Sistema Universitario Ana G. Méndez
Universidad del Este

2009 – 2011
Graduate Catalog

Business Administration · Public Affairs · Social Work
Criminal Justice and Criminology · Education

August 2009 extended thru December 2012
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IMPORTANT NOTES: THE TERMINATION DATE OF UNIVERSIDAD DEL ESTE'S GRADUATE CATALOG HAS BEEN EXTENDED UNTIL DECEMBER 2012.

Universidad del Este’s Graduate Catalog is published for informational purposes and should not be considered as a contract between a student and the Institution. Information contained herein supersedes that previously published and is subject to change.

At Universidad del Este (UNE), every effort is made to provide accurate and up-to-date information. However, the University reserves the right to change without notice statements in the catalog concerning rules, policies, fees, curricula, courses, or other matters when necessary. Changes may apply to current students.

Universidad del Este reserves the right to make changes in course offerings, curricula, and other policies affecting its graduate programs. In the specific case of a curriculum revision, current students will be moved horizontally to the new curriculum.

UNE is currently reviewing and restructuring many of our academic programs in an effort to enhance their quality and improve our efficiency. In that process, some of the programs and courses mentioned in this catalogue may be modified, consolidated with other programs or courses, or eliminated. If you have questions about a particular program or course, you should contact the appropriate university school or University Center. In case that a program is eliminated, the school’s representative or program director will prepare a course schedule to assure the graduation of those students enrolled in the program.

It is the student’s responsibility to know and comply with the rules expressed herein, which coincide with current bylaws and regulations of the University, the administrative resolutions and the federal laws on civil rights.

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Our Profile

Universidad del Este (UNE) is a private non-profit institution of higher education and a component of the Ana G. Méndez University System. Its main campus is located in Carolina and its five Off-Campus sites located in Yauco, Utuado, Cabo Rojo, Barceloneta, and Santa Isabel. Universidad del Este has also established two branch campuses located in the state of Florida, one in Orlando and the other in Miramar. The Carolina campus is within easy reach of the entire Eastern part of the island. Its 21 acres suburban campus and its modern and spacious buildings provide an ideal atmosphere for the learning experience. The Off-Campus centers also have spacious facilities to meet the learning needs of the students.

A professionally oriented institution, Universidad del Este offers twenty-nine baccalaureate programs and fourteen associate degrees, including programs in business, education, liberal arts, hospitality management and sciences. Founded in 1949, as Puerto Rico Junior College, it has continued to grow into a four-year institution in 1992 and finally evolving into a university in 2001.

UNE’s student population consists mostly of commuting young adults from the surrounding communities. The 12,000 student body is comprised of undergraduates and graduates in the Carolina campus, its five Off-Campus sites, and the two Florida Branch Campuses. The graduate programs initiated in August 2001 in the Carolina campus. The programs offered are in Business Administration, Social Work, Education, Public Affairs, and Criminal Justice.

The academic staff consists of one hundred (100) full time faculty and about five hundred and twelve (512) part-time professors. The total of the part-time professors include all the campuses and graduate level programs. 38% of the full time faculty has doctorates and the other hold masters degrees in their fields of expertise.

Accreditation

Middle States Commission on Higher Education
Puerto Rico Council of Higher Education
Puerto Rico Council of General Education
Joint Review of the Health Commission in Radiologic Technology
International Association for Continuing Education and Training
Accreditation Commission for Programs in Hospitality Administration

Membership

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
College Entrance Examination Board
Hispanic Association of Colleges and Universities
International Association of Continuing Educational Programs
Library Administration and Management Association
National University Continuing Education
Phi Delta Kappa
Puerto Rico Association of Higher Education
Puerto Rico Association for Counseling and Development.
Puerto Rico Chamber of Commerce
Puerto Rico Manufactures Association
Puerto Rico Library Association
Puerto Rico Association of Honors Programs
Supervisors Labor Relations Program
The Association for Institutional Research

Non-profit Status

Universidad del Este is a private, secular, non-partisan educational institution and a member of the non-profit Ana G. Méndez University System, which operates a system of university level institutions.

Non-Discrimination Statement

Universidad del Este does not discriminate on the basis of race, handicap, national or ethnic origin, creed, color, sex, social condition or political, religious, social or trade union beliefs.

Important Note:

This catalog contains the major points of the current agreement between the students and Universidad del Este. Regardless of the date on which the agreement shall become effective, the University will maintain its right to admit, re-admit or register a student only for a semester or session, separately. The University will also limit its agreement to the semester or session in which the student has properly enrolled and has paid the corresponding fee.

