Universidad Metropolitana

Metro Orlando Campus
South Florida Campus
Tampa Bay Campus

Catalog

2011-2012

Updated April 1, 2011
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Section I

Overview:

Universidad Metropolitana

And

Sistema Universitario Ana G. Méndez
Universidad Metropolitana

Institutional Profile

The Universidad Metropolitana (UMET) is a non-profit, nonsectarian institution of higher education that offers academic programs leading to professional certificates, associate degrees, undergraduate degrees, and graduate degrees in the master’s level. UMET is one of the institution members of the Sistema Universitario Ana G. Méndez, Inc. (SUAGM).

As stated in its Mission Statement, UMET is committed to provide its students with an atmosphere of academic freedom and with the necessary resources to develop mental flexibility, intellectual curiosity, and linguistic skills for their professional and personal fulfillment. The academic programs are designed to develop these skills through structured course requirements that include general education, professional, and elective offerings. UMET defines General Education as a program component that contains, develops, and fosters a broad culture as well as the knowledge, skills, experiences, and values that enable its graduates to understand themselves and the world in which they live. The 12,693 student body is comprised of undergraduate and graduate students.

Foundation

Founded in Puerto Rico in 1980 as Colegio Universitario Metropolitano and became Universidad Metropolitana (UMET) in 1985 with the offering of the first graduate programs.

Mission Statement

Universidad Metropolitana (UMET) will provide students with an environment of academic freedom and intellectual challenge that develops their mental flexibility, intellectual curiosity, linguistic skills, and the necessary professional skills to achieve their personal realization, develop a productive life, and make significant contributions to society.

Universidad Metropolitana (UMET) will provide access to higher education available to everyone through a flexible admissions policy.
Universidad Metropolitana (UMET) is committed to the continuous update of the curriculum, to the quality of teaching, to research, and to community services.

**Vision Statement**

Universidad Metropolitana (UMET) will become an academic community that constantly assesses the social, economic, and political challenges in our country and throughout the world, responding by creating innovative, nontraditional programs that facilitate the personal and professional development of both graduate and undergraduate students.

Universidad Metropolitana (UMET) will be known for its commitment to environmental affairs and for its leadership in the disciplines of science and technology.

Universidad Metropolitana (UMET) will distinguish itself as a state of the art university in educational technology through the use of telecommunications and distance learning.

**Key Administration and Staff of Universidad Metropolitana**

Chancellor  
Federico M. Matheu, Ph. D.

Vice Chancellor  
Omar A. Ponce, Ph.D.

Vice Chancellor of Student Affairs  
Carmen Rosado León

Vice Chancellor of Administrative Affairs  
María del P. Charneco Jordán

Vice Chancellor of Information and Telecommunications  
Carlos Fuentes Delgado

General Manager of Physical Facilities  
Jaime Domínguez Castro

Dean of School of Professional Studies  
Mildred Y. Rivera

Dean of School of Business Administration  
Pedro Hernández López

Dean of School of Education
Admission Policy

Universidad Metropolitana (UMET) has a flexible admission policy.

Library

UMET Collection: 121,385 volumes printed, audiovisual and electronic format

Licenses

Puerto Rico Council of Higher Education
Puerto Rico General Council on Education

Accreditations

Middle States Association of Colleges and Universities
National League of Nursing Accrediting Commission (NLNAC)

Sistema Universitario Ana G. Méndez, Inc.

The Sistema Universitario Ana G. Méndez, Inc. (SUAGM) 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. 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 Campus, South Florida Campus, and the Tampa Bay Campus as additional locations in Florida. Moreover, in establishing the SUAGM in Florida: UMET Metro Orlando, South Florida, and Tampa Bay campuses, the SUAGM further its Vision 2015 as a “high-quality, people-centered learning community, of advanced technology, and internationally oriented focus”. 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 in the United States and in Latin America.

Non-Discrimination Statement

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

Statement of Policy

This catalog includes the main terms concerning the formal relationship between students and SUAGM: UMET. 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 catalog and all SUAGM: UMET rules and regulations. This catalog complies with the institution’s bylaws, regulations, administrative orders and duties under Federal Law. It 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. The third section details information about the UMET’s program of studies. This Catalog is electronically available to students at least one week prior to enrollment. Students will be informed of any changes or amendments made to the Catalog.

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

Sistema Universitario Ana G. Méndez, Inc.

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

Telephone No.: (787) 751-0178
Fax No.: (787) 766-1706
Website: www.suagm.edu
Universidad Metropolitana

Mailing Address: P.O. Box 21150 San Juan, Puerto Rico 00928-1150
Telephone No.: (787) 766-1717
Fax No.: (787) 759-7663
Website: www.suagm.edu/umet

Statement of Accreditation
The Universidad Metropolitana is accredited by the Middle States Association on Higher Education, a regional accrediting agency recognized by the U.S. Department of Education. The Middle States Association of on Higher Education has extended this accreditation to the Metro Orlando, South Florida, and Tampa Bay campuses.

In addition, 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
- National League of Nursing
- 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 Metropolitana is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

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

The main campus and additional locations of UT, UNE and UMET in Puerto Rico are licensed by the Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education.

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

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

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

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

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

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

Board of Directors of the Sistema Universitario Ana G. Méndez, Inc.
Antonio J. Colorado, Esq. Chair of the Board of Directors
Florabel G. Mullick, Vice Chair of the Board of Directors
José F. Méndez, DR.h.c., AGMUS President
José Domingo Pérez, CE
Zoraida Fonalledas, Esq.
Juan R. Melecio, Esq.
Victor Hernández, DMD
Félix Rodríguez Schmidt, MD
Daneris Fernández, ChE
José F. Méndez, Jr.
Héctor A. Jiménez
René A. León
Administrative Council and Academic Board

Administrative Council
The Administrative Council is the legislative body of institutional policy of the university in accordance with the by-laws of the Sistema Universitario Ana G. Méndez, Inc. 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.

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

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

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

A.S.A.C reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the three affiliated universities in SUAGM operations in Florida.

**Education Programs Internship Requirements**

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam before initiating the internship experience. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification requirements.
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 and serve as a bridge to fulfilling initiatives in serving Hispanic adults in the United States and in Latin America.

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

The physical facility of the Metro Orlando Campus include seventeen classrooms, two computer laboratories, a library, administration offices, a student and a faculty lounge as well as parking area. The South Florida Campus includes 12 classrooms, two computer laboratories, a library, administration offices, a conference room, in addition to a student and faculty lounge. A parking area is available for students and administration. The Tampa Bay Campus includes 6 classrooms, one language laboratory, a library, administration offices, a student and a faculty lounge. It also includes a parking area for students, faculty, and administration.

Administration, Staff, and Faculty

Metro Orlando Campus Administration and Staff

Luis A. Burgos, Associate Vice President, Florida Operations

Ramón García, Campus Director

Claudia Camacho, Associate Director

Luel Flores, Executive Assistant

Jacqueline Centeno, Director of Faculty

Awilda L. Narváez, Administrative Assistant for Faculty and Academic Affairs

Vacant, Director of Integrated Services
Elvira Costa, Registrar
Genevieve Cautiño, Registrar Assistant
Luis Martínez, Director of Marketing and Recruitment
Mauricio Lancheros, Operations Manager
Fernando Wilches, Director of Information Systems
Alexander Pijuán, Technical Support Specialist
Daniel Otero, Technical Support Specialist (PT)
Thomas Mestre, Outreach Director
Juan López, Director for Learning Resources
Rubén Ocasio, Library Assistant, (PT)
Luis Narváez, Library Assistant, (PT)
Susan Rivera, Library Assistant, (PT)
Luis Fonseca, Cataloger Librarian
Magdalis Zayas, Financial Aid Coordinator
Julio Vega, Default Prevention Officer
Carlos Rivera, Financial Aid Officer
Maricelly Alomar, Counselor and Job Placement Officer
Ubaldo Santiago, Counselor and Job Placement Officer
María Laborde, Learning Resource Specialist
Rosa Valera, Integrated Services Coordinator
Malenie Acosta, Integrated Services Officer
Carlos Rivera, Integrated Services Officer
Vacant, Integrated Services Officer
Vacant, Integrated Services Officer
Karla Rogers, Promotions and Recruitment Officer

María Soto, Bursar Officer

Walter Restrepo, Maintenance Assistant

**South Florida Campus Administration and Staff**

Luis A. Burgos, Associate Vice President, Florida Operations
Syndia A. Nazario Cardona, Campus Director
Alexander Easdale, Associate Director
Wilma Cervantes, Executive Assistant
Julie Carrión, Director of Faculty
Amparo Durán, Administrative Assistant for Faculty
Jorge Báez, Operations Manager
Vacant, Director of Marketing and Recruitment
Eddie Pedraza, Technology Support Specialist
Vacant, Director of Integrated Services
Cinthia Tineo, Integrated Services Officer
Katherine Martínez, Integrated Services Officer
Michel Monal, Integrated Services Officer
Migdalia Roldán, Promotions and Recruitment Officer
Juan C. Bolívar, Associate Registrar
Nydia Bonilla, Financial Aid Coordinator
Javier Domínguez, Financial Aid Officer
Martha L. Rodríguez, Counselor and Job Placement Officer
Katia Nuñez, Director of Learning Resources Center
Claudia González, Library Assistant (PT)
Carmen C. de Armas, Library Assistant (PT)
Vacant, Library Assistant (PT)
Kerelyne Escobar, Learning Resources Specialist

**Tampa Bay Campus Administration and Staff**

Luis A. Burgos, Vice-President of Florida Operations
Yvonne Cadiz, Campus Director
Chalie Colón, Faculty and Curriculum Director
Marta Reyes, Administrative Assistant
Miriam Avilés, Operations Manager
Héctor Cruz, Director of Marketing and Recruitment
Neida Solivan, Director of Learning Resources
Vidmary Cuevas, Associate Registrar
Vilma Matos, Student and Registrar Services Coordinator
Suheily Martinez, Integrated Services Coordinator
Vacant, Student Services Officer
Miriam Avilés, Financial Aid Officer
Vacant, Counselor and Job Placement Officer
David Avila, Technical Support Services
Julissa Norat, Receptionist

FACULTY

The Faculty of the SUAGM: UMET 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, the faculty community must demonstrate and must 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 offices at each campus. The faculty, although assigned to a specific campus, may be shared between the three campuses.
### FACULTY LISTING METRO ORLANDO CAMPUS

