course integrates school safety, law, and ethics pertaining to classroom management as a primary focus to meet 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: TESL 222-0

EDUC 302

Principles of Health, Hygiene, and Nutrition

3 Credits

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

EDUC 322-O

Development of Language and Correction of Speech Difficulties

3 Credits

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

EDUC 323

Literature for Children

3 Credits

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

EDUC 333

Teaching Mathematics in Secondary Schools

3 Credits

This course covers an analysis of the different aspects related to the teaching of mathematics in the secondary school. Methods, materials, curriculum, textbooks, teacher guides, and the Standards of Excellence expected for the teaching of Mathematics in the state of Florida are examined and analyzed. Fifteen hours of participatory clinical experiences will be required. Pre-Requisite: TESL 222-0, 15 credits in major courses.

EDUC 355-O

Evaluation and Measurement of the Educational Process

3 Credits

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

EDUC 363

Curriculum Planning and Design

3 Credits

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

EDUC 400

Diagnosis and Correction of the Reading, Writing, and Oral Communication

3 Credits

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

EDUC 435-O

Interdisciplinary Seminar

3 Credits

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

EDUC 436

Pedagogical Integration Seminar*

3 Credits

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

EDUC 447-O

Practicum

5 Credits

This course involves the clinical experience activity in which the student teacher practices knowledge acquired in education courses in a school setting. The student teacher assumes the responsibility of teaching a group of students in a real school setting as required in Florida. Pre-Requisite: All courses and school authorization are required.

EDUC 501

Principles and Development of Curriculum

3 Credits

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

EDUC 512

Innovations and Education

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

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

Development of Communication Skills

3 credits

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

EDUC 564

Applied Linguistics for ESOL Teachers

3 credits

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

EDUC 566-O

Methods of Teaching English as a Second Language

3 credits

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

EDUC 567-O

Cross-Cultural Communication and Understanding

3 credits

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

EDUC 569-O

Testing and Evaluation of ESOL

3 credits

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

EDUC 580

Evolutionary Psychology: Human Growth and Development

3 credits

This course covers the study of theories of human development as seen from different perspectives: biological, social, philosophical, historical, and psychological dimensions. It examines the physical, moral, sexual, social and cognitive development of individuals from conception through the aging

process. Human development is analyzed as a continuous process throughout the lifespan, given special attention to the social and cultural contents in which human development occurs. Pre-Requisite: None

EDUC 581

Introduction to Guidance and Counseling Services

3 credits

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

EDUC 582

Legal and Ethical Issues in Counseling

3 credits

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

EDUC 583

Instruments and Techniques for Diagnosis and Appraisal

3 credits

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

EDUC 584

Individual Counseling Techniques

3 credits

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

EDUC 585

Group Counseling Techniques

3 credits

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

EDUC 586

Career Counseling

3 credits

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

EDUC 587-O

Internship in Counseling

3 credits

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

EDUC 589

Consultations in Schools

3 credits

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

EDUC 600

Educational Research Methods*

3 credits

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

EDUC 602

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 600

EDUC 604

Knowledge Integration Seminar

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

Seminar in a School Setting

3 credits

This course focuses on research in educational settings. It is the final clinical field experience for students enrolled in the Masters in Education: Teaching of English as a Second Language program. 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

EDUC 618

Counseling Children and Adolescents

3 credits

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

**ENGL 050-O (Undergraduate Level Students Only who are not native speakers of English)
English Immersion**

0 credits

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

ENGL 115-O

College Reading and Writing I

3 Credits

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

ENGL 116-O

College Reading and Writing II

3 Credits

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

responsible use of technology by individual, pair, and group work with an integrated language approach. Pre-Requisite: ENGL 115-O

ENGL 151

Basic English I

3 credits

This course is designed for students who score between 112-144 points on the Accuplacer English Placement Test. The developmental course is for students with low-level language proficiency English skills. The course emphasizes reading and vocabulary skills of the English language. This course requires the use of e-lab or the language lab. Pre-Requisite: Placement English proficiency test scores.

ENGL 152

Basic English II

3 credits

This course is designed for students who score between 145-161 points on the Accuplacer English Placement Test. The developmental course is for students with low-level language proficiency English skills. The course emphasizes reading and vocabulary skills of the English language. It requires the use of the language lab or the e-lab. Pre-Requisite: Placement English proficiency test scores.