It is the student’s responsibility to know and comply with the instructions expressed herein, which coincide with by-laws and regulations of the University, the administrative instructions, and the federal laws on civil rights.

Norms and regulations contained in this document are subject to institutional and/or administrative changes.
History of the Universidad del Este

During the 1940’s, three distinguished educators, Dr. Ana G. Méndez, Dr. Florencio Pagán Cruz, and Mr. Alfredo Muñiz Souffront, recognized the need for new developments in the field of education that would keep pace with the social and economic advances that were taking place in Puerto Rico at that time. With this in mind, in 1947 they began to lay the groundwork for the creation of modern institutions of higher learning.

In 1949 Puerto Rico Junior College was founded and incorporated according to Puerto Rican laws on June 30, 1950. The Council of Higher Education of Puerto Rico licensed the institution on June 27, 1957, and accreditation by the Middle States Association of Colleges and Secondary Schools followed on May 1, 1959. It has been subsequently reaccredited since 1959 until the present, been the last reaffirmation on June 2005. In 2001, Universidad del Este completed its transformation and evolution from a junior college to a college to a university.

Presently, the Ana G. Méndez University System operates three institutions: Universidad del Turabo, Universidad Metropolitana, Universidad del Este, and WMTJ-TV Channel 40.

Universidad del Este is a non-sectarian; non-profit, independent, educational institution that serves the people of the Commonwealth of Puerto Rico, but through its collaborative agreements contributes to the international communities in general. In the academic area, Universidad del Este offers occupational, liberal arts, education, and business programs leading to certificates, associate, bachelor, and master degree programs in different disciplines. It has been a pioneer institution in Puerto Rico in offering these kinds of programs.

The Chancellor and the staff direct the administrative activities of the University with the two governing bodies: the Administrative Council and the Academic Board. The Student Council elected by a governing assembly made up of student delegates also contributes to the student representation in these administrative governing bodies.

The academic programs offered by the University can be classified under three categories: occupational and professional programs, transfer programs, and community service programs.

One of the principle goals of the Universidad del Este is to instruct and develop in its students the occupational and academic skills that will allow them to perform efficiently in jobs, and that will permit them to achieve more advanced academic levels. On account of this, the Institution has designed a diversified and flexible program of studies to mold each student into a capable professional in the area of their speciality.

Universidad del Este’s Mission Statement

Universidad del Este is a non-profit, lay, higher education learning community, which is part of the Ana G. Méndez University System. The school has a flexible admissions policy and an ample and varied academic courses offering.
The mission of the Universidad del Este is to promote the integral development of a diverse student population through research, critical-creative thinking, the construction of knowledge and its application.

Academic offerings include certificates, associate degrees, bachelor's degrees, graduate studies and continuing education. These offerings meet the needs and interests of the members of the university community and receive the support of all institutional resources. Study programs incorporate multidisciplinary educational perspectives through learning and teaching strategies that are in harmony with local, regional, and global demands and with the latest technology. The learning vision also incorporates a life-long learning process based on the most effective access to information for its gathering, handling, analysis and application.

The Institution is committed to continuous improvement of the teaching-learning process, support services, assessment, research and the appreciation of Puerto Rican culture in harmony with global cultures.

**Principles**

The principles, which guide the Institution, are wisdom, justice, honor and freedom.

**Goals**

To fulfill its mission, Universidad del Este proposes:

- To develop a well-rounded person through a multidisciplinary and liberal education.
- To value diverse manifestations of Puerto Rico’s cultural-historic patrimony in our national identity and within a globalized culture.
- To help students enrolled at the institution to achieve their educational goal.
- To develop optimum levels in the quality of student life through the broadening of academic support services, team work, the use of emerging technologies and occupational and professional orientation pertinent to a well-rounded education.
- To improve quality levels in the teaching, learning and service processes.
- To strengthen human resource competencies through personal and professional development activities.
- To perform research as a fundamental means to solve problems and as an essential part of institutional duties.
- To develop current and pertinent academic courses that respond to society’s needs.
- To improve the quality, efficiency and effectiveness of decision making in institutional administrative procedures.
- To demonstrate leadership in services provided to Puerto Rico and abroad.

**Statement of Policy**

This catalog includes the main terms concerning the formal relationship between students and Universidad del Este. 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 UNE’s rules and regulations. This catalog is in compliance with the Institution’s bylaws, regulations and administrative orders and duties under Federal Law. It is subject to subsequent amendments.