<table>
<thead>
<tr>
<th>FACULTY MEMBER:</th>
<th>SUBJECT AREA:</th>
<th>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham, Héctor</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration, International Business, Florida Metropolitan University, FL., 2007</td>
</tr>
<tr>
<td>Abrew, Jessica</td>
<td>EDUCATIONAL</td>
<td>Master of Arts in Education, Educational Leadership, University of Central Florida, FL., 2002</td>
</tr>
<tr>
<td>Abrew, Sonia</td>
<td>ESOL</td>
<td>Master of Science in Teaching English to Speakers of Other Languages (TESOL), Nova Southeastern University, Florida, FL., 1995</td>
</tr>
<tr>
<td>Aherán, Maribel</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language, Universidad del Turabo, FL., 2005</td>
</tr>
<tr>
<td>Alomar, Maricelly</td>
<td>GUIDANCE AND</td>
<td>Master of Arts in Guidance &amp; Counseling, Universidad Interamericana de Puerto Rico, PR., 1992</td>
</tr>
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<td>COUNSELING</td>
<td></td>
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<tr>
<td>Aloyo, Lucía</td>
<td>GUIDANCE AND</td>
<td>Master of Education in Guidance and Counseling, Universidad del Turabo, FL., 2007</td>
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<tr>
<td></td>
<td>COUNSELING</td>
<td>Master of Arts in Rehabilitation Counseling, Universidad de Puerto Rico, PR., 1993</td>
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<tr>
<td>Alvarez, José</td>
<td>MARKETING</td>
<td>Master of Business Administration in Marketing, University of Phoenix, PR, 1998</td>
</tr>
<tr>
<td>Andrade, Pablo F.</td>
<td>ECONOMICS</td>
<td>Master of Arts in Economics, University of Central Florida, FL., 2000</td>
</tr>
<tr>
<td>Aponte, Carmen M.</td>
<td>COMPUTER SCIENCES</td>
<td>Master of Science in Computer Information Systems, University of Phoenix, 2006</td>
</tr>
<tr>
<td>Arias, Roxana</td>
<td>GUIDANCE AND COUNSELING, PSYCHOLOGY</td>
<td>Master of Science in Counseling and Psychology, Troy State University, 2003</td>
</tr>
<tr>
<td>Avila, Angel</td>
<td>SPECIAL EDUCATION</td>
<td>Master of Arts in Education/Special Education, University of Phoenix, Puerto Rico, 1995</td>
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<tr>
<td>Avila, Carlos</td>
<td>FINANCE</td>
<td>Master of Business Administration in Finance, Universidad Interamericana de Puerto Rico, PR, 1987</td>
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<tr>
<td>Berríos, Joseph</td>
<td>COMPUTER SCIENCES</td>
<td>Ph.D. in Computer Engineering, University of Florida 2002 Master of Science in Computer Sciences, University of South Florida, FL., 1996</td>
</tr>
<tr>
<td>Blanco, Verónica</td>
<td>TOURISM AND HOSPITALITY MANAGEMENT</td>
<td>Master of Science in Hospitality and Tourism Management, University of Central Florida, FL., 2008</td>
</tr>
<tr>
<td>Burgos, Sandra</td>
<td>PSYCHOLOGY</td>
<td>Master of Arts in School Psychology, Ball State University, IN, 1987</td>
</tr>
<tr>
<td>Caballero, Janet</td>
<td>SOCIAL SCIENCES, EDUCATION</td>
<td>Master of Social Sciences in Social Work, Hunter College, New York, 1992 (Over 18 Credits in Education at the Doctorate Level)</td>
</tr>
<tr>
<td>Name</td>
<td>Program</td>
<td>Degree Details</td>
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<tr>
<td>Caballero, Lynette</td>
<td>EDUCATION, ESOL</td>
<td>Master of Arts in Teaching English as a Second Language, Universidad Interamericana, PR., 1980</td>
</tr>
<tr>
<td>Caballero, Rafael</td>
<td>GUIDANCE AND COUNSELING</td>
<td>Master of Science in Education in Guidance &amp; Counseling, Brooklyn College, NY, 1993</td>
</tr>
<tr>
<td>Calcaño, José</td>
<td>STATISTICS</td>
<td>Master of Science in Statistics, Iowa State University, 1983</td>
</tr>
<tr>
<td>Calo, Deborah</td>
<td>ACCOUNTING AND FINANCE</td>
<td>Master of Accounting and Financial Management, Keller School of Management, 2009</td>
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<tr>
<td>Camacho, Cristina</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language, Universidad del Turabo FL., 2005</td>
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<tr>
<td>Camacho, Evelinda</td>
<td>NURSING</td>
<td>Master of Science in Nursing, University of Phoenix, 2006</td>
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<tr>
<td>Cardona, Lucette</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Universidad Interamericana, Puerto Rico, 2005 Master of Arts in Public Relations, Michigan State University, MI, 1996</td>
</tr>
<tr>
<td>Carmona, Omar</td>
<td>CRIMINAL JUSTICE, SPANISH</td>
<td>Juris Doctor, Pontificia Universid Catolica de Puerto Rico School of Law, 2008 Master of Arts in Spanish, University of Central Florida, FL 2005</td>
</tr>
<tr>
<td>Cartagena, Mariloli</td>
<td>PSYCHOLOGY</td>
<td>Doctor of Philosophy in Psychological Counseling, Universidad Interamericana, Puerto Rico, 2005</td>
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<td>Name</td>
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<td>Education Details</td>
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<tr>
<td>Castro, Ricardo</td>
<td>MARKETING</td>
<td>Master of Business Administration in Marketing, University of Phoenix, PR., 2001</td>
</tr>
</tbody>
</table>
| Centeno, Jacqueline | GUIDANCE AND COUNSELING, SPANISH | Master of Arts in Spanish, University of Central Florida, FL, 1999  
Master of Science in Human Services, Springfield College, MA 1995 (18 Credits in Guidance and Counseling at the Master's Level) |
| Cestero, Jessica | MANAGEMENT     | Master of Business Administration University of Phoenix, FL, 2002                                                                               |
| Chittenden, Harold | MANAGEMENT     | Master of Arts in Organizational Management, University of Phoenix, 2006                                                                   |
| Colón, Chalie   | MANAGEMENT      | Master of Business Administration in International Business, Florida Metropolitan University, FL., 2006                                       |
| Colón, Nora     | EDUCATION       | Educational Specialist in Bilingual and Bicultural Education, Seton Hall University, New Jersey, 1997  
Master of Education in Teaching, Curriculum and Learning Environment, Harvard University, MA, 1991 |
<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
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<tr>
<td>Coriano, Jorge</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management, Universidad Metropolitana, FL., 2008</td>
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<td>Cubero, María</td>
<td>EDUCATION</td>
<td>Master of Arts in Business Education, Universidad Interamericana, Puerto Rico, 2002</td>
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<td>Dávila, Somáliz</td>
<td>GUIDANCE AND COUNSELING</td>
<td>Master of Education in Guidance and Counseling, Pontificia Universidad Catolica de Puerto Rico, 2002</td>
</tr>
<tr>
<td>Díaz, María</td>
<td>ACCOUNTING, MANAGEMENT, BUSINESS LAW</td>
<td>Master of Business Administration in Accounting, Universidad Metropolitana, Florida, 2009 (Over 18 Credits in Management) (20 Credits in Paralegal Studies)</td>
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<tr>
<td>Durán, Fabio</td>
<td>MANAGEMENT</td>
<td>Master of Science in Management, Georgia Institute of Technology, GA, 1987</td>
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<tr>
<td>Elías, Minette</td>
<td>COMPUTER SCIENCES</td>
<td>Master of Science in Computing in Open Information, Universidad Interamericana, Puerto Rico, 2001</td>
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<td>Espinel, Sandra</td>
<td>MANAGEMENT</td>
<td>Master of Arts in Management and Leadership, Webster University, 2006</td>
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<td>Fagundo, Carlos</td>
<td>ACCOUNTING, FINANCE</td>
<td>Master of Science in Logistics Management, Georgia College and State University, GA, 1995</td>
</tr>
<tr>
<td>Name</td>
<td>Field of Study</td>
<td>Degree and Institution</td>
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<tr>
<td>Faría, Norma</td>
<td>OFFICE TECHNOLOGY</td>
<td>Master of Science in Educational Technology, National University, FL., 2007</td>
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<td>Figueroa, Griselle</td>
<td>EDUCATION</td>
<td>Master of Arts in Business Education, Universidad Interamericana, PR, 1997</td>
</tr>
<tr>
<td>Flores, Richard</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Arts in Education in Administration and Supervision, University of Phoenix, 1995</td>
</tr>
<tr>
<td>Fonseca, Luz</td>
<td>COMPUTER SCIENCES</td>
<td>Doctor of Business Administration Argosy University, Florida, FL, 2008</td>
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<td>García, Angel</td>
<td>SPANISH</td>
<td>Master of Arts in Latin American Literature, Universidad Simón Bolívar, Venezuela, 1988</td>
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<td>García, Rafael</td>
<td>HUMAN RESOURCES, MANAGEMENT</td>
<td>Master of Business Administration in Human Resources, Florida Metropolitan University, 2005 (Over 18 Credits in Management at the Master's Level)</td>
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<td>Gil, Bernardo</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Global Management, University of Phoenix, Puerto Rico, 2002</td>
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<td>González, Edwin</td>
<td>ESOL, EDUCATION</td>
<td>Doctorate of Education in Curriculum and Instruction, Pennsylvania State University, 1994 Master of Arts in Education in English as a Second Language (ESL), University of Phoenix Puerto Rico, 1990</td>
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<td>González, Marta</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Arts in Education in Administration and Supervision, University of Phoenix, FL, 1991</td>
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<td>González, Moisés</td>
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<td>Master of Engineering Management, Universidad Politécnica de Puerto Rico, June, 2001</td>
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<td>Griggs, Mareitssa</td>
<td>EDUCATIONAL LEADERSHIP, ESOL</td>
<td>Master of Science in Teaching English to Speakers of Other Languages (TESOL), Nova Southeastern University, FL, 2004 Master of Science in Educational Leadership, Universidad del Este, Florida, 2006</td>
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<td>Guzmán, Lorine</td>
<td>GUIDANCE AND COUNSELING, EDUCATIONAL LEADERSHIP</td>
<td>Master of Science in School Administration and Supervision, Mercy College, New York, 2004 Master of Science in Guidance and Counseling, College of New Rochelle, New York 1996</td>
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<td>Henricy, Josefina</td>
<td>MATHEMATICS, EDUCATIONAL LEADERSHIP</td>
<td>Educational Specialist in Mathematics Education, NOVA Southeastern University, Florida, 2009</td>
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<td>Hernández, Joslyn</td>
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<td>Educational Specialist in Computing Technology in Education, Nova Southeastern University, Florida, 2009</td>
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<td>Master of Business Administration in Management Information Systems, Universidad del Sagrado Corazon, Puerto Rico, 2002</td>
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<td>Hernández, Rita</td>
<td>NURSING</td>
<td>Master of Science in Nursing, Universidad de Puerto Rico, 1997</td>
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<tr>
<td>Herrera, Miguel</td>
<td>SOCIAL WORK</td>
<td>Master of Arts in Social Administration in Social Work, Temple University, Pennsylvania, 2004</td>
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<td>Irizarry, César</td>
<td>SCIENCE</td>
<td>Doctor of Chiropractic, Life University, Marietta, GA, 2001 (Over 18 Credit Hours in Sciences)</td>
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<td>Irizarry, Johannys</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management, Universidad Metropolitana, Puerto Rico, 2003</td>
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<td>Irizarry, José H.</td>
<td>CRIMINAL JUSTICE</td>
<td>Master of Science in Legal Studies, Law, and Public Policy, California University of Pennsylvania, May, 2009</td>
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<td>Master of Education in Teaching English as a Second Language (ESL), Universidad del Turabo, Puerto Rico, 2006</td>
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<td>Long, Jeanette</td>
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<td>Master of Science Education in Integrating Technology in the Classroom, Walden University 2004</td>
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<td>López, Héctor</td>
<td>ECONOMICS</td>
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<td>Malonda, Diana</td>
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<td>Master of Science in Management and Finance, Gran Mariscal de Ayacucho, Venezuela, 1998 (18 Credits in MATH)</td>
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<td>Martínez, Luis M.</td>
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<td>Martínez, José</td>
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<td>Master of Business Administration in Finance, Wake Forest University, North Carolina, 1994</td>
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<td>Martínez, Sandra</td>
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<td>Educational Specialist in Administration and Supervision/Educational Leadership, National Louis University, IL, 2010</td>
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<td>Martínez, Sandra</td>
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<td>Doctor of Philosophy in Christian Clinical Psychology, Doxa International University, 2006</td>
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<td>O’Ferral, Margarita M.</td>
<td>EDUCATION</td>
<td>Master of Science in Urban Education, Chicago State University, IL, 1978</td>
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<td>Oliveras, Nereida</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Universidad Interamericana, PR, 1988</td>
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<td>Master of Arts, Roosevelt University, IL, 1980</td>
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<td>Master of Business Administration in Human Resources, Universidad Interamericana de Puerto Rico, 2004</td>
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<td>Ortiz, Ely Ann</td>
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<td>Master of Education in Technology, Grand Canyon University, AZ, 2008</td>
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<td>Pabón, Mireya</td>
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| Pacheco, Magaly | EDUCATION, GUIDANCE AND COUNSELING | Doctorate of Education in Counseling and Guidance, Universidad Interamericana, PR, 1994  
<p>|                 |                              | Master of Public Administration, Universidad de Puerto Rico, PR, 1982 |
| Pastrana, Luis R. | CRIMINAL JUSTICE             | Juris Doctor, University of Puerto Rico, School of Law, PR, 1986 |
| Pérez, José     | ESOL                         | Master of Education in Teaching English as a Second Language (ESL) Universidad del Turabo, Orlando, FL 2006 |
| Pérez, Juanita  | EDUCATIONAL LEADERSHIP       | Master of Science in Administration and Supervision, University of Bridgeport, 1979 |
| Pérez, Kelly    | TESOL                        | Master of Science in Teaching English to Speakers of Other Languages (TESOL), Nova Southeastern University, 2002 |
| Piazza, Rosana  | GUIDANCE AND COUNSELING     | Master of Education in Guidance and Counseling, Universidad de Puerto Rico, 1992 |
| Ramos, Carlos   | ACCOUNTING                  | Master of Business Administration in Accounting, University of Tampa, FL, June 2000 |
| Ramos, Luis     | SCIENCE                     | Doctor in Medicine, Universidad de Puerto Rico, PR, 1986 |</p>
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<td>ENGLISH</td>
<td>Ph.D. in American Literature, New York University, NY, 1970 Master of Arts in English, Fordham University, NY, 1962</td>
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<td>Riestra, Gina</td>
<td>HUMAN RESOURCES</td>
<td>Master of Science in Employment Law, Nova Southeastern University, 2010</td>
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<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Administration in Administrative Programming, University of Puerto Rico, 1998</td>
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<td>Ríos, Mabel</td>
<td>EDUCATION</td>
<td>Master of Education in Science Education, University of Central Florida, FL, 1996 (24 Credits in Educational Leadership)</td>
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<td>Ríos, Dally</td>
<td>CLINICAL PSYCHOLOGY</td>
<td>Doctor of Psychology in Clinical Psychology, Universidad Carlos Albizu, Puerto Rico 2006 Master of Science in Clinical Psychology Carlos Albizu University, Puerto Rico, 2003</td>
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<td>Rivera, Ariadna</td>
<td>COMPUTER SCIENCES</td>
<td>Master of Arts in Educational Computing, Universidad Interamericana, Puerto Rico, PR, 2000</td>
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<td>ACCOUNTING</td>
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<td>Rivera, Noemi</td>
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<td>Master of Science in Multilingual/Multicultural Education Florida State University, FL 1985</td>
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<td>Rodríguez, Carlos</td>
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<td>Ph. D. of Education University of Massachusetts, Amherst, MA, 1992</td>
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<td>Rodríguez, Teresita</td>
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<td>Master of Arts in Education Governors State University, IL, 1986</td>
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<td>MATHEMATICS</td>
<td>Master of Arts in Middle School MATH, University of Central Florida, FL 2007</td>
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<td>Sánchez, Armando J.</td>
<td>MATHEMATICS</td>
<td>Master of Science in Computer Modeling and Simulation, University of Central Florida, FL, 1997</td>
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<td>Rossy, Maritza</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, Universidad Interamericana, PR, 1980</td>
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<td>COMPUTERS SCIENCE</td>
<td>Master of Engineering of Computer and Software Engineering, Widener University, PA, 1998</td>
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<td>SPECIAL EDUCATION</td>
<td>Master of Science in Varying Exceptionalities, Nova Southeastern University, FL, 2000</td>
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| Távara, Fidel       | EDUCATION, SPECIAL EDUCATION, BILINGUAL | Master of Education in Instructional Leadership, University of Illinois, Chicago, IL, 2002
<p>|                    |                    | Over 18 Credits in Special Education, Over 18 Credits in Bilingual Education 18 Credits in Education |
| Torres, Angel E.    | SOCIAL SCIENCE     | Master of Social Work, University of Connecticut, 2002                          |
| Torres, Nelson      | EDUCATION, EDUCATIONAL LEADERSHIP, PSYCHOLOGY, | Doctor of Educational Leadership, University of Central Florida, FL, 2006 |
|                    |                    | Master of Education in Elementary Education, Marymount University, Virginia, 1994 |
|                    |                    | Master Business Administration in Logistics Management, Florida Institute of Technology, 1980 |
|                    |                    | Master of Arts in Educational Psychology, Ball State University, Indiana, 1977 |
| Torres, Samuel      | SCIENCE            | Medical Doctor, Universidad Nordestana Republica Dominicana, 1984                |
| Torres, Verónica    | CRIMINAL JUSTICE   | Master of Arts in Criminal Justice, Universidad Interamericana, PR, 2007         |</p>
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<td>Vélez, Myra</td>
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<td>Vidal, Grisselle</td>
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| Ferrufino, Adriana | ECONOMICS     | Master of International Business Administration, Nova Southeastern University, FL, 2004  
Master of Economics, Universidad De Los Andes, Bogotá Colombia, 1990 |
| Font, Milagros  | ESOL COMPUTER SCIENCES | Master of Science in Teaching English to Speaker of Other Languages, Florida International University, FL, 2001  
Master of Science in Computer Education Nova Southeastern University, 1991 |
<p>| Forteza, Bábaro | SPANISH        | Master of Science in Spanish Language Education, Nova Southeastern University, 2006 |
| Furnari, Francesco | MANAGEMENT   | Master of Business Administration in Management, University of Hartford, CT, 1994 |</p>
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<td>Doctorate of Humanities and Social Science, Nova Southeastern University, FL, 1991 Doctorate of Leadership and Education in Counseling, Barry University, FL, 2006 Master of Science in Marriage and Family Therapy, Saint Thomas University, Florida, 1986 (18 Credits in Psychology at the Doctorate Level)</td>
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<td>Gracia, Agustín</td>
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<td>Master of Education Science, Nova University, Florida 2010 Master Degree in Occupational Health, Medical Science Institute, 1999 Doctor of Medicine, Medical Science Institute, Santiago de Cuba, 1994</td>
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| Laureano-Vega, Manuel | BIOLOGY SCIENCE PUBLIC HEALTH | Doctor of Medicine, Universidad Central del Este, República Dominicana, 1986  
Master of Science in Biology, Universidad Puerto Rico, 1982 |
| León, Alberto       | SCIENCE            | Doctor of Medicine, San Juan Bautista School of Medicine, Puerto Rico, 2004 (Over 18 Credit Hours in Biological Sciences) |
| López Fernando      | SPANISH            | Master of Science in Spanish Language Education, Nova Southeastern University, FL, 2006 |
| López, Kety         | EDUCATIONAL COUNSELING | Master of Science in Counseling Education  
Florida International University, FL, 2006 |
<p>| López, Steven       | MANAGEMENT         | Master of Business Administration in Management, Southern New Hampshire University, Manchester, NH, 1996 |
| Madden, Jhoanna     | MANAGEMENT         | Master of Business Administration in Management, University of Miami, FL, 2002 |
| Maldonado, Ariel    | MANAGEMENT         | Master of Business Administration in Management, Nova Southeastern University, Florida, 1997 |
| Martínez, Ana C.    | ELEMENTARY EDUCATION | Master of Science in Elementary Education, Nova Southeastern University, FL., 1999 |
| Martínez, Broderick | ACCOUNTING         | Doctorate of Business Administration in Accounting, Argosy University, FL, 2009 |</p>
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<td>Master’s Degree in Teaching/Learning of the Spanish Language and its Culture, University of Granada, Spain, 2006</td>
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<td>Master of Arts in Leadership and Teaching, College of Notre Dame of Maryland, Baltimore, 2005</td>
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<td>Juris Doctor, Loyola University New Orleans, 2002  Master of Business Administration in Management, Loyola University New Orleans, 2000</td>
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<tr>
<td>Vázquez, Irma</td>
<td>SPANISH</td>
<td>Doctorate of Philosophy in Spanish Studies, Universidad de Puerto Rico, PR, 1985</td>
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<td>Master of Arts in Hispanic Studies, Universidad de Puerto Rico, PR, 1973</td>
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<td>Vega, Arturo</td>
<td>SPANISH</td>
<td>Master of Spanish Literature and Cultures, Universidad de Salamanca, Spain, 2001</td>
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<td>Viamontes, Francis</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor University of Miami, FL, 2002</td>
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<td>Vilasuso, José</td>
<td>COMPUTER SCIENCES</td>
<td>Master of Science in Information Technology, Capella University, MN, 2007</td>
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<td>Wise, Leonel F.</td>
<td>MANAGEMENT</td>
<td>Master in Business Administration in Management Kaplan University, FL, 2008</td>
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<td>Zender, Irma</td>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>Master of Science in Educational Technology, National University of California, CA, 2003</td>
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<td>FACULTY MEMBER:</td>
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<td>ACOSTA, GLENDA</td>
<td>Criminal Justice</td>
<td>MASTER OF CRIMINAL JUSTICE, BOSTON UNIVERSITY, 2010</td>
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<td>ALVARADO, ENRIQUE</td>
<td>Business Administration, Counseling and Psychology</td>
<td>MASTER OF BUSINESS ADMINISTRATION IN BUSINESS ADMINISTRATION, NOVA SOUTHEASTERN UNIVERSITY, FL, 2009</td>
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<td></td>
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<td>MASTER OF EDUCATION IN COUNSELING AND PHYSIOLOGY CAMBRIDGE COLLEGE, MA, 1995</td>
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<td>AVELLANEDA, EULISES</td>
<td>ESOL</td>
<td>MASTER OF ARTS IN THE TEACHING OF LANGUAGES UNIVERSITY OF SOUTHERN MISSISSIPPI, MO, 2001 (18 CREDIT HOURS IN TESOL)</td>
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<tr>
<td>BOLIVAR, MARGA</td>
<td>MATHEMATICS</td>
<td>MASTER OF SCIENCE IN ENGINEERING MANAGEMENT, UNIVERSITY OF SOUTH FLORIDA, FL, 2004 (24 CREDITS IN MATHEMATICS)</td>
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<tr>
<td>CADIZ, YVONNE R</td>
<td>ESOL</td>
<td>MASTER OF ARTS IN LINGUISTICS AND TESOL, NEW YORK UNIVERSITY, NEW YORK, 1984</td>
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<tr>
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<td>CALVO, LOYADLIZ</td>
<td>Computer Sciences</td>
<td>MASTER OF SCIENCE in COMPUTING AND OPEN INFORMATION, UNIVERSIDAD INTERAMERICANA, PUERTO RICO, 2006</td>
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<td>CARBAJAL, FLORENCE</td>
<td>ESOL</td>
<td>MASTER OF EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE UNIVERSIDAD DEL TURABO, FL, 2010</td>
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<tr>
<td>CASTRO SANCHEZ, JESUS</td>
<td>Clinical Psychology</td>
<td>MASTER OF ARTS in CLINICAL PSYCHOLOGY, ARGOSY UNIVERSITY, FL, 2009</td>
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<td>DE JESUS, EDWIN</td>
<td>Guidance and Counseling</td>
<td>MASTER OF EDUCATION IN GUIDANCE AND COUNSELING, UNIVERSIDAD DEL TURABO, FL, 2010</td>
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<td>ENGEL PENALOSA, LUZ</td>
<td>English</td>
<td>MASTER OF EDUCATION IN LANGUAGE ARTS, CARTHAGE COLLEGE, WI, 2003</td>
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<td>FELICIANO BUTLER, JOSE</td>
<td>Spanish</td>
<td>MASTER OF ARTS IN SPANISH UNIVERSITY OF SOUTH FLORIDA, 1987</td>
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<td>FUENTES JAIMAN, RAFAEL</td>
<td>Psychology</td>
<td>MASTER OF SCIENCE, IN HUMAN SERVICES AND MENTAL HEALTH COUNSELING, SPRINGFIELD COLLEGE, MA., 2006</td>
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<td>GALLETI, ALEXANDRA</td>
<td>PSYCHOLOGY</td>
<td>MASTER OF SCIENCE IN EDUCATIONAL PSYCHOLOGY, CAPELLI UNIVERSITY, MINNESOTA, 2010</td>
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<tr>
<td>GOODLEY, ELIA</td>
<td>Business Administration</td>
<td>MASTER OF BUSINESS ADMINISTRATION IN HEALTH CARE, TAMPA COLLEGE, TAMPA, 1987</td>
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<td>HERNANDEZ, ADRIANA</td>
<td>Management</td>
<td>Master of Science in Industrial and Management Systems Engineering, University of South Florida, 1994</td>
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<td>JIMENEZ GOMEZ, AMILCAR</td>
<td>Marketing</td>
<td>Master of Business Administration in Marketing, Universidad Interamericana, Puerto Rico, 1999</td>
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<td>LEVIN, ROXANA</td>
<td>Spanish</td>
<td>Master of Arts in Spanish Language Education, University of South Florida, Florida, 1996</td>
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<td>LUGO, ORLANDO</td>
<td>Management</td>
<td>Master of Project Management in Management, Keller Graduate School of Management, Devry University, Florida, 2003</td>
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<td>MACHADO, BELKIS</td>
<td>ESOL</td>
<td>Master of Science in Teaching English as a Second Language (TESL), University of Cienfuegos Cuba, 2005</td>
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<td>MONTERO, NIZA</td>
<td>Spanish</td>
<td>Master of Arts in Spanish, Lehman College, New York, 2005</td>
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<td>OBERHAUSEN, ADRIANA</td>
<td>Psychology</td>
<td>Master of Arts in Mental Health Counseling, Argosy University, FL., 2005</td>
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<td>ORTIZ TORRES, IRMA</td>
<td>Education</td>
<td>Master of Education in Curriculum and Instruction, Grand Canyon University, 2006</td>
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<td>PORTOCARRERO, CARLOS</td>
<td>Accounting</td>
<td>Master of Business Administration in Accounting, Universidad Metropolitana, FL, 2010</td>
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<td>ROBAK, JUANA</td>
<td>Marketing</td>
<td>Master of Business Administration in Marketing, Argosy University, IL, 2006</td>
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<td>RODRIGUEZ, MARIA</td>
<td>Human Resources</td>
<td>Master of Business Administration in Human Resource Management, University of Phoenix, Arizona, 2006</td>
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<td>RUIZ, MERCEDES DORIS</td>
<td>Education Management</td>
<td>Master of Arts in Organizational Management, University of Phoenix, FL, 2004</td>
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<td>Master of Business Administration in Global Management, University of Phoenix, FL, 2002</td>
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<td></td>
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<td>(18 Credits in Education in Ph.D. Level)</td>
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<td>SANCHEZ ALIAKBARIAN, DIANE</td>
<td>ESOL</td>
<td>MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE, UNIVERSITY OF FLORIDA, 2005</td>
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| SANTIAGO ZAYAS, CARLA       | Spanish Humanities         | MASTER OF ARTS IN SPANISH, UNIVERSITY OF SOUTH FLORIDA, FL, 2010  
|                              |                            | MASTER OF ARTS AND SCIENCES/ HUMANITIES UNIVERSITY OF SOUTH FLORIDA, FL, 2008 |
| SEDA, JUAN                  | Management                 | MASTER OF BUSINESS IN MANAGEMENT UNIVERSITY OF PHOENIX, FL, 1996 |
| STEVENS, MONIQUE            | Spanish                    | MASTER OF ARTS IN SPANISH, UNIVERSITY OF ILLINOIS, IL, 1993 |
| SUAREZ, GEORGE              | Education Leadership       | DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP, NOVA SOUTHEASTERN UNIVERSITY, FL, 2006  
<p>|                              | Management                 | MASTER OF ARTS IN PERSONNEL MANAGEMENT, WEBSTER UNIVERSITY, MO, 1988 |
| TOPKE RIVERA, MIRNA         | Education Leadership       | MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP, NOVA SOUTHEASTERN UNIVERSITY, FL, 2004 |</p>
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<tr>
<td>TORRES, EDGAR</td>
<td>Computer Sciences</td>
<td>Master of Business Administration in Management in Information System, Nova Southeastern University, FL, 2007</td>
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<td>VALEDON, JOANVERONIKA</td>
<td>Criminal Justice</td>
<td>Juris Doctor, University of Florida, FL, 2002</td>
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<td>VALENZUELA, DANTE</td>
<td>Educational Leadership ESOL</td>
<td>Master of Education in Instructional Leadership, University of Illinois, IL, 1997 (18 Credits Hours in Teaching English as a Second Language)</td>
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</table>
Physical Facilities