ENGL 153

Intermediate Basic English I

3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 162-180 points on the English section of the Accuplacer Placement Test. The developmental course is for intermediate proficiency level students. It emphasizes writing paragraphs, reading and writing skills, as well as the oral communication skills. It requires the use of the language laboratory or the e-lab. Pre-Requisite: None

ENGL 154

Intermediate Basic English II

3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 181 to 200 on the English section of the Accuplacer Placement Test. The developmental course is for intermediate proficiency level students. It emphasizes writing paragraphs, reading and writing skills, as well as the oral communication skills. It requires the use of the language lab or the e-lab.

Pre-Requisite: None

ENGL 205

Introduction to Literature I

3 Credits

The course focuses on short story, poetry, essay and drama. Emphasis is given to strategies and approaches for teaching, learning, and mastering the literary genres and their techniques.

Pre-Requisites: ENGL 115-O-116

ENGL 221

Reading and Composition I

3 Credits

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

Pre-Requisite: ENGL 154.

ENGL 222

Reading and Composition II

3 Credits

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

ENGL 154, ENGL 221

ENGL 231-O

Research and Writing

3 Credits

This course provides intensive practice in writing essays, monographs, reports, and conducting research as expected for university students in the English language.

Pre-Requisites: ENGL 115-O, ENGL116-O

ENGL 331-O

Public Speaking

3 Credits

English 331 is a performance based course that is divided into two parts: foundations of speech and modes of oral communication and speech. Since the course is performance oriented, the theoretical elements of speech communication are a main focus as they provide an adequate framework with which students can function in the classroom. Basic concepts that have important practical value are studied, discussed, and applied. By the end of the course, students should have acquired enough experience and knowledge in this most complex and difficult form of human behavior oral communication in English.

Pre-Requisites: ENGL115-O, ENGL116-O

ENGL 500-O (Graduate Level Students Only who are not native speakers of English)

English Immersion

0 credits

This course is a conversational/grammar based semi-immersion course to prepare graduate level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program. This course is designed for graduate students who score between 0-150 points on the Accuplacer English Placement Test. This course requires the use of e-lab or the language lab.

ENGL 501-O

Academic Writing for Graduate Students I

3 credits

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

ENGL 502-O

Academic Writing for Graduate Students II

3 Credits

This course is designed for graduate students who score between 191-230 points on the Accuplacer English Placement Test. ENGL 502 is a graduate level writing course designed to improve the academic writing skills of graduate level students. The course focuses on organization and development of ideas and on paraphrasing and summarizing of reading selections to develop fluency, accuracy, and maturity in academic writing. A discussion of basic research skills and plagiarism is included. Editing skills are stressed, and a basic grammar review is provided. In addition, a variety of common rhetorical modes are analyzed, including narratives, informational reports, summaries, reviews, and argumentative essays. Students are placed into this course based on their English language placement results. It is an advanced English course that uses an integrated language approach. Role-play, oral presentations and other verbal and writing techniques are used. All phases of the English writing process are discussed and practiced. Students concentrate on writing good topic sentences, supporting details and paragraph unity. This course requires the use of e-lab or the language lab. Pre-Requisite: English placement test scores.

ENTR 360

Entrepreneurship

3 Credits

This course provides students the opportunity to apply the basic concepts of small business management using a teambuilding approach with participants from different disciplines. Different aspects for the small business management will be studied, emphasizing the formulation of solutions applicable to specific entrepreneurship problems. The preparation of a group project including strategies and tactics for the development and administration of a small business will be required. Pre-Requisite: COMP 110-O, MARK 133, MANA 210-0, FINA 202.

ENTR 401

Entrepreneurial Opportunities

3 Credits

This course provides the students, the concepts, techniques, and skills necessary to identify the two approaches to recognize entrepreneurship opportunities. Feasibility studies techniques, development of the new business, and strategies for firm growth will be presented. In addition, personal characteristics to be a successful entrepreneur will be discussed. Pre-Requisites: FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-0, ENTR 360, COMP 110-O

ENTR 402

Small and Midsize Business Design and Organizational Structure

3 Credits

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

ENTR 403

E-Commerce and Network Design

3 Credits

The course provides the principles and practices for the development of e-commerce and the network systems design. It will familiarize the student with the basic concepts of the types of e-commerce applications. Pre-Requisite: FINA 202, ACCO 111, MARK 133, MANA 316, MANA 210-0, ENTR 360, COMP 110-O

ENTR 404

Business Development in Biotechnology and Health Industry

3 Credits

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

EXPL 101

Experiential Learning: Introduction to Portfolio

1 Credit

This course involves the evaluation of theoretical and practical experiences for the preparation of a portfolio. It is a presentation of evidence and support documentation related to occupational and personal skills acquired in the student's life to petition their evaluation for academic credit.