Administration of the Ana G. Méndez University System (SUAGM)

José F. Méndez, President of the Ana G. Méndez University System
Alfonso Dávila, Executive Vice President
Jorge Crespo, MS, Vice President of Planning and Academic Affairs
Antonio Figueroa, MBA, Vice President of Financial Affairs
Jesus A. Díaz, MBA, Vice President of Administrative Affairs
Francisco Bartolomei, MBA, Vice President of Marketing and Student Affairs
Victoria De Jesús, Ph.D, Vice President of Human Resources
José De la Cruz Skerrett, Legal Counsel

Universidad del Este’s Administrative Council and Academic Board

Administrative Council

The Administrative Council of the Universidad del Este is the legislative body of Institutional policy of the university in accordance with the statutes of the Ana G. Méndez University System 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 of Universidad del Este 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.
Universidad del Este’s Administration and Staff

Office of the Chancellor
Alberto Maldonado Ruiz, Esq. Chancellor
María S. Díaz, MBA, Executive Assistant to the Chancellor
Anne L. Howard-Tristani, MA, Vice Chancellor for International, Federal and Corporate Affairs
Maria I. De Guzmán, MA. Ed. Assistant Vice Chancellor for Development
Ivonne D. Arroyo, MBA. Director of Public Relations
Gisela Negrón Pérez, MBA, Director Alumni Affairs and Fundraising

Office of the Vice-Chancellor
Mildred Huertas Solá, Ed.D, Vice-Chancellor
Nilda I. Rosado, MEd. Associate Vice-Chancellor for Licensing and Accreditation
Magalie Alvarado Hernández, MPA. Assoc.Vice-Chancellor for Administrative Affairs
Ezequiel Bayuelo, Ed.D, Assistant Vice-Chancellor of Assessment & Investigation
Maritza I. Espina, PhD, Dean, School of Business Administration
Omar J. Pagán, MS, Dean, José A. (Tony) Santana International School of Hospitality and Culinary Arts
Mildred Rivera, MA, Vice-president and Dean, School of Professional Studies
María Véaz, Ed.D, Acting Dean, School of Education
Jhon Sanabria, Ph.D, School of Social and Human Sciences
Wilfredo Colón Guasp, Ph.D., Dean, School of Sciences and Technology
Justo Lugo, MS, Acting Dean, School of Health Sciences
Esther Rubio, M.Ed., Associate Dean, School of Technical Programs
Elizabeth Marte, MA, Associate Dean, School of Professional Studies

Office of the Vice-Chancellor of Information and Telecommunications
Carmen Ortega, MS, Vice-Chancellor of Information Resources
Elsa Mariani, MS, Director, Library
Carlos H. Medina, MA, Director, Educational Technology
Nestor Más, MBA, Director, Telecommunication and Information Systems

Office of the Vice-Chancellor of Student Affairs
Georgina León de Rivera, MA, Vice-Chancellor of Student Affairs
Karen Crespo, MA, Associate Vice-Chancellor of Student Affairs
Camgen G. Velázquez, MA, Assoc. Vice-Chancellor of Quality & Student Wellness
Belinda Ruiz, MED., Assistant Vice-Chancellor of Honors and Internship Programs
Ramón Fuentes BBA, Associate Vice-Chancellor of Enrollment Management
Eigna De Jesús, MBA, Registrar
Magda Ostolaza, MBA, Associate Vice-Chancellor of Marketing and Recruitment
Clotilde Santiago, BBA, Director, Office of Financial Aid
Angel González, BBA, Bursar
Migdalia Torres, MEd., Assistant Vice-Chancellor for Multidisciplinary Services
Julio Figueroa, MA, Director Athletics and Sports Program
Jeffrey Gladstone, MS, Director, Complimentary Educational Services
Directors of University Centers
Maricelli Zaragoza, MBA, Director, Yauco University Center
Rosemary González, M.Ed., Director, Utuado University Center
Griselda Correa, MS, Director, Barceloneta University Center
Rosa Pérez, MBA, Director, Cabo Rojo University Center
Evelyn Ayala, MA, Director, Santa Isabel University Center

Office of the Evening Division and Weekend Programs
Lourdes González, PhD, Director, Evening Division and Weekend Programs

Office of Physical Facilities and Operations
Edgar Dixon Rodríguez, Eng., Manager of Physical Facilities and Operations
Juan Boada, Eng., Assistant Manager of Physical Facilities and Operations

ADMISSIONS

General Admission

General requirements for admission

1. Have a bachelor’s degree or its equivalent from an accredited institution of post-secondary education with a minimum GPA required according to the program. All Masters requires 2.75. Students can be admitted with a lower average, if the Graduate Committee, taking into consideration other elements of importance, recommends them.