The Metro Orlando Campus (MOC) is located at 5601 South Semoran Boulevard, Orlando, Florida. The MOC has twenty two classrooms, one computer lab, one language lab, a library, administration offices, a conference room, a student and a faculty lounge. In addition, parking area is available for students and administration.

The South Florida Campus (SFC) 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, a student and faculty lounge. Also, parking area is available for students and 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, a student and a faculty lounge. Parking area is also available for students and administration.

Address and Telephone Numbers for Florida Campuses:

**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 / (813) 932-7500  
Fax: (813) 932-7527  
Website: www.suagm.edu/florida
<table>
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<tr>
<th>ACTIVITIES</th>
<th>E02 AUGUST 28 TO OCTOBER 1, 2011</th>
<th>E03 OCTOBER 2 TO NOVEMBER 5, 2011</th>
<th>E04 NOVEMBER 6 TO DECEMBER 17, 2011</th>
<th>E08 AUGUST 28 TO OCTOBER 22, 2011</th>
<th>E09 OCTOBER 23 TO DECEMBER 17, 2011</th>
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<tr>
<td>Withdrawal with partial return (12% “WP”)</td>
<td>August 28 to 30, 2011</td>
<td>October 2 to 4, 2011</td>
<td>November 6 to 8, 2011</td>
<td>August 28 to 30, 2011</td>
<td>October 23 to 25, 2011</td>
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<td>Last day to request graduation for students who complete requirements on December 2011</td>
<td>October 31, 2011</td>
<td>October 31, 2011</td>
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<tr>
<td>THANKSGIVING HOLIDAY/TICKING BREAK*</td>
<td>--------</td>
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<td>November 20 to 26, 2011</td>
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<td>November 24, 2011</td>
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<tr>
<td>Official Attendance Rosters to Facilitators (NP)</td>
<td>September 11 to 17, 2011</td>
<td>October 16 to 22, 2011</td>
<td>November 27 to December</td>
<td>September 11 to 17, 2011</td>
<td>November 27 to December</td>
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<td>ACTIVITIES</td>
<td>E02 AUGUST 28 TO OCTOBER 1, 2011</td>
<td>E03 OCTOBER 2 TO NOVEMBER 5, 2011</td>
<td>E04 NOVEMBER 6 TO DECEMBER 17, 2011</td>
<td>E05 AUGUST 28 TO OCTOBER 22, 2011</td>
<td>E06 OCTOBER 23 TO DECEMBER 17, 2011</td>
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<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>September 24, 2011</td>
<td>October 29, 2011</td>
<td>December 10, 2011</td>
<td>September 24, 2011</td>
<td>December 10, 2011</td>
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<tr>
<td>Last Week of Classes</td>
<td>September 25 to October 1, 2011</td>
<td>October 30 to November 5, 2011</td>
<td>December 11 to 17, 2011</td>
<td>October 16 to 22, 2011</td>
<td>December 11 to 17, 2011</td>
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<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
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<td>November 8, 2011</td>
<td>December 20, 2011</td>
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DC= Drop course  
AW= Administrative Withdrawal  
WP = Partial Withdrawal  
WT – Total Withdrawal  
NP- Not attending courses

*Thanksgiving Week Recess only apply for five weeks sessions*
## SISTEMA UNIVERSITARIO ANA G MENDEZ
### FLORIDA CAMPUSES

## ACADEMIC CALENDAR
### SECOND SEMESTER 201202

<table>
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<tr>
<th>ACTIVITIES</th>
<th>E02: JANUARY 22 TO FEBRUARY 25, 2012</th>
<th>E03: FEBRUARY 26 TO MARCH 31, 2012</th>
<th>E04: APRIL 8 TO MAY 12, 2012</th>
<th>E08: JANUARY 15 TO MARCH 10, 2012</th>
<th>E09: MARCH 11 TO MAY 5, 2012</th>
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<tr>
<td>Withdrawal with partial return (12% &quot;WP&quot;)</td>
<td>January 22 to 24, 2012</td>
<td>February 26 to 28, 2012</td>
<td>April 8 to 10, 2012</td>
<td>January 15 to 17, 2012</td>
<td>March 11 to 13, 2012</td>
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<td>Holy Week Recess*</td>
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<td>April 1 to 7, 2012</td>
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<td>E03 FEBRUARY 26 TO MARCH 31, 2012</td>
<td>E04 APRIL 8 TO MAY 12, 2012</td>
<td>E08 JANUARY 15 TO MARCH 10, 2012</td>
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<td><strong>Official Attendance Rosters to Facilitators (NP)</strong></td>
<td>February 5 to 11, 2012</td>
<td>March 11-17, 2012</td>
<td>April 22 to 28, 2012</td>
<td>February 5 to 11, 2012</td>
<td>April 8 to 14, 2012</td>
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<td><strong>Attendance Rosters Due at Registrar’s Office</strong></td>
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<td>March 20, 2012</td>
<td>May 1, 2012</td>
<td>February 14, 2012</td>
<td>April 17, 2012</td>
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<td><strong>Last day for students to claim courses reported as Not Attending “NP”</strong></td>
<td>February 18, 2012</td>
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<td>April 29 to May 5, 2012</td>
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<td><strong>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</strong></td>
<td>February 28, 2012</td>
<td>April 10, 2012</td>
<td>May 15, 2012</td>
<td>March 13, 2012</td>
<td>May 8, 2012</td>
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DC= Drop course  
AW= Administrative Withdrawal  
WP = Partial Withdrawal  
WT – Total Withdrawal  
NP- Not attending courses  

*Holy Week Recess only apply for five weeks sessions*
## SISTEMA UNIVERSITARIO ANA G MENDEZ

**FLORIDA CAMPUSES**

## ACADEMIC CALENDAR

**SUMMER SEMESTER 201203-201200**

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<th>ACTIVITIES</th>
<th>PT E02 MAY 13 TO JUNE 16, 2012</th>
<th>PT E03 JUNE 17 TO JULY 21, 2012</th>
<th>PT E04 JULY 22 TO AUGUST 25, 2012</th>
<th>E08 MAY 6 TO JUNE 30, 2012</th>
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<tr>
<td>Official Attendance Rosters to Facilitators (NP)</td>
<td>May 27 to June 2, 2012</td>
<td>July 1 to July 7, 2012</td>
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<td>May 27 to June 2, 2012</td>
<td>August 5 to 11, 2012</td>
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<td>MAY 13 TO JUNE 16, 2012</td>
<td>JUNE 17 TO JULY 21, 2012</td>
<td>JULY 22 TO AUGUST 25, 2012</td>
<td>MAY 6 TO JUNE 30, 2012</td>
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DC= Drop course  
AW= Administrative Withdrawal  
WP = Partial Withdrawal  
WT = Total Withdrawal  
NP- Not attending courses
STUDENT ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

ADMISSIONS

Undergraduate General Admission

General requirements for admission

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

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

Admissions Process – all applicants are required to:

1. Attend an orientation session where the structure, policies, and procedures of the programs are discussed.
2. Submit an 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 program of study
- graduation diploma from a 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 equivalency
- grade report

Applications should present one or more of the original documents noted above 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(s) for his admission’s record, the officer will make a copy and certify with his initials that it is a copy from the original.

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

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

Students must contact the Office of Integrated Services for more detailed and specific admission information.
General Requirements for Admission
1. The applicant must be 23 years of age or older.
2. The applicant must provide evidence for 3 years of work experience.
3. The applicant must have a bachelor’s degree with a minimum of 2.75 GPA or 2.75 in the last 60 credits.
4. The applicant must submit 3 recommendation letters (Students who have a bachelor’s degree from any of the SUAGM 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 are discussed.
2. Submit an admissions application.
3. Submit an official academic transcript from the university where the bachelor’s degree was awarded.
4. Submit 3 recommendation letters from the employer or supervisor. A form letter is provided to the students.
5. The applicant must also complete an interview with the Campus Director or his designated representative, to evaluate compliance with the previous requirements.
6. Take the placement and assessment tests.

Specific Requirements for Each Program
Students must contact the Registrar, 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 their chosen program of study may have. Students must also 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, evening
sessions from 6:00pm - 10:00pm, Saturday from 8:00am - 12:00pm and 1:00pm – 5:00pm and Sunday from 1:00pm – 5:00pm.

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

The students will be required a minimum of 10 hours of individual or team work outside the classroom per week. All students enrolled in this program will take 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 Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University Life.
Dual-language Nature of Degree Programs

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

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

These competencies achieved are divided into four skill areas:

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

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

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

**Interpersonal Skills**
1. Team-work, cooperative/collaborative
2. Interpersonal Interaction
Appeals of Admission Decisions

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

Transfer Students from Other Programs or Universities

Requirements

1. Students from other accredited universities may be admitted if they fulfill the following requirements:
   a. have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education. Twelve (12) of those credits must be with a “C” or above to be admitted as a transfer student,
   b. be 23 years of age or older,
   c. have 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. meet the residency requirements prior to graduation
   f. not be on academic or disciplinary probation at the institution from which they are transferring

2. Transfer credits will be considered attempted credits and will not be considered in 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, of which six 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 degree level.
Validation of Transfer Credit for Courses

1. Validating transfer credits assumes 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 student courses approved with a grade of “C” or higher at the other institution will be considered for transfer credit. Nevertheless, students admitted to the Graduate programs, must comply with the specific requirements for each of the master's degree 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 to the campus, 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 accepted for transfer.

Foreign Students

1. 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. The Universidad Metropolitana at the Metro Orlando Campus, South Florida Campus, and Tampa Bay Campus is authorized to receive students with F-1 Visa. Interested applicants must contact the Director of Integrated Services at each campus for specific related processes.
Readmission

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

1. Have a cumulative GPA that meets the retention index.
2. Approve 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 Integrated Services, or the Student and Registrar Services Coordinator, as applicable to the campus.