Pre-Requisite: None

FINA 202

Business Finance

3 credits

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

FINA 204

Money and Banking

3 credits

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

FINA 240

Risk and Insurance

3 credits

This course focuses on the different types of risk, and the methods for dealing with them. The course also studies the insurance institution as an instrument for dealing with risk. The course will examine in detail what makes a risk insurable, the different types of insurers and their marketing systems, what factors should be considered in selecting an insurable, the functions and organization of the insurer, the legal principles applicable to the insurance contract, and the main types of insurance contracts. Pre-Requisite: STAT 201-0

FINA 410

Corporate Finance

3 credits

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

GEOG 205

Global Communities and Resources: A Critical Analysis

3 credits

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

HIST 253

History of Puerto Rico Compendium

3 credits

This course is a compendium of HIST 251-252. This course is only for education students and social sciences students with major in criminology. Pre-Requisite: None

HIST 273

History of the United States of America

3 Credits

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

HUMA 101

Introduction to Western Civilization I

3 Credits

This Course is for Programs that Required HUMA 101 Prior to August 2010 Only.

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

Pre-requisite: None

HUMA 102

Introduction to Western Civilization II

3 Credits

This Course is for Programs that Required HUMA 102 Prior to August 2010 Only.

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

Pre-Requisite: HUMA 101

HUMA 101-O

World Cultures I

3 Credits

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

HUMA 102-O

World Cultures II

3 Credits

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

HUMA 115

Western Civilizations I (For students in Secondary Education in Mathematics only)

3 Credits

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

HUMA 116

Western Civilizations II (For students in Secondary Education in Mathematics only)

3 Credits

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

HUMA 201

Western Civilization I

3 Credits

The course is a continuation of Humanities 101-102. The course covers the Renaissance, the Reformation, the Baroque, and Rationalism and the Enlightenment, the Romanticism, philosophy and art of the XIX century: Darwin, Freud and Marx. The course also covers contemporary art; literature

and philosophy, Christianity in the XX century as well as problems of contemporary human beings are emphasized in the courses. Pre-Requisite: None

HUMA 202

Western Civilization II

3 Credits

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

HURM 400-O

Safety and Health Occupation

3 Credits

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

HURM 412

Training and Development

3 Credits

This course is a study of the importance of training and development to achieve organizational goals. Includes training program design, training needs assessment and development, and identification of the appropriate training, It also integrates learning theories in the design of training programs. The course emphasizes the importance of learning effects in performance. Different training methods, the utilization of technology in training and comparison of methods with their costs, benefits, and characteristics of the learning process are discussed. It includes employee development and

performance appraisal. Special topics like trans-cultural training, career management and organizational challenges like skills obsolesce, employee advising and socialization, the balance between work and family, reductions and displacement, and retirement issues are also discussed.

Pre-Requisite: MANA 210-0

INBU 350

International Business

3 Credits

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

INSC 101

Integrated Natural Sciences I

3 Credits

The course covers an integration of basic biology, physics, and introductory chemistry for teachers.

Pre-Requisite: None

INSC 102

Integrated Natural Sciences II

3 Credits

The course covers an integration of basic biology, physics, and introductory chemistry for teachers.