2. To be interview by the Graduate Committee.

3. Present two (2) letters of recommendation from persons that can offer an opinion about their possibilities for success in graduate studies.

4. Write an essay about a particular topic that will be requested in the interview and the acceptance of this essay by the Graduate Committee.

5. Comply with all the corresponding procedures for admission (complete the application, pay application fee and other administrative requirements specified by the Admissions Office).

Specific requirements for each program

Students should contact the corresponding School where the program is offered for specific pre-requisites that the program may have.
Other provisions

The majority of the Graduate courses will be offered in a flexible mode. The students will be required a minimum of 20 hours of individual or team work out of the classroom. This mode promotes the integration of theory-practice-research. The courses meet three (3) hours weekly for eight (8) weeks, unless specified otherwise. The students will inform the hours and tasks performed, in writing, following the corresponding formats.

Graduate Committee

a. The Graduate Committee will be composed of various members. Members of this committee may include members of the graduate program advisory committee, graduate faculty and any other person that represents the academic excellence that the Graduate Programs intend to maintain, for example, a visiting professor, an invited academic, an active graduate student, or graduate alumni.

b. The Graduate Committee will have the final opportunity to consider and determine the majority of the special cases for admission, readmission, and transfer.

c. The Graduate Committee may be represented by one of its members.

Transfer students from graduate programs at other universities

Requirements

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

1. Have taken courses at an accredited university and have approved at least six (6) credits from the institution with an academic average of 3.0.

2. A maximum of nine (9) credits will be accepted in transfer.

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

4. Fulfill the admissions requirements of the program to which they are applying.

5. All transfer Admissions Applications will be subject to evaluation by the Graduate Committee.
6. Satisfactorily participate in an interview with the Graduate Committee.

7. Submit two (2) official transcripts with the Admissions Application. Those students that studied out of Puerto Rico must submit a catalog of the university from which they are transferring.

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

Residency Requirements

a. Each student that transfers to the Graduate Program must observe the following rules to establish residency and be eligible for graduation.

1. Approve at least twenty-four (24) credits at the University.

Special Students

Requirements for transitory students and auditors

Special students are persons authorized by the Dean of the School or the Graduate Program Coordinator to take a course or courses with the purpose of improving themselves professionally without intending to obtain an academic degree.

All special students must:

a. File a permit from the institution they are enrolled in allowing them to take courses at the University for a period of not longer than two (2) academic semesters.

b. Apply for admission within the time allotted by the Office of Admissions.

The University admits students as auditors or visitors. Persons admitted as such may, once they have completed their registration, attend the regular courses at the Institution, but will not receive credit or grades for them.

The cost to audit a course will be $225.

Registration Permit

a. A student who receives a permit or a recommendation to enroll for one semester may be admitted as a transitory or auditing student from another university, educational institution or public service agency. The registration permit granted to a transitory or auditing student is not a formal admission
to the University and expires at the end of the semester for which it was given.

b. Transitory or auditing students that wish to change their status to that of a regular student must meet the admissions requirements in effect when they file their Admission Application.

c. Each applicant will be subject to an interview with the Graduate Committee.

### Foreign Students

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

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

### Readmission

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

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

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

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

d. Fulfill the requirements of the program of study applied to, and all other general admissions requirements that apply.

Each student applying for readmission to the Institution will be subject to the curriculum in effect for the program of study to which he or she is admitted. Each candidate for readmission may be subject to an interview with the Graduate Committee.

### Admission validity

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

b. Admission or readmission to the University will be valid for the registration period after the date of admission.
c. Students must fulfill the admission requirements by the dates established in the academic calendar. Applications that are not accompanied by the required documents, or that do not meet the established requirements, will be considered provisional applications. If the documentation is not received within thirty days (30) of the first day of classes, the Institution may invalidate the student’s provisional admission and cancel his or her registration.

REGISTRATION

Registration Validity

a. The Dean of the School, with the support of the student affairs offices, will determine the registration process and will include it on the Academic Calendar.

b. To be valid, the Bursar must seal the student’s Invoice Schedule.

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

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

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

Maintaining the academic offering: programming of courses, closing and eliminating sections

The Institution has a Manual of Norms and Procedures for maintaining academic offerings: programming of courses, closing and elimination of sections. It is available at the Office of the Vice-Chancellor, Office of the Registrar, and in the Schools.

Credit for exams

The Schools may offer credits by means of an exam if the total credits do not exceed six (6) and if authorized by the Dean of the School.