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 mathematical level. Second, it identifies students who require certain developmental skills in language and math while enrolled in a degree program. Finally, it identifies students who do not possess an adequate threshold in the language and in math and must enroll in a full-immersion language course or developmental math course prior to enroll in a degree program.

Course Modules and Language of Delivery

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

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

Modules are prepared by program facilitators. In order to prepare modules, faculty members must be trained and certified as a Module Developer Specialist and Dual Language Professional. All modules are available to students and faculty electronically through the Course Management System: Blackboard®. Instructional modules can be accessed remotely through the internet.
Modules for the Metro Orlando, South Florida, and Tampa Bay campuses also specify the percentages of English and Spanish used each week, ensuring equal exposure to both languages in the content area to achieve full proficiency in English and in Spanish. Content courses are taught in the dual language instructional design. Each lesson within a module contains specific directions 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 college level 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.

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

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

The lab also includes a package of 140 carefully selected ESOL (English to Speakers of Other Languages) websites to meet student’s needs as well as other software to boost
language learning such as “Tell Me More”, “Rosetta Stone”(English and Spanish versions), Ellis Business, Ellis Master Pronunciation, Math Media Algebra, Math Media Basic Series, Spanish websites, Internet-Based Research and Guided Writing Activities. In addition, the lab administers the placement tests and coordinates tutoring services.

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

**REGISTRATION**

**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. Students may register on the day and time assigned or during the specified late registration period set and notified on the academic calendar.
4. Each course the student registers for 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 of the Florida campuses.)

**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 assigned Faculty. A challenge examination is an assessment of the
student’s mastery of course content prepared by a certified faculty member in the institutions. A portfolio is an essay with supporting documentation that demonstrates a student’s mastery of course content.

The following policies and procedures will apply:

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

2. **Challenge Examination Option**
   a. The student must obtain related documents from the Integrated Services Office or the Student and Registrar Services Coordinator, as applicable to the campus. 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 corresponding payment to be made. The Director of Faculty and Curriculum and/or its designee 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. **Portfolio Option**
   a. The student must obtain the related documentation from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty 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 the 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 or not credits will be accepted by the institution chosen by the student.

**PROGRAM CHANGES, WITHDRAWALS, AND SPECIAL PERMITS**

**Reclassification of Program or Major**

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

**Withdrawals**

1. To apply for a partial or total withdrawal, students will submit the application for withdrawal to the Integrated Services Officer or Registrar at Metro Orlando Campus; Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at 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 established due date specified on the Academic Calendar for withdrawals with reimbursement, the student's academic progress will be affected.

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 on to other courses in the following semesters.

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

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

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 the Campus Director.

### Class Attendance

#### Admission to the classroom

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

#### Compulsory Attendance

1. Attendance to class will be compulsory. Students will be responsible for the academic work covered during their absences.
2. Within the term stipulated by the Office by the Registrar’s Office, the professor will inform the Integrated Services Office at Metro Orlando Campus, Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus, as applicable to the Campus about those students who never attended classes, using the official attendance lists provided the third week after the first day of classes.
   
   No attendance cases identified by the professors for the first three weeks of classes will appear with a grade of **WN** on their academic record, once the term has ended.

3. 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: allow the student to make up the
work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

4. 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.

5. 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.

6. 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.

7. In cooperative learning activities, the group will be assessed for their final work. However, each member will have assigned responsibilities and must collaborate to assure the success of the group. Assessment will be done collectively as well as individually.

EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT

<table>
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<th>Evaluation System</th>
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Credit value

One semester credit hour is equivalent to a minimum of fifteen (15) hours of planned college level 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. In each part of term (PT), professors will evaluate students based on four evaluative competencies where there will be at least a partial evaluation and a final evaluation.

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

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

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

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

Responsibility of Professors

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

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

Grade System

Letter Grade System and Grade Points per Credit

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90 – 100)</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>(80 – 89)</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>(70 – 79)</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>(60 – 69)</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>(0 – 59)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

   excellent
   good
   satisfactory
   deficient
   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 approves a student withdrawal due to certain reasons.
T = Transfer course

A minimum average of “C” is required for all degrees.

A course with a “W” indicates a withdrawal from a course.

A “WN” Indicates no assistance to a course within the first few days after classes begin (no grade points). It is reported on the official attendance register.

A course with an “I” indicates that a student, 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 a “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

1. In the event of a student grade objection, the student is obligated to present the objection at the 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 Student and Registrar Services Coordinator 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 of the Campus.
4. Special cases of grade objections or changes will be resolved by an Appeals Committee composed by the Dean of the School for Professional Studies or Campus Director 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 Chancellor, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The
Campus Director will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student’s objection was submitted.

Incompletes

Conditions

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

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

3. It will be the student's responsibility to make the necessary arrangements with the Professor and the Director of Faculty 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. A student receiving Incomplete in one or more courses does not achieve academic progress. Once the Incomplete is removed, according to institutional policies, financial aid will be reinstated, only if it is within the dates established by the Federal Government for assigning financial aid.

Responsibility of Professors

1. It will be the responsibility of the professors, at the end of each academic term, to submit to their respective Registrar the Incomplete Form and Grade Register. The forms must include the student's name and indicate the partial grades obtained 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 Office where the Official Grade Register will be completed and final grades will be given.
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, Associate Registrar or Student 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. Core Professional and Major or Concentration courses at the undergraduate level must be passed with a minimum of 2.0 (C); all graduate level courses must be passed with a minimum of 3.0 (B).
   a. When a student obtains a C, D, F, W or WF in courses that are required for graduation at the undergraduate level (Core professional courses, major and concentration courses) that must be passed with a minimum of C, it will be compulsory to repeat the course.
   b. When a student obtains a C, D, F, W or WF in courses that are required for graduation at the graduate level (all graduate courses) that must be passed with a minimum of B, it will be compulsory to repeat the course.
2. The institution will allow a student who has obtained a C, D, F, W, WF or WN in a course to repeat it using financial aid, if he or she has not exceeded 150% of attempted credits.
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 two times. 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 at 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 Registrars’ Office at Metro Orlando Campus, Associate Registrars’ Office at South Florida Campus and at the Student and Registrar Services Coordinator at Tampa Bay Campus, as applicable.

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 cumulative GPA are lower than the retention index.
**Grade Point Average (GPA)**

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

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

**Retention Index**

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

**Accumulated Credits Required and Retention Index**

a. Accumulated credits are the sum of the credits corresponding to the courses the student registers in annually.

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

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

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

**Probation**

1. To end the probation period, the student must obtain the percentage of credits and the average established. Students whose cumulative GPA is lower than the retention index established or those that do not reach the required percentage of approved credits will be put on for automatic academic probation.
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:
- an illness of the student or a dependent
- an illness of the head of the household that created an economic crisis
- natural disasters, divorce of the parents/student
- death of a parent, mother, spouse or child
- a problem where there was an alteration in the family nucleus that in good judgment reasonably hindered the progress of the student

Appeals Committee
The Appeals Committee will be composed of a representative of the following offices: Counselor, Registrar, Financial Aid, 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.

Reestabishing 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 granting institution.
2. Students must have approved the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.
3. For master’s degrees, students must complete the degree’s final requirements.
4. Transfer students must meet residency requirements.
5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.
7. Have submitted an Application for Graduation to the Integrated Services Office or 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 has 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

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

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

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

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

Cost per Credit

The cost per credit is $334.00 at the undergraduate level, and $390.00 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 (PT) 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 for will be reported as NP by the professor.

Identifications

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

Financial Aid

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

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

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

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

Grant-Scholarship Programs

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (SEOG)

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

State of Florida Grants

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

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

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

Federal Direct Loan

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

Federal Direct Parent Loan for Undergraduate Students (FDPLUS)

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

Work and Study Program

Federal Work-Study Program (FWSP)

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

Veterans

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

How to apply for Federal Financial Aid

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

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

**Eligibility Requirements**

In order to meet the eligibility requirements, students must:

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

**Important Note:**

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

**Student Services**

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

The School for Professional Studies personnel also offers orientation about other services available and serves 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:** 9:30 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 the 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 at the 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 must 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: UMET are expected to honor, obey and respect these rules and regulations in all their ramifications. These principles, rules, and regulations are clearly stated in the college by-laws, the Student Handbook, and in the other regular or periodic publications of the Administration.

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

**GENERAL PROVISIONS**

### Course Numbering System

#### Course Numbers

The following course numbering system is used by the SUAGM: UMET.

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

#### The Course Prefix

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

- ACCO – Accounting
- BIOL – Biology
- BUSG – Business Strategies
- BUSI - Business
- COIS, COMP – Computer Information System
- CRIM - Criminology
- ECON – Economy
- EDUC - Education
- ENGL – English
- FINA – Finance
- HIST – History
- HUMA – Humanities
- HURE – Human Resources Management
MANA – Management
MARK – Marketing
MATH – Mathematics
NURS - Nursing
POSC – Political Sciences
PRMG – Project Management
QYLE – Quality of University Life
SCIE – Integrated Sciences
SOSC – Social Sciences
SPAN – Spanish
STAT – Statistics
STGM- Strategic Management

Separateness

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

Amendments

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

False Information

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

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

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

**Institution’s Responsibility**

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

**Reserved Rights**

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

**FERPA**

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

**Change of Name and/or Address**

It will be the responsibility of the student to notify the Registrar and/or Director of Integrated Services at Metro Orlando Campus, Associate Registrar and/or Director of Integrated Services at South Florida Campus, and the Student and Registrar Services Coordinator at Tampa Bay Campus 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 OF ARTS IN SOCIAL SCIENCES (BA)
Major in Criminal Justice
126 Credits
Offered at the Metro Orlando, South Florida and Tampa Bay Campuses

PROGRAM DESCRIPTION:
This academic design aims at ushering students to positions at operational level in the Criminal Justice field, so that they can provide professional services either to the public or the private sector. As part of the Criminal Justice System, this major covers the following areas: Correction, Criminal Investigation, Courts System, Rehabilitation and Minors’ Justice. Students must comply with state and local requirements or limitations to practice profession.

ENTRANCE REQUIREMENTS OR PREREQUISITES:
To be admitted to the Social Sciences Department, the student must fulfill all the requirements for admission to the Institution.

PROGRAM OBJECTIVES/OUTCOMES:
- Develop student’s knowledge related to factors that cause the criminality problem, such as to empower him/her in efforts as a provider of Criminal Justice services.
- Promote the development of a critical attitude to build his/her capacity, to comply with job requirements, and at the same time, to seek for promotions within the organizational structure where he/she works.
- Offer an innovative curriculum that responds to the country’s social, economic, cultural and professional needs.
- Coach, orient, and stimulate students who wish to continue graduate studies in Law.
- Empower students on applying knowledge and acquired skills when employed in a government agency or the private sector, so that they can attain their goals.
- Develop proficiency to communicate adequately in English and Spanish both orally and in writing.
## Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>57</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>24</td>
</tr>
<tr>
<td>Major Courses</td>
<td>27</td>
</tr>
<tr>
<td>Guided Elective Courses</td>
<td>15</td>
</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>
Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency. 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. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

QYLE 110 must be taken within the first term of enrollment. REVISED. 02/2010
BACHELOR OF SCIENCE
Major in Nursing
137 Credits

*Offered at Metro Orlando and South Florida Campuses*

(This program is in teach-out and it is not accepting enrollment at this time).

PROGRAM DESCRIPTION:

This program is designed for registered nurses who have already completed an associate or diploma degree in an accredited nursing program. It enables registered nurses to make the transition from registered nurse (RN) to professional nursing in the Bachelor of Science in Nursing (BSN) in consecutive part of terms (five or eight weeks each).

The faculty of the BSN program is committed to provide a convenient, rigorous, challenging, and enjoyable learning experience for all students. High academic standards are upheld in the atmosphere of nurturing support and caring. Graduates from the Bachelor of Science in nursing program are employed in hospital and community group settings as nursing leaders. The foundation for graduate education is established and it is expected that many continue their education to complete master’s degrees. With a nationwide shortage of advanced practice nurses and nurse educators in schools of nursing, BSN preparation opens the door to many career options.

The Department of Nursing of UMET is fully accredited by the National League for Nursing Accrediting Commission (NLNAC), since 1986, by the Council of Higher Education and by Middle States Association for Colleges and Universities. Students must comply with state and local requirements or limitations to practice profession.

PROGRAM OBJECTIVES:

1. This program is designed for registered nurses who have already completed an associate or diploma degree in order to complete the Bachelor of Science in Nursing.

2. Graduates from the Bachelor of Science in Nursing (BSN) programs will be satisfied with the knowledge and skills obtained, in order to respond to global changes in health care.
3. Graduates from the Bachelor of Science in Nursing (BSN) nurses will be prepared for entry level practice with the knowledge, attitudes and competencies as a provider of care, manager of care and as a member within the profession; to fulfill the requirements of the Nursing Profession.

**Important Note:** Students must meet Florida State requirements to obtain a Florida Nursing License to include the Nursing state test (NCLEX-RN). Students must pass a **criminal background check** in order to participate in some clinical settings and to meet the Board of Nursing Standards to become licensed.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>73</td>
</tr>
<tr>
<td>Credits from Previous Nursing Courses</td>
<td>33</td>
</tr>
<tr>
<td>*Required Nursing Courses</td>
<td>31</td>
</tr>
</tbody>
</table>

*Courses must be taken at SUAGM Campus*

**TOTAL** 137
**PROGRAM TITLE: NURSING****
**CREDENTIAL ISSUED: BACHELOR OF SCIENCE**

### GENERAL EDUCATION PREREQUISITES (73 CREDITS)
(May be earned at previously attended accredited schools)

<table>
<thead>
<tr>
<th>Course</th>
<th>CRS</th>
<th>TR</th>
<th>Course</th>
<th>CRS</th>
<th>TR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 115 English Reading and Writing I</td>
<td>3</td>
<td></td>
<td>ENGL 116 English Reading and Writing II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 231 Research and Writing</td>
<td>3</td>
<td></td>
<td>ENGL 331 Public Speaking</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 115 Reading, Writing and the Oral Communication in Spanish I</td>
<td>3</td>
<td></td>
<td>SPAN 116 Reading, Writing and the Oral Communication in Spanish II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPAN 250 Techniques for Writing in Spanish</td>
<td>3</td>
<td></td>
<td>SPAN 255 Spanish for Writing and Research Writing II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>4</td>
<td></td>
<td>Anatomy and Physiology II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td></td>
<td>Chemistry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td></td>
<td>Humanities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
<td></td>
<td>Microbiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>History / Ethics</td>
<td>3</td>
<td></td>
<td>Social Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td></td>
<td>Math</td>
<td>3</td>
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<tr>
<td>Electives</td>
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<td>Electives</td>
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<tr>
<td>Electives</td>
<td>3</td>
<td></td>
<td>Electives</td>
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</tbody>
</table>

### CREDIT FROM PREVIOUS NURSING COURSES (33 CREDITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>CRS</th>
<th>TR</th>
<th>UMET Equivalent</th>
<th>Course</th>
<th>CRS</th>
<th>TR</th>
<th>UMET Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Nursing</td>
<td>5</td>
<td></td>
<td>NURS 101</td>
<td>Pharmacology</td>
<td>3</td>
<td></td>
<td>NURS 240</td>
</tr>
<tr>
<td>Mental Health and Psychiatric Nursing</td>
<td>5</td>
<td></td>
<td>NURS 305</td>
<td>Pediatrics</td>
<td>5</td>
<td></td>
<td>NURS 404</td>
</tr>
<tr>
<td>Nursing Care of the Adult I &amp; II</td>
<td>10</td>
<td></td>
<td>NURS 310, NURS 311</td>
<td>Maternal-Child</td>
<td>5</td>
<td></td>
<td>NURS 251</td>
</tr>
</tbody>
</table>

### REQUIRED NURSING COURSES (31 CREDITS)
(Must be taken at a SUAGM Campus)

<table>
<thead>
<tr>
<th>Course</th>
<th>CR</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 105 Introduction to the Nursing Professional Role</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>NURS 231 Adult Health Assessment</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>NURS 232 Nursing Path physiology</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>NURS 320 Application of Basic Principles of Research in Nursing Practice</td>
<td>3</td>
<td></td>
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<tr>
<td>NURS 405 Nursing in Community Health</td>
<td>5</td>
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<tr>
<td>NURS 410 Nursing Leadership and Management</td>
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<tr>
<td>NURS 412 Nursing Care of the Adult III</td>
<td>5</td>
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</tr>
<tr>
<td>NURS 420 Practicum (Integrated Clinical Nursing)</td>
<td>6</td>
<td></td>
<td></td>
<td>All nursing courses.</td>
</tr>
<tr>
<td>Total Number of Credits</td>
<td>137</td>
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</tbody>
</table>

** Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. Students who qualify for Language Immersion Courses must register for the courses within the first semester of enrollment to improve language skills.