Pre-Requisite: INSC 101

MANA 131

Human Relations in Business

3 credits

This course studies the personal and inter-personal relationships in the decision-making process. Analyzes of the dynamics of leadership and group behavior through discussion of different cases is integrated. The course focuses on labor-management relations in production, communication and sales. Pre-Requisite: None

MANA 204-O

Business Law and Professional Ethics

3 credits

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

MANA 210-O

Business Administration Theory

3 credits

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

MANA 213

Human Resources Administration

3 credits

This course covers the study of the theory and application of fundamental principles of human resources management in an enterprise. It also includes the dynamic role of the manager and his

relationship to personnel. The course also looks at issues in human resources management and their relation to the general objectives of the enterprise. Pre-Requisite: MANA 210-0

MANA 230

Organizational Behavior

3 credits

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

MANA 302-O

Labor Legislation

3 Credits

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

Pre-Requisite: MANA 213

MANA 316

Small Business Administration

3 credits

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

MANA 321

Supervision and Leadership

3 credits

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

Pre-Requisite: MANA 210-0

MANA 340

Operations Management

3 Credits

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

Pre-Requisite: STAT 201-0

MANA 401-O

Business Strategies

3 Credits

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

Pre-Requisite: STAT 201-0

MANA 404

Labor Relations

3 Credits

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

MANA 422-O

Compensation Administration

3 Credits

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

MANA 450

Management Project

3 Credits

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

MARK 133

Marketing Principles

3 credits

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

MARK 135

Retail Sales

3 Credits

This course covers an analysis of the theory and practical principles used in organizing and managing retail business. It includes the planning and organization of retail business, merchandise purchases and handling; sales and promotion, business control of the business operations.

Pre-Requisite: MARK 133

MARK 206

Consumer Behavior

3 Credits

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

MARK 251

Advertising and Promotion

3 credits

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

MARK 301

Marketing Management

3 credits

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

MARK 305

Individual Sales

3 credits

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

MARK 318-O

Sales Management

3 credits

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

MARK 320

Market Research

3 credits

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

MARK 340

Media Planning

3 Credits

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

MARK 350

Distribution Channels

3 Credits

This course provides an explanation of various issues involved in global marketing. It emphasizes the analytical approach to strategic marketing problems and issues facing the firms competing in global and local markets. The course highlights key analytical and decision-making frameworks concerning the global marketing environment, the marketing mix, the distribution channels and their impact on the firm's performance. Pre-Requisite: MARK 133.

MARK 401-O

Business Strategies

3 Credits

Business Policies is an advance course in which the students will learn the concept of top management analysis. It is designed to expose students to corporative problems in various business scenarios. In addition the class will integrate skills developed in previous core courses like Human Resources, Accounting, Economics, Finance, Information Management, and Marketing. Pre-Requisite: MANA 340.

MARK 402-O

Marketing Integrated Communications

3 credits

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

MARK 403

Product Management

3 credits

This course focuses on the development of new products and management strategies for existing products. The scope, importance and development process of new products will be considered. Emphasis will also be given to the process of changes or modification of existing products.

Pre-Requisite: MARK 402-O

MARK 404

Negotiations

3 Credits

This course studies techniques to enhance negotiation outcomes, and reviews the latest ideas in negotiation. It focuses on the value of the deal and examines the different issues that interfere with successful outcomes in marketing. Key topics covered in this course include negotiating in the global marketplace, negotiation ethics, negotiating using the Internet, and the advantages and disadvantages of using arbitrators and/or mediators. Pre-Requisite: MARK 133.

MARK 405

Public Relations

3 credits

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

MARK 410

International Marketing

3 credits

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

MARK 450-O

Internship

3 Credits

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

MARK 455

Marketing Project

3 Credits

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

Pre-Requisites: MARK 133, MARK 206, MARK 301, MARK 318-O, MARK 320

MATH 111-O

Intermediate Algebra I

3 Credits

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

MATH 112-O

Intermediate Algebra II

3 Credits

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

MATH 120

Basic Algebra

3 credits

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

MATH 121-O (Business Administration Courses Only)

Intermediate Algebra

3 Credits

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

MATH 126

Fundamental Topics in Mathematics

3 credits

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

MATH 151

Pre-Calculus I

4 credits

This course covers the Real Number System and its properties: Properties of Exponent, Solving inequalities (including absolute value, quadratic and linear inequalities) and interval notation, solution of equations, Relations, Functions, Graph properties of Functions, Rational Functions, Logarithmic and Exponential Functions, and Solution of Linear Systems of Equations using determinants.

Pre-Requisite: None

MATH 152

Pre-Calculus II

4 credits

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

MATH 157

Statistics

3 Credits

This course introduces the methods of statistics including sampling from normally distributed populations, estimation, frequency distribution, descriptive statistics, elementary probability, normal distribution, applications, sampling distribution, regression, testing of hypotheses, point and interval estimation methods. It also presents elementary statistical methods and concepts including descriptive statistics, estimation, hypothesis testing, linear regression, and categorical data analysis.

Pre-Requisite: None

MATH 173

Plane and Space Geometry I

3 credits

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

MATH 174

Plane and Space Geometry II

3 credits

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

MATH 199-O

Quantitative Methods I

3 credits

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

MATH 290

Theory of Numbers

3 credits

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

Pre-Requisite: MATH 301

MATH 301

Calculus I

4 Credits

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

MATH 302

Calculus II

4 Credits

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

MATH 305

Probability and Statistics

3 credits

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

Pre-Requisite: MATH 301

MATH 345

Abstract Algebra

3 credits

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

Pre-Requisite: MATH 301, MATH 302

MATH 350

Linear Algebra

3 credits

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

MSPA 500

Theory, Practice, and Change in the Administration of Public Policy

3 Credits

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

MSPA 505-O

Computer Education for Public Administrators

3 Credits

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

MSPA 510-O

Research and Quantitative Methods in Public Administration

3 Credits

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

MSPA 520

Administrative Law and Ethics

3 Credits

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

Pre-Requisite: MSPA 500

MSPA 530

Planning and Evaluation: Theories, Methods and Techniques

3 Credits

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

Pre-Requisite: MSPA 510-O

MSPA 540

Seminar: Planning, Development and Evaluation of Human Resources

3 Credits

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

MSPA 550

Fiscal Resources Management

3 Credits

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

MSPA 710

Research Seminar in Criminal Justice

3 Credits

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

MSPA 720

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.

OTEM 101

Introduction to Office System Technology

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.

OTEM 201

Information Technology

3 Credits

This course will develop different input technologies: digital image, scanning, speech recognition, electronic communication and information processing. Pre-Requisites: OTEM 101

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

OTEM 303

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-Requisites: OTEM 201

OTEM 310

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.

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

OTEM 402-0

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-Requisites: None

OTEM 405

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

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-Requisites: OTEM 405

OTEM 416

Electronic Document 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-Requisites: OTEM 405

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

PADE 105

Personal and Academic Development (For students of Secondary Education in Mathematics only)

3 Credits

This course strives to offer the student options that will permit them to make effective and realistic decisions in terms of personal and academic life within a social context. This course with a formative educational characteristic is a requirement of all incoming students who are registered at Universidad del Turabo. Pre-Requisite: None

PHED 107

Games and Sports

3 credits

This course is the study of the history and evaluation of games as a teaching tool. This course focuses on the methodology used for the teaching of games at the elementary level.

Pre-Requisite: None

PHSC 101

Introduction to Physical Sciences I

3 credits

The course cover topics dealing with Greek philosophers, Newton, structure and methodology of physical science, laws of conservation, origin of the laws of chemistry, laws of gases and their behavior, atomic theory and periodic tables, electrostatics, and theory of light. The course integrates Bohr's theory and nuclear physics. Pre-Requisite: None

PHSC 102

Introduction to Physical Sciences II

3 credits

The course covers topics dealing with Greek philosophers, Newton, structure and methodology of the physical science, laws of conservation, origin of the laws of chemistry, laws of gases and their behavior, atomic theory and periodic tables, electrostatics, and theory of light. The course integrates Bohr's theory and nuclear physics. Pre-Requisite: PHSC 101

POSC 373 (Business Administration Courses Only)

Political System of the United States

3 Credits

The course focuses on the historical background of the American political system. The study of political theory, the Constitution, and government organization is integrated in the course. Emphasis on political parties, political participation, and international relations are addressed.

Pre-Requisites: None

POSC 420

History of Political Thought

3 Credits

This course focuses on critical analysis of political thought and history from Plato and Aristotle to the 21st Century. Analysis of the major schools of political thought and ideologies with special emphasis on twentieth century political systems is incorporated. Pre-Requisites: None

QUME 101

Introduction to Quantitative Methods

3 credits

This is a basic course in mathematics for students in business administration. Basic operation with natural numbers, cardinal numbers, fractions, and decimals are studied. Percentages and algebraic expressions are studied in relation to their applicability to financial areas such as compound and simple interest. Pre-Requisite: None