**** This program is designed for registered nurses (RN) who have completed an associate or diploma degree in order to complete the Bachelor of Science in Nursing (BSN).
MASTER’S DEGREES

MASTER IN BUSINESS ADMINISTRATION (MBA)
SPECIALIZATION IN MANAGEMENT
42 Credits
Offered at Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:
The Graduate Program in Business Administration of the School of Business Administration at Universidad Metropolitana offers a Master of Business Administration Degree with specializations in Human Resources Management, Management, and Accounting. The program offers an outstanding curriculum which prepares students to effectively and efficiently assume management responsibilities required by today’s organizations.

The academic experience in the program allows students to develop the necessary competencies in the area of Business Administration which will enable them to assume managerial and leadership positions in the public and private sectors. The program also contributes to the student’s formation as persons who are educated and skilled, capable of meeting personal and professional goals, and able and willing to assume social responsibility.

PROGRAM OBJECTIVES/OUTCOMES:
Upon completion of this program students will have:

- advanced concepts in the different management areas, such as: accounting, marketing, production, statistics, finance, organizational behavior, management information systems, and others which will help him/her in the performance of administrative positions
- skills in decision-making, planning, organization, supervision and managerial controls
- conceptual, psychomotor and affective skills, related with the new managerial technology
- written and verbal skills
- attitudes, work habits and skills for interpersonal relations which guarantee personal and professional success
- ethic and social conscience, such as to be a competent professional and exemplary citizen
- skills in the research process and in the solution of administrative problems
- communicate adequately in English and Spanish both orally and in writing.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>24</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>15</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
# Management (MASTER IN BUSINESS ADMINISTRATION (MBA))

This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours; they are not counted towards the total amount of credits for the degree (42 credit hours).

### Core Professional Courses (24 Credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANA 501 Organizational Behavior</td>
<td>3</td>
<td></td>
<td></td>
<td>ACCO 503 Managerial and Financial Accounting</td>
<td>3</td>
<td>ACCO 500 or Equivalent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 555-0 Statistics for Managerial Decision Making</td>
<td>3</td>
<td></td>
<td></td>
<td>MARK 511 Managerial Marketing</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ECON 519 Managerial Economics</td>
<td>3</td>
<td></td>
<td></td>
<td>FINA 503-0 Corporate Finance I</td>
<td>3</td>
<td>ACCO 503, STAT 555-0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MANA 720-0 Operations and Production Management</td>
<td>3</td>
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<td>MANA 600 Business Policy and Ethics</td>
<td>3</td>
<td>18 CoreCredits</td>
<td></td>
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</tr>
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</table>

### Specialization Courses (15 Credits)

(Students will select 5 courses to complete the required 15 credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
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<tbody>
<tr>
<td>INBU 600 International Business</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 700 Entrepreneurship</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>MANA 716 Strategic Planning and Control</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 710/HURE 710 Human Resources Management</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MANA 621 Business Law</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 715 Supervision and Leadership</td>
<td>3</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MANA 750 Management Seminar* (Mandatory Course)</td>
<td>3</td>
<td></td>
<td></td>
<td>All Courses</td>
<td>3</td>
<td>MANA 720-0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSI 605 Business Research Methods</td>
<td>3</td>
<td></td>
<td></td>
<td>STAT 555-0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Elective Courses (3 Credits)

(Students will select one course from these courses -3 credits)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COIS 505-0 Information Systems for Managers</td>
<td>3</td>
<td></td>
<td></td>
<td>FINA 620 International Finance</td>
<td>3</td>
<td>FINA 503-0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARK 615 Advertising and Sales Promotion</td>
<td>3</td>
<td></td>
<td></td>
<td>MARK 511</td>
<td>3</td>
<td>FINA 503-0, ACCO 503, ACCO 519</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINA 670 Risk and Insurance</td>
<td>3</td>
<td></td>
<td></td>
<td>FINA 503-0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSI 605 Business Research Methods</td>
<td>3</td>
<td></td>
<td></td>
<td>STAT 555-0</td>
<td>3</td>
<td>ACCO 503</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Professional Development Workshops (6)

1.  
2.  
3.  
4.  
5.  
6.

**Total Number of Credits** 42

* Required Course

- Language skills will be assessed with a placement test. Additional language courses may be needed based on the student's proficiency level. If the student qualifies for a Language Immersion course, the student must register for the course within the first term of enrollment to improve academic language skills.

- Students must complete six professional development workshops as a graduation requirement.
MASTER IN BUSINESS ADMINISTRATION (MBA)
SPECIALIZATION IN HUMAN RESOURCES MANAGEMENT
42 Credits
Offered in Metro Orlando, South Florida, and Tampa Bay Campuses

PROGRAM DESCRIPTION:
The Graduate Program in Business Administration of the School of Business Administration at Universidad Metropolitana offers a Master of Business Administration Degree with specializations in Human Resources Management, Management, and Accounting. The Metro Orlando/South Florida/Tampa campuses offer this major in human resources. The program offers an outstanding curriculum which prepares students to effectively and efficiently assume management responsibilities required by today’s organizations.
The academic experience in the program permits students to develop the necessary competencies in the area of Business Administration which will enable them to assume managerial and leadership positions in the public and private sectors. The program also contributes to the student’s formation as persons who are educated and skilled, capable of meeting personal and professional goals, and able and willing to assume social responsibility.

PROGRAM OBJECTIVES/OUTCOMES:
Upon completion of this program, students will have:
• advanced concepts in the different management areas, such as: accounting, marketing, production, statistics, finance, organizational behavior, management information systems, and others which will help him/her in the performance of administrative positions
• skills in decision-making, planning, organization, supervision and managerial controls
• conceptual, psychomotor and affective skills, related with the new managerial technology
• written and verbal skills
• attitudes, work habits and skills for interpersonal relations which guarantee personal and professional success
• ethic and social conscience, such as to be a competent professional and exemplary citizen
• skills in the research process and in the solution of administrative problems
• communicate adequately in English and Spanish both orally and in writing
## Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>24</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>15</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 42
This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours; they are not counted towards the total amount of credits for the degree (42 credit hours).

ACCO 500 Accounting Survey 3

CORE PROFESSIONAL COURSES (24 CREDITS)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CR</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
<th>COURSE</th>
<th>CR</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANA 501 Organizational Behavior</td>
<td>3</td>
<td></td>
<td></td>
<td>ACCO 503 Managerial and Financial Accounting</td>
<td>3</td>
<td></td>
<td></td>
<td>ACCO 500 or Equivalent</td>
<td></td>
</tr>
<tr>
<td>STAT 555-0 Statistics for Managerial Decision Making</td>
<td>3</td>
<td></td>
<td></td>
<td>MARK 511 Marketing Management</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 519 Managerial Economics</td>
<td>3</td>
<td></td>
<td></td>
<td>FINA 503-0 Corporate Finance</td>
<td>3</td>
<td></td>
<td></td>
<td>ACCO 503 STAT 555-0</td>
<td></td>
</tr>
<tr>
<td>MANA 720-0 Operations and Production Management</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 600 Business Policy and Ethics</td>
<td>3</td>
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</table>

SPECIALIZATION COURSES (Select 5 courses - 15 Credits)

<table>
<thead>
<tr>
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<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
<th>COURSE</th>
<th>CR</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
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</thead>
<tbody>
<tr>
<td>MANA 715 Supervision and Leadership</td>
<td>3</td>
<td></td>
<td></td>
<td>HURE 700-0 Organizational Development and Design</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 501</td>
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</tr>
<tr>
<td>HURE 730 Compensation and Benefits Administration</td>
<td>3</td>
<td></td>
<td></td>
<td>HURE 725 Human Resources Administration **</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>HURE 725 Labor Legislation**</td>
<td>3</td>
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<td></td>
<td>HURE 640 Collective Bargaining</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HURE 750 Human Resources Seminar** (Mandatory Course)</td>
<td>3</td>
<td></td>
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<td>HURE 720 Training Design and Methodology</td>
<td>3</td>
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<td>HURE 710 MANA 501</td>
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ELECTIVE COURSES (Select 1 course - 3 CREDITS)

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<tr>
<th>COURSE</th>
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<th>PRE-REQ.</th>
<th>COURSE</th>
<th>CR</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQ.</th>
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<tbody>
<tr>
<td>FINA 670 Risk and Insurance</td>
<td>3</td>
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<td></td>
<td>FINA 503-0</td>
<td>FINA 620 International Finance</td>
<td>3</td>
<td></td>
<td></td>
<td>FINA 503-0</td>
</tr>
<tr>
<td>COIS 505-0 Information Systems for Managers</td>
<td>3</td>
<td></td>
<td></td>
<td>FINA 630 Investments</td>
<td>ACCO 503, FINA 503-0, ECON 519</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSI 605 Business Research Methods</td>
<td>3</td>
<td></td>
<td></td>
<td>STAT 555-0</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

PROFESSIONAL DEVELOPMENT WORKSHOPS (6)

1.  4.
2.  5.
3.  6.

Total Number of Credits 42

**Specialization requirement.

- Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. If the student qualifies for a Language Immersion course, the student must register for the course within the first term of enrollment to improve academic language skills.

- Students must complete six professional development workshops as a graduation requirement.
MASTER IN BUSINESS ADMINISTRATION
SPECIALIZATION IN ACCOUNTING
42 CREDITS
Offered in Metro Orlando, South Florida, and Tampa Bay Campuses

PROGRAM DESCRIPTION:
This Master’s Degree program in Business Administration is designed to provide the skills knowledge and abilities necessary in the area of Accounting. This specialization is geared towards the fundamental characteristics of an accounting manager providing emphasis in the accounting skills and knowledge required in today’s constant changing economy. Also, it will provide knowledge on the use of technology to communicate and handle information and it will develop and enhance the communication skills and the management capabilities of each person.

The standard Master’s Degree in Business Administration (MBA) 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 accounting area for the application and execution of techniques, tools and procedures at all technical levels. It will allow the development of professional leaders and managers the accounting knowledge that will efficiently operate in the managerial and accounting area. The MBA in Accounting will provide the accounting knowledge with special interest in the areas and application of technology, innovation, management, global economy and international affairs, among others.

The MBA in Accounting will offer courses in Finance, Management, 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 in current and new business focusing into the local economy as well as into 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 to apply the accounting techniques with the technology 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/OUTCOMES:

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

Curricular Sequence

<table>
<thead>
<tr>
<th>Credit</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>24</td>
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<tr>
<td>Specialization Courses</td>
<td>15</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 42
**PROGRAM TITLE: ACCOUNTING**

**CREDENTIAL ISSUED: MASTER IN BUSINESS ADMINISTRATION (MBA)**

**DEGREE REQUIREMENTS**

This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours; they are not counted towards the total amount of credits for the degree (42 credit hours).

<table>
<thead>
<tr>
<th>COURSE/CREDITS</th>
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<tbody>
<tr>
<td>ACCO 500 Accounting Survey</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>CORE COMPONENT (24 Credits)</th>
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</thead>
<tbody>
<tr>
<td>COURSES/DESCRIPTIONS</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>MANA 501 Organizational Behavior</td>
</tr>
<tr>
<td>MANA 720-0 Operations and Production Management</td>
</tr>
<tr>
<td>MANA 600 Business Policy and Ethics</td>
</tr>
<tr>
<td>ACCO 503 Managerial and Financial Accounting</td>
</tr>
<tr>
<td>STAT 555-0 Statistics for Managerial Decision Making</td>
</tr>
<tr>
<td>ECON 519 Managerial Economics</td>
</tr>
<tr>
<td>MARK 511 Marketing Management</td>
</tr>
<tr>
<td>FINA 503-0 Corporate Finance I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIALIZATION COURSES (Select 5 courses - 15 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES/DESCRIPTIONS</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>ACCO 506 Cost Accounting</td>
</tr>
<tr>
<td>ACCO 605 International Accounting</td>
</tr>
<tr>
<td>ACCO 610 Financial Accounting and Reporting I</td>
</tr>
<tr>
<td>ACCO 620 Financial Accounting and Report II</td>
</tr>
<tr>
<td>ACCO 706 Advanced Auditing</td>
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<tr>
<td>ACCO 707 Federal Income Tax</td>
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<tr>
<td>ACCO 710 Advanced Auditing II**</td>
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<tr>
<td>BUSI 600 Federal Business Law**</td>
</tr>
<tr>
<td>ACCO 721 Accounting Seminar*</td>
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</table>

<table>
<thead>
<tr>
<th>ELECTIVES COURSES (Select 1 course from those not selected from the list above or from these courses - 3 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSES/DESCRIPTIONS</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>COIS 505-0 Information Systems for Managers</td>
</tr>
<tr>
<td>FINA 620 International Finance</td>
</tr>
<tr>
<td>FINA 670 Risk and Insurance</td>
</tr>
<tr>
<td>FINA 630 Investments</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT WORKSHOPS (6 Workshops)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS**: 42

**IMPORTANT NOTES:**

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. If the student qualifies for a Language Immersion course, the student must register for the course within the first term of enrollment to improve academic language skills.

* Course is mandatory for all students. The term before enrolling in this course, the student shall get academic counseling from the facilitator to identify the subject for the seminar.

**Mandatory Course**
MASTER IN BUSINESS ADMINISTRATION
SPECIALIZATION IN FINANCE
42 CREDITS

Offered at the Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:

This Master’s Degree program in Business Administration is designed to provide the skills, knowledge and abilities necessary in the area of Finance. This specialty is geared towards the fundamental characteristics of a financial manager providing emphasis in the skills and knowledge required in the finance area that will go along with the constant changes in the economy. Also, it will provide knowledge on the use of technology to communicate and handle information and it will develop and enhance the communication skills and the management capabilities of each person.

The standard Master’s Degree in Business Administration (MBA) 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 finance area for the application and execution of the tools at all technical levels and will allow the development of professional leaders and managers that will efficiently operate in the finance area. The MBA in Finance 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 MBA in Finance will offer courses in Finance, Management, 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 focusing more into 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:

- Develop and form new highly skill professionals in the area of Finance with high quality standards in the areas of management and business administration that can take the challenges in the finance field to follow the path and vision of present and future companies.
- Graduates from the MBA in Finance program will be able to acquire the knowledge and experiences necessary to become leaders in the finance field with high values and ethics.
- Graduates will be able to function in an environment full of uncertainties and growing competition and will have the ability to identify and develop the opportunities in the finance area to adapt and change.
- Graduates will be capable to excel in a constantly changing business world full of new technologies with an increasing demand for globalization as part of a national and international community operating in a dynamic and multicultural society.
- Graduates will be able to effectively communicate, analyze, and make decisions to solve problems and implement solutions.
- The program will create professionals with the vision to implement financial techniques to take advantage of new opportunities for the development and growth of a company in the local and global economy.
- Graduates will have the knowledge to incorporate technology and the latest communication tools and techniques to operate and be competitive in the global economy.
- Graduates will know the importance of integrity and ethics in the performance of their functions with special attention to the company’s human resources and the social responsibilities for the entire community.
- The program will provide the knowledge and skills necessary in the finance area to develop and start a new business and achieve the maximum level of success in either the private, public, or non-profit sectors with the highest levels of technology and ethical integrity.
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>24</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>15</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
**PROGRAM TITLE: FINANCE**

**CREDENTIAL ISSUED: MASTER IN BUSINESS ADMINISTRATION (MBA)**

**DEGREE REQUIREMENTS**

This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours; they are not counted towards the total amount of credits for the degree (42 credit hours).

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
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<th>UMET</th>
<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>MANA 501 Organizational Behavior</td>
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<tr>
<td>MANA 720-0 Operation and Production Management</td>
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<td>ACCO 503 Managerial and Financial Accounting</td>
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<td>ECON 519 Managerial Economics</td>
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<td>MARK 511 Marketing Management</td>
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<tr>
<td>FINA 503-0 Corporate Finance I</td>
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<td>ACCO 503, STAT 555-0</td>
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</tbody>
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**SPECIALIZATION COURSES (Select 5 courses - 15 Credits)**

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<tr>
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<tbody>
<tr>
<td>FINA 610-0 Corporate Finance II**</td>
<td>3</td>
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<td>FINA 503-0</td>
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<tr>
<td>FINA 620 International Finance</td>
<td>3</td>
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<td>FINA 503-0</td>
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<tr>
<td>FINA 630 Investments</td>
<td>3</td>
<td></td>
<td></td>
<td>FINA 503-0, ACCO 503, ECON 519</td>
</tr>
<tr>
<td>FINA 640 -O Public Finance and Fiscal Policies</td>
<td>3</td>
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<td>FINA 503-0</td>
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<tr>
<td>FINA 650 Financial Market, Currency and Banking</td>
<td>3</td>
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<td>FINA 503-0</td>
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<tr>
<td>FINA 670 Risk and Insurance</td>
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<td>FINA 503-0</td>
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<tr>
<td>FINA 680 Real Estate Mortgage Financing</td>
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<tr>
<td>FINA 750 Finance Seminar*</td>
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<td>All Core Courses and 9 Credits of Specialization Courses</td>
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</tbody>
</table>

**PROFESSIONAL DEVELOPMENT WORKSHOPS (6 Workshops)**

1. 4.
2. 5.
3. 6.

**TOTAL NUMBER OF CREDITS: 42**

**IMPORTANT NOTES:**

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. If the student qualifies for a Language Immersion course, the student must register for the course within the first term of enrollment to improve academic language skills.

*Course is mandatory for all students. The term before enrolling in this course, the student shall seek academic counseling from the facilitator to identify the subject for the seminar.

**Mandatory Course**
MASTER IN BUSINESS ADMINISTRATION
SPECIALIZATION IN MANAGEMENT AND STRATEGIC LEADERSHIP
42 CREDITS
Offered in Metro Orlando, South Florida, and Tampa Bay Campuses

PROGRAM DESCRIPTION:

The program offers an outstanding curriculum which prepares students to effectively and efficiently assume management and leadership responsibilities required by today's organizations. The expectations for specialization areas within the program is to facilitate and support higher education that integrates theory with practice of management and strategic leadership practices as they relate to the global business world.

The specialization in Management and Strategic Leadership will assist students in making adequate informed cutting edge decisions that lead into globalization practices and its challenging economy. Students will have the opportunity to utilize the current technology at different management and leadership positions to impact the decision making process. Students will also have the opportunity to learn about new technical tools that affect the local and global economy and influence the behavior of human resources and industries.

The academic experience in the program allows students to develop the necessary competencies in the area of Business Administration which will enable them to assume managerial and leadership positions in the public and private sectors in the area of human resources. The program also contributes to the student’s formation as persons who are educated and skilled, capable of meeting personal and professional goals, and able and willing to assume social responsibility.

PROGRAM OBJECTIVE:

The program will provide students with:

- advanced concepts in the different management areas, such as: management, leadership, accounting, marketing, production, statistics, finance, organizational behavior, technology, management information systems, and web business administration which help the graduate with performance in administrative positions
• skills in decision-making, planning, organization, supervision and managerial controls
• conceptual, psychomotor and affective skills, related with the new managerial technology
• written and verbal skills in the area of specialization
• opportunities to develop attitudes, work habits and skills for interpersonal relations which guarantee personal and professional success
• skills in the research process and in the solution of the administrative challenges of a global economy
• opportunities to communicate adequately in English and Spanish both orally and in writing
• team building skills as they relate to the success of the business institution,
• practices for the business professional in developing and implementing a strategic vision aligned to the social responsibility of the institution
• opportunities to develop as a visionary executive who understands organizations as individual entities and as part of the greater community that consider national and international prospective

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
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<tbody>
<tr>
<td><strong>Credits</strong></td>
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<tr>
<td>Core/Professional Courses</td>
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<tr>
<td>Specialization Courses</td>
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<tr>
<td>Elective Courses</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>
PROGRAM TITLE: MANAGEMENT AND STRATEGIC LEADERSHIP  
CREDENTIAL ISSUED: MASTER IN BUSINESS ADMINISTRATION (MBA)  

DEGREE REQUIREMENTS

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<tbody>
<tr>
<td>ACCO 500 Accounting Survey</td>
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<tr>
<td><strong>CORE/PROFESSIONAL COURSES (24 Credits)</strong></td>
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<tr>
<td>MANA 501 Organizational Behavior</td>
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<td>18 core credits</td>
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<td>ACCO 503 Managerial and Financial Accounting</td>
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<td>ACCO 503, STAT 555-0</td>
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<tr>
<td><strong>SPECIALIZATION COURSES (15 Credits)</strong></td>
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<tr>
<td>STGM 600 Leadership and Entrepreneurial Vision</td>
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<td>STGM 601 Strategic Management</td>
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<td>STGM 602 Technological Applications and Information Systems</td>
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<td>STGM 603 Entrepreneurial Communication</td>
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<tr>
<td>BUSG 655 Integration Seminar</td>
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<td>36 Approved Credits</td>
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<tr>
<td><strong>ELECTIVE COURSES (Select 1 course - 3 Credits)</strong></td>
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<tr>
<td>STGM 604 Organizations and Global Economy</td>
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<td>PRMG 530 Project Management I: Introduction to Project Management</td>
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<td>PRMG 640 Project Management II: Project Planning</td>
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<td>PRMG 530</td>
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<tr>
<td>STGM 608 Strategies for Change, Professional, and Entrepreneurial Development</td>
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<tr>
<td><strong>TOTAL NUMBER OF CREDITS</strong></td>
<td>42</td>
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MASTER OF EDUCATION (M. Ed.)
SPECIALIZATION IN CURRICULUM AND INSTRUCTION
36 CREDITS

Offered at the South Florida Campus
(This program is in teach-out and it is not accepting enrollment at this time)

PROGRAM DESCRIPTION:
This Master’s Degree program in Curriculum and Instruction is designed to provide the skills, knowledge and abilities necessary in the area of education. This specialty is geared towards the fundamental characteristics of Curriculum and Instruction providing emphasis in the skills and knowledge required in the field that will go along with the constant changes in education. Also, it will enable educators to become more effective classroom teachers or to assume leadership roles to improve curriculum and instruction in their school or school district.

The standard Master’s Degree in Curriculum and Instruction provides the general technical knowledge in specific areas such as Instructional Strategies, Principles and Development of Curriculum, Learning Strategies and Cognitive development, Research Methods, Evaluation of Curriculum and Instruction, Planning and Designing Curriculum, Teaching Models and System, Administration of Classrooms and Schools and Technology Applied to Education, among other areas. The Master’s Degree in Curriculum and Instruction will provide the knowledge in this area and will provide special interest in the areas and application of curriculum theories and models, instructional innovations, curriculum planning and design, among others.

The Master’s Degree in Curriculum and Instruction will offer courses in Curriculum, Education Theories, Instructional Models, Learning Theories, and other general curriculum functions with a more detail and specific focus or vision. The students in this program will be able to work and operate as Curriculum Specialists, Professional Development Coordinators or as Curriculum Support personnel at the school or district levels. In addition, this program will allow the students to utilize the current theories and models in the designing and implementation of curriculum projects and / or programs. Students will learn new curricular and instructional tools that affect school's curriculum and instructional programs.
PROGRAM OBJECTIVES:

- To provide teachers with a broad knowledge in the area of curriculum planning, design and implementation
- To provide teachers with the tools and skills needed to develop instructional strategies, curriculum models, and teaching methods based on the newest educational trends, philosophies and approaches
- To provide teachers with strategies to effectively integrate new curricular models in the school curriculum to meet the needs of all students
- To provide teachers with the principles of educational change that enable graduates to infuse all curriculum and instructional knowledge in schools and districts
- To prepare teachers to use educational investigation as a method of both professional development and school reform
- Graduates will be capable of assessing the needs of their students and design instructional activities and programs that will strengthen and increase the students' ability to develop academically
- The program will develop bilingual professionals with the vision to implement innovative and creative educational strategies and programs that will benefit the Hispanic population by providing innovative instructional practices for the development and growth of the student population

Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam before initiating the internship experience. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification requirements.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>12</td>
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<tr>
<td>Specialty Component</td>
<td>18</td>
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<tr>
<td>Guide/Major Electives</td>
<td>3</td>
</tr>
<tr>
<td>Thesis or Research Project</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
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ACCO 500
Accounting Survey
3 Credits

This course is an introduction to financial and managerial accounting for non-business graduate students. It gives the student an overview of transaction analysis and basic elements of the accounting cycle for service and merchandising businesses. It also covers the preparation of financial elements: income statement, balance sheet, cost of manufacturing and cash flows, and inventory costing methods. Pre-Requsite: None

ACCO 503
Managerial and Financial Accounting
3 Credits

This course covers accounting concepts and techniques. The course focuses on the use of accounting in the preparation and analysis of financial statements, management decision-making with emphasis on planning, and performance evaluation. It includes the following topics: accounting as an information system, fundamentals of financial accounting and analysis of financial information, costing methods for products and services, budget control, and analysis, inventory control and valuation. It also covers study of cost behavior, cost-volume-profit relationships, job order, process and activity based costing, short-run and long-run decisions, budget, and variance analysis. This course includes the use of electronic spreadsheets. Pre-Requsite: ACCO 500 or equivalent

ACCO 506
Cost Accounting
3 Credits

This course focuses on the analysis and applications of cost accounting techniques in managerial functions of planning, control, and decision making. It also studies the cost determination and internal control systems in inventory management for raw material, labor, and manufacturing overhead costs. It involves the analysis of the cost-volume-profit model, operational budget, variable costing, standard costing, and variance analysis. The course also
utilizes business applications software and case studies. Pre-Requisite: ACCO 503

ACCO 605
International Accounting
3 Credits

This course focuses on accounting from a global perspective. It covers regulatory organizations on international accounting issues, generally accepted international accounting principles, contrast of accounting policies in the United States and other American, Asian and European countries. It also covers value and determination of income across different countries and presentation of financial statements for multinational business enterprises. The course makes emphasis in the use of information for analysts, managers and other decision makers.
Pre-Requisite: ACCO 503, FINA 503-0

ACCO 610
Financial Accounting and Reporting I
3 Credits

This course studies generally accepted accounting principles for corporations and partnerships. It makes emphasis in consolidations and issues related to other business combinations. The course covers consolidated financial statements, consolidation methods, liquidation, and reorganization. Other topics covered are financial statements for partnerships; formation, operation, and liquidation of partnerships. Pre-Requisite: ACCO 503

ACCO 620
Financial Accounting and Reporting II
3 Credits

This course focuses on the analysis of current financial accounting issues and accounting for non-profit institutions. It studies interim and business segment reporting, financial statement consolidation of multinational companies, estates and trusts, accounting for government, universities, hospitals, and other nonprofit institutions. Pre-Requisite: ACCO 610
ACCO 706  
Advanced Auditing  
3 Credits  

This course is an introduction to auditing from the perspective of the professional manager. It studies the environment opinion formulation process and reporting activities of the public auditor. It covers acquisition and management of auditing services as an aspect of managerial control. The course involves the use of audit software to enhance the application of knowledge in the accounting field. Pre-Requisite: ACCO 503  

ACCO 707  
Federal Income Tax  
3 Credits  

This course focuses on the federal internal revenue code and regulations, income exclusions, deductions and credits of individuals, partnerships and corporate taxable entities. Additionally, this course also includes filing of tax returns, as effects upon reorganization, liquidation and dissolutions. Pre-Requisite: ACCO 503  

ACCO 710  
Advanced Auditing II  
3 Credits  

This course offers an overview of the Generally Accepted Auditing Standards (GAAS), their application to a variety of situations where practicing Accountants have to decide complex issues based on professional standards. The course focuses on theory, procedures, evidence, and the auditor’s opinion. It covers ethics, auditor's legal responsibilities, and internal controls in manual and computerized systems, auditing procedures, evidence gathering, the standard audit report, and other types of reports. It utilizes case studies, and audit software to enhance the application of knowledge in accounting. Pre-Requisite: ACCO 503, ACCO 706
ACCO 721
Accounting Seminar
3 Credits

This course studies the application of accounting principles to the solution of problems related to operational, functional, and accounting requirements of an enterprise. It covers research, presentation, and discussion of application case studies case. A formal research project in an accounting area is required. Pre-Requisite: 12 Specialization Credits

BIOL 101
Introduction to the Study of Biological Sciences
3 Credits

This is the first of a two (2)-part college level courses dealing with the fundamental concepts of biology for students whose educational objective is not focused on natural sciences. This course will facilitate the acquisition of necessary scientific background to have a general understanding of our biological world, its components, and its relationship with its human counterparts. Topics fundamental to the study of life sciences will be covered, such as scientific methodology, characteristics of living organisms, the cell and its organelles, photosynthesis, cellular respiration, mitosis, and meiosis. Finally, we will discuss the anatomy and physiology of various systems of the human body. The integration of these scientific concepts with other areas of study will be emphasized. Pre-Requisite: None

BIOL 106
Compendium of Human Biology
3 Credits

This course enriches the Medical Billing and Coding student with the foundations of a broad medical terminology vocabulary. Provides the basis for understanding the normal anatomy and pathophysiology of diverse systems at the cellular level structure and multi-systemic. It also serves as a tool for the comprehension of concepts and medical diseases that most commonly affects the Human being. Pre-Requisite: BIOL 101
BUSG 655
Integration Seminar
3 credits

This course integrates an analysis of real life and simulated case studies for the appropriate application of the planning, decision making, and problem solving processes. A comparative analysis of patterns and managerial problems is also integrated. The seminar is geared towards the application of related principles, concepts, and theories. This course includes the development of an individual research project to reflect the main focus of the course.
Pre-Requisite: 36 Approved Credits

BUSI 600
Federal Business Law
3 Credits

This course studies state and federal business laws. It also studies contracts, agencies, partnerships, corporations, bankruptcy, and property laws. The main focus is the application of the main topics to accounting and auditing situations. Pre-Requisite: None

BUSI 605
Business Research Methods
3 Credits

This course is an introduction to concepts and procedures of business research. It covers the nature and purpose of investigation, types of design, instruments of investigation methods of data analysis, and interpretation. The course emphasizes on the search of truth by empirical means and on the contribution of research to the business administration field.
Pre-Requisite: STAT 555-0
COIS 101
Introduction to Computer Based Systems
3 Credits

This course helps students, with no previous experience in computers, develop the levels of productivity necessary for their personal and work environment. It requires computer laboratory application. Pre-Requisite: None

COIS 505-O
Information Systems for Managers
3 Credits

This course covers fundamental concepts in computerized systems of information and the application to business administration. It gives students an insight and an adequate technical base in the analysis of programming and administration of information systems.
Pre-Requisite: None

COIS 600
Computers as Instructional Resources
3 Credits

In this course students will study the diverse applications of computers in education. Students will study the different computer models, their internal basic structure, and the needed hardware. Students will also analyze all the factors teachers need to take into consideration when incorporating computers as an instructional mean in the classroom. The fundamentals of learning through the use of computers and the design of instruction are also topics to be discussed through this course. Students will review computer programs for instruction purposes at different curriculum levels. The use of internet for instructional purposes will be a part of the learning experience, as part of the computer laboratory experience. Pre-Requisite: None
COMP 110
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 laboratory experiences and practice in the use of the Internet. Pre-Requisite: None

CRIM 107
Introduction to Criminal Justice
3 Credits

This is an introductory course to the field of criminal justice with an emphasis on studying the origins and the development of the schools of thought in the field of criminology throughout history. The course will provide ample discussion of the various theories that contributed to the development of the scientific field of criminology. The course also focuses on the structure, institutions and basic functions of the criminal justice system. The course provides an opportunity for the study and analysis of crime in our society identifying its causes and available options. Pre-Requisite: None

CRIM 110-O
General Principles of Penal Law
3 Credits

This is an introductory course to criminal law. The course uses the Penal Code as the basis for the study of the nature of crime, its elements, available defenses for the accused, and the sentencing guidelines. Pre-Requisite: SOSC 111-O, SOSC 112-O, CRIM 107
CRIM 118
Civil System
3 Credits

This course seeks to provide the student with knowledge of the historical process that promoted the development of our civil law system and its main components, such as Property Law, Family Law, Contracts, Estate Law, and Torts. Pre-Requisite: SOSC 111-O, SOSC 112-O

CRIM 207-O
Criminal/Procedural Law and Evidence
3 Credits

This course provides an opportunity for the analysis of the various procedural laws that regulate the application of criminal justice. Also, the course covers the criminal law judicial process and its stages. Finally, the student has an opportunity to study the constitutional rights available to the accused through criminal investigation and the judicial process. Pre-Requisite: CRIM 110-0, CRIM 118