QYLE 110-O

Attitude Development and University Adaptation

3 Credits

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

SCIE 111-O

Integrated Sciences I

3 Credits

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

Pre-Requisite: None

SCIE 112-O

Integrated Sciences II

3 Credits

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

Pre-Requisite: SCIE 111-O

SOSC 101

Introduction Study of Social Sciences I

3 Credits

This course focuses on the human society. The main topics addressed in the course are the individual and his or her relationship to society, collective behavior and 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

Introduction Study of Social Sciences II

3 Credits

This course focuses on the human society. The main topics addressed in the course are the individual and his or her relationship to society, collective behavior and 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

SOSC 111-O

Individual, Community, Government, and Social Responsibility I

3 Credits

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

SOSC 112-O

Individual, Community, Government, and Social Responsibility II

3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions. Pre-Requisite: SOSC 111-O

SOSC 228 (Business Administration Courses Only)

Interpersonal Relations

3 Credits

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

SPAN 050 (Undergraduate Level Students Only who are not native speakers of Spanish)

Spanish Immersion

0 Credits

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

SPAN 100-O

Communications Skills for Spanish as a First Language

3 Credits

This course is designed for students who score between 0-40 percent on the SUAGM Spanish Placement Test. This course focuses on the development of oral and written basic skills. The development of these basic skills is achieved through the integration of a comprehensive approach using reading and interpreting contemporary college level textbooks in Spanish. The enrichment of vocabulary, correct grammatical rules for the Spanish language and critical language lab practice is incorporated in the course. This course requires the use of e-lab and/or the language lab.

SPAN 115-O

Reading, Writing, and the Oral Communication in Spanish I

3 Credits

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

SPAN 116-O

Reading, Writing, and the Oral Communication in Spanish II

3 Credits

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

SPAN 151

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 developmental course covers vocabulary enrichment and grammar of the Spanish language. The course focuses on communication skills, emphasizing grammar, and redaction. This course requires the use of language lab or the e-lab. Pre-Requisite: None

SPAN 152

Basic Spanish II

3 credits

This course is designed for students who score between 61 to 80 percent on the SUAGM Spanish Placement Test. The developmental course covers vocabulary enrichment and grammar of the Spanish language. The course focuses on communication skills, emphasizing grammar, and redaction. This course requires the use of language lab or the e-lab.

SPAN 215

Advanced Composition I

3 credits

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

SPAN 250-O

Techniques for Writing in Spanish

3 Credits

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

SPAN 255-O

Spanish for Writing and Research

3 Credits

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

SPAN 463

Spanish-American Literature

3 credits

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

SPAN 500 (Graduate Level Students only who are English dominant or native speakers of English)

Spanish Immersion

0 Credits

This is a semi-immersion 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 Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score of 295 or below will need to enroll in this course within the first semester of enrollment. This course requires the use of e-lab or the language lab.

SPAN 501-O

Academic Writing for Graduate Students I

3 credits

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing

process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the SUAGM Spanish placement test and receives a score of 0-64 percent will need to enroll in this course within the first semester of enrollment. This course requires the use of e-lab or the language lab.

SPAN 502-O

Academic Writing for Graduate Students II

3 credits

A student who takes the SUAGM Spanish placement test and receives a score of 65 to 90 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.

Students will learn how to make academic searches and properly use citations, footnotes, references, and so forth. Special emphasis will be placed on thesis elaboration, organization of ideas and elaboration of schemes, writing and revision of drafts, writing coherence, text cohesion, paragraph organization, and different types of introductory and concluding paragraphs. This course requires the use of e-lab or the language lab. Pre-Requisite: 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 199-0.

STAT 202-O

Administration Statistics II

3 Credits

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

Pre-Requisite: STAT 201-O

TESL 222-O

Methods of Teaching ESOL Students in Schools

3 credits

This course is a survey of the historical law, and current approaches, methods, and techniques of teaching English to Speakers of Other Languages. Successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL Endorsement 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 infused course. Pre-Requisite: ENGL 231-0

TESL 223-O

Applied Linguistics in ESOL

3 credits

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

Pre-Requisite: TESL 222-0

TESL 522-O

Theory and Practice of Teaching ESOL Students in Schools

3 Credits

This course has been designed for graduate students in the area of Guidance and Counseling and Educational Leadership to meet the requirements of the state of 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.