CRIM 210-O
Criminal Investigation Techniques
3 Credits

This course emphasizes the study and guidelines of basic criminal investigation techniques. The study is done considering the historical origins and trajectory of today’s technological advances in investigative methods. Pre-Requisite: CRIM 107, CRIM 207-0
CRIM 212-O
Law of Evidence
3 Credits

This course is aimed at the study of the rules of evidence both in civil law and criminal law judicial proceedings. The course is designed to develop an understanding of the basic concepts in the rules of evidence. Emphasis will be given to the structure of the evidence, evidence and the judicial process, the rule of relevance, rule of exclusion, hearsay rule and its exceptions, privileges, offer of proof, photographs, writings, recordings, and demonstrative and scientific evidence. Pre-Requisite: CRIM 210-0

CRIM 215
Criminalistics
3 Credits

This course is an introductory course to forensic science which consists of the study of the most recent scientific techniques for the collection, identification, treatment, and preservation of evidence used in a criminal investigation. The course also covers the constitutional principles that guarantee due process to an individual in the handling of the various types of evidence during a criminal investigation. Strong emphasis will be given to the importance and use of evidence in a judicial proceeding and in the crime solving process. Pre-Requisite: CRIM 210-0

CRIM 310-O
Constitutional Protection and Civil Rights
3 Credits

This course focuses on the study of the legal, constitutional, and judicial protections and guarantees in accordance with Supreme Court decisions to individuals. Emphasis will be given to civil rights, the Bill of Rights, and the origins and development of the Constitution of the United States. Pre-Requisite: CRIM 107, CRIM 118
CRIM 315
Administrative Law
3 Credits

The course examines the development of judicial review of administrative decisions under the common law, as well, as the development of non-judicial and statutory review mechanisms. Students will have an understanding of the principles and procedures for review of administrative action, and the ability to apply such understanding to the solution of problems. In addition, students will have an appreciation of the relationship between law and public sector administration. Pre-Requisite: None

CRIM 318
Police Organization and Management
3 Credits

This course includes the study and analysis of the organizational structure and administrative procedures of the State, State Trooper, Sheriff and, Police Departments. The course focuses on the functions, duties, powers and relations with the community. Pre-Requisite: None

CRIM 350-O
The Correctional System of Florida
3 Credits

This course is aimed to study and analyze the Correctional System of Florida. The students will be exposed to the analysis of the philosophy of society protection and rehabilitation of law offenders. In addition, participants will review the legal foundations, the organization and management of the Correctional System. The study of the main components of the Correctional System will also include the analysis of the penal institutions of the state, and all programs related to the correctional system.
CRIM 400-O
Human Rights in the Contemporary World
3 Credits

This course emphasizes the study of the development of the Human Rights concept. It focuses on the knowledge of human rights and their relation to dignity of the human being.
Pre-Requisite: SOSC 111-O, SOSC 112-O

CRIM 401-O
Practicum in Criminal Justice
3 Credits

In this course, the student will have an opportunity to practice the theoretical knowledge acquired by working for a public or private entity related to the criminal justice system. The professor will serve as a guide and will provide the resources, orientation, and coordination of the practicum process. The selection of the entity for the placement of the student will be made by the professor with the assistance of the student. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. Pre-Requisite: All courses

ECON 123-O
Economics Compendium
3 Credits

This course provides the student with the theoretic knowledge and application of Economics. The student will learn the essential principles and theories for micro and macro analysis. Time is devoted to develop the skills needed to identify and solve the problems encountered by the public and private sectors. Pre-Requisite: None
ECON 519
Managerial Economics
3 Credits

This course studies the use of economic tools in management decision-making to maximize the company’s profit. It covers the analysis of demand, income, production, cost, markets, and the relationship between companies and the public sector. Pre-Requisite: None

EDUC 501-0
Principles and Development of Curriculum
3 Credits

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

EDUC 502
Administration of Classrooms and Schools as Learning Communities
3 Credits

This course provides students with a critical study and analysis of classroom management in the context of a learning community. This course includes the discussion of topics such as: Restructuring the Education System, the Classroom as a Laboratory, the Total Quality Philosophy, School Autonomy, Open School Systems, and Instructional Leadership. Pre-Requisite: None
EDUC 503  
Evaluation of Curriculum and Instruction  
3 Credits  
This course studies and analyzes the principles that guide the different evaluation strategies of curriculum and instruction, taking into consideration both the formative and summative aspects. The course also covers methodology, selection and application of research-based strategies, and models for curricular evaluation. Pre-Requisite: None

EDUC 504  
Learning Theories and Cognitive Development  
3 Credits  
This course studies and analyzes theories of cognitive development and learning with emphasis in the investigation and discussion of teaching styles. The expectation is for students to understand that these teaching styles have been scientifically proven as successful instructional models. Through this course, students examine and discuss the instructional models and identify the theoretical foundations that support educators. This review is done utilizing the pedagogical of application concepts studied in classroom practice. Pre-Requisite: None

EDUC 505  
Research Methods  
3 Credits  
This course is an introduction to the concepts and procedures of educational investigation. This course studies the nature and purposes of investigation; types of design, investigation analysis methods, and interpretation of data. Emphasis is placed on the contributions made by investigation to the education field. Pre-Requisite: None
EDUC 507
Philosophy, Critical Thinking, and Education
3 Credits

This course provides students with a framework on critical analysis of the philosophical and ethical thought process. The course focuses on the practices related to the development of critical thinking and the impact in student achievement. Pre-Requisite: None

EDUC 512-O
Educational Innovations and Strategies
3 Credits

This course covers the study and analysis of educational innovations in school administration, supervision, teaching, and the learning process. It focuses on innovations and new educational strategies being implemented in the United States and other countries. Emphasis is also given to current practices implemented in the public and private educational systems in Florida. Pre-Requisite: None

EDUC 513
Evaluation, Measurement, and Assessment
3 Credits

This course studies the assessment, measurement, and evaluation techniques applied to the teaching-learning process. Emphasis is placed on the adequate planning of evaluation, the preparation, analysis of tests and other pedagogical evaluation instruments. Pre-Requisite: None

EDUC 526
Curriculum Planning and Design
3 Credits

This course focuses on the study and analysis curricular design. Emphasis is placed on diverse curricular approaches, strategies, techniques, and aspects that pertain to the teaching-learning process in the state of Florida. The course also studies curricular planning as the basic tool to accomplish the different aspects of curricular design. Students will be familiarized with new theories and principles related to curricular design. Pre-Requisite: None
EDUC 543
Culture and Education
3 Credits

This course explores the sociological concepts that frame the cultural development of students in Florida and its implications to the educational system. This course also covers the functions of the educational system as the responsible agency for transmitting the cultural values and the educational elements that identify people as a community member. Pre-Requisite: None

EDUC 545
Instructional Technology and Society
3 Credits

This course covers the practical tendencies and the effect of the socio-scientific and technological changes as they apply to the search of information. This course also studies the impact information has on economic and social organizations. It also studies the educational implications that information sciences have on the school curriculum and learning styles. Pre-Requisite: None

EDUC 576
Teaching Models and Systems
3 Credits

This course analyses instructional systems and teaching models. It also studies some of the major innovative teaching strategies and their adaptation according to students' aptitudes as required in the state of Florida. Emphasis is placed on cognitive development, learning styles, teaching models, and the application of Deming's philosophy of Total Quality Management. Application to the classroom practice is integrated in the curriculum and activities in the course. Pre-Requisite: None
EDUC 709-O  
Scientific Research Thesis  
3 Credits

This course is a requirement upon completion of courses for the Master’s Degree in Education with Specialization in Curriculum and Instruction. This course involves a scientific investigation that the student has to perform under the supervision of a facilitator. The student will have to select an educational problem or need in the educational system in Florida. Student’s final work will represent a significant contribution to general education or the area of specialization. Students may select the investigation approach that best relates to the topic selected for the theses from various approaches discussed in class. Pre-Requisite: All courses

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

This course is designed for beginning level students (Level 1 – Starting) of English as a Second Language. It is a conversational/grammar based preparatory 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 101-O
Basic English I
3 Credits

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

ENGL 102-O
Basic English II
3 Credits

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

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

ENGL 104-O
Intermediate English II
3 Credits

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

ENGL 115-O
English Reading and Writing I
3 Credits

This course is designed for students who score between 201-230 points on the Accuplacer English Placement Test. This course focuses on strengthening college level 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. This course requires the use of e-lab or the language lab. Pre-Requisite: None
ENGL 116-O  
English Reading and Writing II  
3 Credits

This course is designed for students who score between 231 or above on the Accuplacer English Placement Test and have passed the ENGL 115-O. This course focuses on reading comprehension and writing skills of the English language for university students. It concentrates 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. This course requires the use of e-lab or the language lab. Pre-Requisite: ENGL 115-O

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. This course requires the use of e-lab or the language lab. Pre-Requisites: ENGL 115-O, ENGL 116-O

ENGL 331-O  
Public Speaking  
3 Credits

English 331 is a performance base 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. This course requires the use of e-lab or the language lab. Pre-Requisites: ENGL 115-O, ENGL 116-O
ENGL 500-O (Graduate Level Students Only who are not native speakers of English)
Graduate Preparatory English
3 credits

This course is a conversational/grammar preparatory course designed to prepare graduate level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program. This course is designed for graduate students who score between 0-150 points (Level 1 – Starting and Level 2 – Emerging) on the 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 (Level 3 – Developing and Level 4 – Expanding) on the Accuplacer English Placement Test. This is an application English writing class that focuses on strengthening writing skills. It examines and provides strategies for strengthening skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills for graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated in the course. Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills in English. This course requires the use of e-lab or the language lab. Pre-Requisite: English placement test scores.
ENGL 502-O
Academic Writing for Graduate Students II
3 Credits

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

EXPL 101
Experiential Learning: Introduction to Portfolio
1 Credit

This course involves the evaluation of theoretical and practical experiences for the preparation of an experiential learning 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 503-O  
Corporate Finance I  
3 Credits

This course applies financial planning strategies to increase the value of investment of stockholders. The course utilizes analysis of management decisions concerning investments, financing, and dividend policies. The course involves assets approval, risk, debt policies, and alternate ways of financing. The course also involves short-term assets, liabilities administration, acquisitions, mergers, and international financial management. Pre-Requisites: ACCO 503, STAT 555-0

FINA 610-O  
Corporate Finance II  
3 Credits

This course discusses the theory and practice of corporate finance, assets administration, and capital budgeting. Risks, performance, and capital opportunity cost, dividends policies and capital structures, acquisitions, mergers, and socio-economic aspects of the corporate finances are also discussed. Pre-Requisite: FINA 503-0

FINA 620  
International Finance  
3 Credits

This course studies the financial management of foreign operations of the firm. The course also covers the financial constraints of the international environment and their effect on standard concepts of financial management. It also studies international currency flows, forward cover, and international banking practices. Pre-Requisite: FINA 503-0
FINA 630
Investments
3 Credits

This course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasis is placed on the role of return and risk in valuing stocks, bonds, options, and in the construction of portfolios. Pre-Requisite: FINA 503-0, ACCO 503, ECON 519

FINA 640-O
Public Finance and Fiscal Policies
3 Credits

This course is an analysis of government resources and use of government funds. It also emphasizes the impact of the fiscal policies to promote stability and development based on real situations. Pre-Requisite: FINA 503-0

FINA 650
Financial Market, Currency, and Banking
3 Credits

This course places emphasis on the structure and operations of money markets and capital investment. It covers the budget theory, policies to achieve stability, and market growth. The course also covers the interdependencies of financial variables in the economy, emphasis in current situations, and effect on local and international markets. Pre-Requisite: FINA 503-0.

FINA 670
Risk and Insurance
3 Credits

This course offers an analysis of the risk management problems in the business enterprise. It emphasizes the methodology for risk analysis, techniques for risk, loss control, models for risk management decision making, and procedures for administering risk management policy relative to no speculative (insurable) risk. The course incorporates product liability, property damage, and bodily injury in the business environment. Pre-Requisite: FINA 503-0
FINA 680
Real Estate Mortgage Financing
3 Credits

This course is an analysis of the mortgage market, development, impact of real estate, and financing. The course also integrates the concepts of capital market in public, private business, agencies, and the role of financing in the real estate market. Pre-Requisite: None

FINA 750
Finance Seminar
3 Credits

This course involves the integration of the main concepts in finance with the discussion of current real world situations. The course studies the investigation, presentation, and discussion of study cases. The course requires a formal investigation of a topic in the finance area. Pre-Requisite: All Core Courses and 9 credits of Specialization Courses

HIST 273
History of the United States of America
3 Credits

This course is a survey of the political, economic, and socio-cultural development of the United States of America through its history. It covers the hominization process in the continent, its geographical surroundings, and the development of the Amerindian settlements. It also includes a chronological analysis of the major historical processes that contributed in the development of the U.S. from its origins to present. Pre-Requisite: None
HUMA 101
Introduction to Western Civilization I
3 Credits
This Course is for Students Who Enrolled in 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 Students Who Enrolled in 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 cities and 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: 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 cities and 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

HURE 640
Collective Bargaining
3 Credits

In this course, emphasis is given to new forms of white-collar unionization, public sector labor relations, bargaining, and quasi-bargaining. The course covers the development of American unions, union structure and government, organizing campaigns and representation elections, labor agreement negotiation and administration, and public policy. Emphasis is given to the national labor relations act and the grievance-arbitration process. Pre-Requisite: None
HURE 700-O
Organizational Development and Design
3 Credits

This course is an introduction to concepts and procedures on organizational design and structures. Emphasis is given to the nature and changing processes of the organizational culture and structures. Discussion on different types of systems and management styles is integrated in the course. Pre-Requisite: MANA 501

HURE 710
Human Resource Administration
3 Credits

This course is a study of the philosophy, techniques, and policies related to the administration of personnel as a critical responsibility of every manager. Topics included in the course are employment planning, recruitment and selection, performance measurement, training and development, employee relations, equal employment/affirmative action, compensation, and labor relations. Pre-Requisite: None

HURE 720
Training Design and Methodology
3 credits

This course is designed to provide the student with the knowledge, management skills, and techniques related to the design and methodology of organizational training. The course focuses on the study, analysis of the concepts, methods, processes that promote development, and organizational growth. The impact of design and implementation of training programs that facilitate learning and synergy among human resources is also studied. Pre-Requisite: HURE 710, MANA 501
HURE 725
Labor Legislation**
3 Credits

This course covers the federal and State legislation pertaining to the relationship between employer and employees. The following topics are discussed in this course: development of federal and state labor laws; constitutional rights; minimum wage, anti-discriminatory laws, unemployment. ** Mandatory course. Pre-Requisite: None

HURE 730
Compensation and Benefits Administration
3 Credits

This course is an introduction to systems of compensation and benefits related to profit and non-profit organizations. The course covers critical thinking discussions on financial motivation, design, implantation of compensation strategies, and compensation for special groups, among others. Pre-Requisite: HURE 725

HURE 750
Human Resources Seminar**
3 Credits

This course studies the historical foundations and evolutionary development of human resources concepts such as comparative analysis of management patterns and emerging problems of management interest. The course covers readings and research in management practices. Each student must complete and present a research project for discussion and comments in the classroom in topics that are the main focus of the course. **Mandatory course. Pre-Requisite: None
INBU 600
International Business
3 Credits

This course provides a global study of the economic, financial, and political environment in business operations. Special emphasis is given to the international dimension of marketing, finance, accounting, taxes, economics, and human resources of corporations.
Pre-Requisite: None

MANA 501
Organizational Behavior
3 Credits

This course is a study of individual, group, and organizational behavior in social systems. The course covers application of organizational behavior and organizational theory to management practice. Pre-Requisite: None

MANA 600
Business Policy and Ethics
3 Credits

This course covers the functional and support areas of business administration. The course approaches business policy-making and administration from the perspective of the general manager. Cases emphasizing economic, social, and moral problems having implications for corporate policy are examined. Pre-Requisite: 18 credit from core courses.
MANA 603
Materials Management
3 Credits

This course is designed to provide the student with knowledge in the field of Materials Management and its functions in the planning and control of production processes, buying procedures, measurement of demand, decisions of storage operations, and physical movement of a product from its manufacture to the distribution channels, the product specifications, process design, and quality control. Pre-Requisite: MANA 720-0

MANA 621
Business Law
3 Credits

This course deals with the laws pertaining to business associations, such as partnerships (limited and general), corporations, franchises, and joint ventures. Topics in this course include rights and obligations; will contracts, mortgages, business agencies and associations, corporations, negotiable instruments, investment and loans, bankruptcy, business laws, labor laws, and jurisprudence. Pre-Requisite: None

MANA 700
Entrepreneurship
3 Credits

This course is designed for students in the program for MBA interested in pursuing entrepreneurial careers. Primary attention is given to managing a new and rapidly growing business. It includes alternate sources of capital examined and conditions of utilization of each source established. Various growth strategies considered along with supporting public policy and personnel requirements for entrepreneurial success. Pre-Requisite: None
MANA 710
Human Resources Administration
3 Credits

This course is a study of the philosophy, techniques, and policies related to the administration of personnel and as a critical responsibility of every manager. Topics included in this course are employment planning, recruitment and selection, performance measurement, training and development, employee relations, equal employment/affirmative action, compensation and labor relations. Pre-Requisite: None

MANA 715
Supervision and Leadership
3 Credits

In this course, emphasis is given to management leadership skills necessary to develop professionals for current market, manufacture, government, and industry settings. The course examines contemporary roles on supervision and leadership development. Pre-Requisite: None

MANA 716
Strategic Planning and Control
3 Credits

In this course, major components of long-term strategy from an upper-level management perspective are covered. This course provides a learning laboratory for the study of major strategic decision-making models. Pre-Requisite: None

MANA 720-O
Operations and Production Management
3 Credits

This course stresses managing the production, distribution, materials, and information functions of manufacturing and service systems. It includes capacity determination, operating procedures analysis, operating systems design, control systems development, and new technology evaluation. The course utilizes current case examples of management skills required in the operating environment. Pre-Requisite: none
MANA 750
Management Seminar **
3 Credits

This course studies the historical foundations and evolutionary development of management concepts such as comparative analysis of management patterns and emerging problems of management interest. The course covers readings and research in management. Each student must complete and present a research project for discussion and comments in the classroom. ** Mandatory course. Pre-Requisite: All courses

MARK 511
Marketing Management
3 Credits

This course places emphasis on planning and decision-making procedures in areas such as: marketing measurements, product development, price adjustments, advertising and distribution. In this course, texts, case studies, readings and computer exercises are used to provide experience in managing the components of the market mix. Pre-Requisite: None

MARK 615
Advertising and Sales Promotion
3 Credits

This course examines the marketing promotions from a communications standpoint. It discusses advertising, sales promotion, personal selling and publicity as components of the promotional program of an enterprise including profit and non-profit institutions marketing products and/or services. The course emphasizes the planning, design, and implementation of advertising campaigns. Pre-Requisite: None
MATH 101
Arithmetic and Its Applications
3 Credits

This course offers the opportunity to develop the necessary skills in working with numbers and basic mathematical computations with whole numbers, decimals and fractions, introduction to statistics, and geometry. Opportunities are provided to apply the skills learned to actual life situations. Pre-Requisite: Math Placement Test Scores

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

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

MATH 111
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
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 and basic geometry concepts. Pre-Requisite: MATH 111

NURS 105
Introduction to the Nursing Professional Role
3 Credits

This course introduces the student to the generalist nurse professional roles and competencies. The mission, program, and conceptual framework of the Nursing Program are presented and discussed. The course content includes nursing history; an introduction to the B. Neumann System Model, the Nursing Process concept, professional standards of practice, ethical, legal aspects of professional practice, and discussion of nursing theorists.

NURS 231
Adult Health Assessment
3 Credits

The course focuses on the holistic assessment of the adult client system’s stability, variances from wellness, and reaction to environmental stressors. The course incorporates assessment formats that encompass the B. Neumann System basic structure variables. The course addresses topics such as vital signs, history taking, physical examination skills, and the integration of critical thinking through the analysis of health assessment data and nursing diagnosis selection.
NURS 232
Pathophysiology
3 Credit

This course focuses on the pathophysiology of the most common disease processes and alterations brought about by disease in adult clients, according to body systems. The course topics include relevant risk and stress factors, epidemiology, pathophysiology, clinical manifestations, treatment for each disease/alteration, and a summary of normal aging related to body system.

NURS 320
Application of Basic Principles of Research in the Nursing Practice
3 Credits

This course stresses content related to the research process as a basis for evidenced-based nursing practice. Students use research principles in the search, selection, critique, and application of findings to provide rationales for nursing care and professional practice.

NURS 405
Nursing in Community Health
5 Credits

This is a community-based course with emphasis on providing holistic care to the client in primary, secondary and tertiary levels of prevention throughout the life cycle. It applies socio-cultural elements in the delivery of health care at all levels of health promotion. The principles of epidemiology are applied to the client’s family. Vital statistics are utilized to provide specific health intervention of disease prevention, and environmental protection in the concept of globalization.
NURS 410
Nursing Leadership and Management
3 Credits
The course provides students with knowledge and appreciation of aspects related to leadership and management in nursing. Critical thinking is utilized to enhance discussion, group dynamics, and written and oral activities related to the course content. The accountability and leadership functions of the nurse and the criteria for continuing education and post-graduate projection for the nurse as the professional are discussed. Proficiency in communication skills is emphasized as essential for the professional roles of the nursing career.

NURS 412
Nursing Care of the Adult
5 Credits
This course utilizes classroom instruction and clinical experience using the “Nursing Process” as a guide to provide students with the knowledge necessary for a holistic adult client system with physiologic complex health stressors/problems. These include adults with brain injury, spinal cord injury, acute and chronic renal failure, HIV/AIDS, burns, artificial airways, ventilators, loss grief, and death. The focus of the course is on secondary and tertiary prevention.

NURS 420
Practicum
6 Credits
The course Practicum offers the student the opportunity to enhance, refine skills, and knowledge in the care of the system client. It provides a variety of clinical experiences of learning in nursing. The practicum focuses on nursing interest areas, in the context of scenarios in primary, secondary and tertiary care under the direction and in collaboration of the class facilitator and the practicum institution designee.
Pre-Requisites: All nursing courses.
PRMG 530  
Project Management I: Introduction to Project Management  
3 Credits

This course stresses the analysis of processes related to Program Management. Comprehension of a project’s life cycle and the importance of evaluating its different phases in the achievement of organizational goals are integrated. The development of skills and competencies related to planning and methodologies of the area is studied in this course.

PRMG 640  
Project Management II: Project Planning  
3 Credits

This course focuses on analysis, action plan development and usage of effective methods in project management. The study of processes in the planning and initial phases of projects is an integral component of the course. Critical analysis of inputs, products, tools, and techniques used in project management processes is studied. Application of related terminology and definitions is a main goal of the course. Pre-Requisite: PRMG 530

PSYC 121  
General Psychology  
3 Credits

This course is an introduction to the basic areas of general psychology. Theories, concepts and methods used in psychological studies of individual and social behavior. Attention to the psychological elements of human growth and development.  
Prerequisites: SOSC 101-102.
PSYC 122
General Psychology
3 Credits

This course is an introduction to the basic areas of general psychology. Theories, concepts and methods used in psychological studies of individual and social behavior. Attention to the psychological elements of human growth and development.
Prerequisites: PSYC 121.

PSYC 123-O
General Psychology
3 Credits

This is a survey course in general psychology. The course is a study of basic principles, concepts, and theories of individual and social behavior. Pre-Requisites: SOSC 111-O, SOSC 112-O

PSYC 350
Psychopathology Principles
3 Credits

This course covers the pathological reactions in the feeble-minded, neurotics, and psychotics. The course includes a discussion of research methods and theories of abnormal conduct. Visits to local institutions to observe clinical cases are conducted as part of course requirements.
Pre-Requisites: PSYC 123-O
QYLE 110-O
Attitude Development and University Adaptation*
3 Credits

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

SCIE 111-O
Integrated Sciences I
3 Credits

This course integrates concepts from the different areas of sciences. 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. 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
SOCI 201
Principles of Sociology I
3 Credits

This course is a study of the human being in a socio-cultural context. Emphasis is given to the use of the scientific method in the study of society and the study of social theories. It includes the study of social stratification and institutions such as family, religion, education, economy and politics. It involves an analysis of contemporary social problems. Prerequisites: SOSC 101

SOCI 202
Principles of Sociology II
3 Credits

This course is a study of the human being in a socio-cultural context. Emphasis is given to the use of the scientific method in the study of society and the study of social theories. It includes the study of social stratification and institutions such as family, religion, education, economy and politics. It involves an analysis of contemporary social problems. Prerequisites: SOCI 201.

SOCI 203-O
Principles of Sociology
3 Credits

This is a survey course on principles of sociology. It focuses on the study of the theories of groups, institutions and society. Analysis of social organization and social problems is integrated in the course. Pre-Requisites: SOSC 111-O, SOSC 112-O

SOSC 103
Introduction to Social Sciences
3 Credits

This is a survey course on general principles and foundations of the social science disciplines: anthropology, sociology, psychology, economics, and political sciences. The course covers an analysis of social problems and impact in society. Pre-Requisite: None
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. The course emphasizes in the personal, interpersonal and social dimensions of human behavior and social responsibility. Pre-Requisite: None

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. The course emphasizes in the personal, interpersonal and social dimensions of human behavior and social responsibility. Pre-Requisite: SOSC 111-O

SOSC 225
Contemporary Economic and Political Issues
3 Credits

This course focuses on an interdisciplinary approach to study the interrelation of social organizations, political, and economic systems in the contemporary world. It studies social, political, and economic developments. It includes an analysis of selected events and current issues that impact our society. Pre-Requisites: SOSC 111-O SOSC 112-O

SOSC 301
Statistics for Social Sciences 1
3 Credits

This course covers descriptive and inferential statistical techniques and reasoning. It includes elements of statistical reasoning and mechanics involved in the computation of statistical measures in social sciences challenges in society. The course focuses on the when, why and how of using specific techniques in a research process. Pre-Requisites: SOSC 111-O, SCIE 112-O, MATH 111
SOSC 301
Statistics for Social Sciences 2
3 Credits

This course covers descriptive and inferential statistical techniques and reasoning. It includes elements of statistical reasoning and mechanics involved in the computation of statistical measures in social sciences challenges in society. The course focuses on the when, why and how of using specific techniques in a research process.
Pre-Requisites: SOSC 301

SOSC 303
Applied Statistical Methods for Social Sciences
3 Credits

This course focuses on the statistical methods applied to the Social Sciences. It is an introductory feature of the statistical methods field applicable to the Social Sciences. It provides a general vision of descriptive and inferential statistics pertinent to the Social Work field.
Pre-Requisite: MATH 111

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

This is a preparatory Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score of 295 or below (Level 1 - Starting) will need to enroll in this course.
SPAN 080-O
Intermediate Spanish Immersion
3 Credits

This is an intermediate immersion Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score of 296-382 (Level 2 Emerging will need to enroll in this course.

SPAN 100-O
Communications Skills for Spanish as a First Language
3 Credits

This course is designed for students who are native speakers of Spanish and score between 0-40 percent on the SUAGM Spanish Placement Test. English dominant students who score between 383-469 on the Spanish Computer Adaptive Placement Exam (SCAPE) must enroll in this class. These students are considered to be at Level 3 – Developing Stage. At this level English dominant students are placed with Spanish dominant students.

This course focuses on the development of oral and written basic skills. The development of these basic skills is achieved through the integration of a comprehensive approach using reading and interpreting contemporary college level textbooks in Spanish. The enrichment of vocabulary, correct grammatical rules for the Spanish language and critical language lab practice is incorporated in the course. This course requires the use of e-lab and/or the language lab.
SPAN 101-O
Introductory Spanish Language- Basic Level I
3 Credits

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

SPAN 102-O
Introductory Spanish Language- Basic Level II
3 Credits

This course is designed for students who score between 61 to 75 percent on the SUAGM Spanish Placement Test. English dominant students who score between 557-641 on the Spanish Computer Adaptive Placement Exam (SCAPE) must enroll in this class. These students are considered to be at Level 5 – Bridging Stage. At this level English dominant students are placed with Spanish dominant students. The course covers the history and evolution of the Spanish language. The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of e-lab and/or the language lab.
SPAN 103-O
Introductory Spanish Language Course
Intermediate Level I
3 credits

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

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

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

This course is designed for students who score between 81 to 90 percent on the SUAGM Spanish Placement Test. The course focuses on the comprehension and use of the Spanish language from a communicative perspective approach. The study and analysis of the written text taking into consideration the aspects of comprehension and the reading process is integrated in the course. Analysis and interpretation of readings using the following as a reference frame: vocabulary in context, main idea, secondary idea, and relationship of ideas, types of discourse, and types of language is emphasized. Construction of the written message from the sentence to the paragraph is also addressed. Development of techniques for oral presentations integrating technology in an expository discourse is covered. 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. It includes language lab experiences and activities. Pre-Requisite: None

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

This course is designed for students who score between 91 percent or above on the SUAGM Spanish Placement Test and a passing score on SPAN 115. The course focuses on the comprehension and use of the Spanish language from a communicative perspective approach. The study and analysis of the written text taking into consideration the aspects of comprehension and the reading process is integrated in the course. Analysis and interpretation of readings using the following as a reference frame: vocabulary in context, main idea, secondary idea, and relationship of ideas, types of discourse, and types of language is emphasized. Construction of the written message from the sentence to the paragraph is also addressed. Development of techniques for oral presentations integrating technology in an expository discourse is covered. 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. It requires language lab experiences and activities.

Pre-Requisite: SPAN 115-O
SPAN 215
Advanced Composition
3 Credits

This developmental course focuses on the study and practice of writing techniques through the analysis of readings that develop creative and critical thinking skills. It includes composition exercises designed to develop the basic writing skills: organization of ideas; simple, complex, coordinate, and subordinate sentence structure; paragraph structure; outlining and summarizing; and the identification and writing of the different paragraph styles (exposition, persuasion, narration, and description). The course is designed for only 20 students in the classroom in order to give them individualized attention. Pre-Requisite: SPAN 102.

SPAN 250-O
Techniques for Writing in Spanish
3 Credits

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

SPAN 255-O
Spanish for Writing and Research
3 Credits

This course concentrates on the study and analysis of college level Spanish readings and texts. The course will provide the necessary tools for the development of oral and writing skills as a stepping stone to advanced writing in the Spanish language. Pre-Requisite: SPAN 115-O, SPAN 116-O, SPAN 250-O
SPAN 500-O
Graduate Preparatory Spanish
3 Credits

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

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

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

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

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

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

STAT 555-O
Statistics for Managerial Decision Making
3 Credits

This course covers basic statistical skills for advanced work in the functional areas of business administration, including descriptive statistics, probability, probability distributions, sampling, estimation, statistical inference, and Bayesian principles. Computer programs are used in the course as problem solving tools. Pre-Requisite: None
STGM 600
Leadership and Entrepreneurial Vision
3 credits
This course focuses on analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organizations' vision and mission. Human Resources Strategies for empowerment and its impact in the organizational culture are emphasized. Application of theoretical knowledge in relation to individual, interpersonal, and group behavior within the organization are studied. The course addresses the study of leadership and organizational behavior in a continuous changing environment. Pre-Requisite: None

STGM 601
Strategic Management
3 credits
This course focuses on analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses is emphasized. The application of the vision, mission, goals, and objectives for the development of strategies in the planning process is studied. Development of a strategic plan that includes identification and evaluation of alternatives for its control is integrated in the course. This course is targeted to the development and application of analytical skills related to strategic planning. Pre-Requisite: None

STGM 602
Technological Applications and Information Systems
3 credits
This course develops analytical skills for the operational integration of different information resources. The course allows for the identification, analysis, and evaluation of alternatives for the improvement of the organizations' effectiveness. It emphasizes the importance of technology for strategic planning and problem solving. This course focuses on the development and application of the knowledge and skills needed to understand, evaluate and, make decisions related with information systems. Pre-Requisite: None
STGM 603
Entrepreneurial Communication
3 credits

The course focuses on analysis of effective skills for communication and presentations. Emphasis in knowledge and critical use of different techniques means and programs is integrated. The course evaluates different aspects of the communication process including audience, understanding the context, the receptor and the importance of feedback for an effective communication. This course also focuses on the study of theoretical and practical concepts for effective business communication. Pre-Requisite: None

STGM 604
Organizations and Global Economy
3 credits

The course studies the opportunities that the global economy offers to management. The course analyzes economic principles based on problem examination and the challenges represented on a globalized economy. It includes decision making on financial, economic, and stock market issues. It evaluates strategic opportunities and risks regarding organizational development in the global context. Pre-Requisite: None

STGM 608
Strategies for Change, Professional, and Entrepreneurial Development
3 credits

The course focuses on analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension, respect for diversity, and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture is integrated. It emphasis on environmental and structural forces within the organization are a main topic. The course appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies. Pre-Requisite: None