The following policies will apply to credits by exams:
a. The student must be registered (full or part time) and must have demonstrated consistent satisfactory academic progress during his or her business graduate studies.

b. The student must obtain authorization through his or her counselor and from the Dean of the School. Once authorization is obtained, and after the corresponding payment has been made, the Dean of the School will issue a permit for the exam.

c. The Dean of the School or the Graduate Program Coordinator will coordinate the examination process.

d. To receive credit, the grade must be equivalent to “B” or higher.

PROGRAM CHANGES, WITHDRAWALS AND SPECIAL PERMITS

Reclassification of program or major

a. Active students may apply for reclassification of a program or major after meeting the following requirements:

1. Submit an application for reclassification to the Office of the Registrar.

2. Attend an interview with the Dean of the School or Graduate Program Coordinator.

Withdrawals

a. To apply for a partial or total withdrawal, students will submit the application for withdrawal to the Office of the Registrar within the dates specified to be final and official.

b. Withdrawals with reimbursements:

Courses in which the student applies for partial or total withdrawal during the period established by the Institution for withdrawals with reimbursements, will affect the academic progress of the student. In the event of a partial withdrawal, the student will be classified in the category he or she is in at the end of the withdrawal with reimbursement period.

c. Withdrawals without reimbursements:

Courses that the student requests a partial or total withdrawal from, after the time established by the Institution for withdrawals with reimbursement, will affect the student’s academic progress.
d. The Institution may drop a student on the recommendation of the Discipline Committee or the Vice-Chancellor of Student Affairs, following the provisions established in the Student Handbook.

Special permits

- a. Students will have the opportunity to take courses at other accredited university institutions, if the courses are not offered at the Institution and are required to continue on to other courses in the following semesters.

- b. To apply for a special permit, the student will submit the corresponding application form to the Office of the Registrar.

- c. Students in this situation will receive the recommendation from the Dean of the School or the Graduate Program Coordinator, before the authorization from the Office of the Registrar.

- d. The special permit will be given for one academic semester or summer session.

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

- f. Special permits will be granted for a maximum of six (6) credits.

ACADEMIC LOAD, CLASS ATTENDANCE AND ACADEMIC ADVISING

Academic load per term

- a. The regular academic load will be six (6) credits per term (there are two terms per semester).

- b. For an academic load of more than twelve (12) credits per semester (more than six credits per term), the student will need authorization from the Dean of the School or the Graduate Program Coordinator.

Class Attendance

Admission to the classroom

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

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

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

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

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

Academic Advising

Students will have an academic advisor assigned according to their major. They must complete all the procedures and schedules for academic advising. In addition, they must meet periodically with their advisor each term.

EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT

Evaluation System

Credit value

a. The credit will be the unit used to determine the value of courses, equivalent to a minimum of fifteen (15) contact hours or of individual or teamwork experiences outside the classroom per credit.

b. In credits, laboratory work or practice courses will be equal to a minimum of twenty (20) contact hours per credit.

Partial and final evaluations

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

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

c. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
d. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.

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

Responsibility of the professors

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

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

Grade system

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

   A = 4.00
   B = 3.00
   C = 2.00
   D = 1.00
   F = 0.00

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

   W = Official withdrawal
   WF = Stopped attending the course without applying for withdrawal at the Office of the Registrar.
   I = Incomplete
   IP = In progress
   P = Passed course that does not affect the GPA
   NP = Failed course
NR = Grade not reported
*  = Repeated course
WA = Administrative withdrawal
WN = Registered and did not attend class

Changes, grade objections and additions

a. In the event of an objection, the student is obligated to present the objection at the Office of the Registrar within thirty (30) calendar days of the first day of class of the term following the objected grade.

b. Any request for a grade change or addition must be submitted by the professor to the Dean of the School or the Graduate Program Coordinator, within a period of time not to exceed one term since the grade was obtained, using the form provided. The Dean of the School or the Graduate Program Coordinator will submit the form to the Office of the Registrar, which will be responsible for making the change or addition in the Official Grade Register.

c. Changes made outside the time established must be justified in writing and approved by the Dean of the School.

d. Special cases of grade objections or changes will be resolved by a Committee composed of the Vice-Chancellor, who shall preside, the Dean of the School, a professor, the Registrar and a student appointed by the Chancellor, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Vice-Chancellor will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student’s objection was submitted.

Incompletes

Conditions

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

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

c. It will be the student’s responsibility to make the necessary arrangements with the Professor and the Dean of the School or the Graduate Program
Coordinator to determine how to take the exam or turn in the final work and remove the Incomplete.

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

e. A student that because of receiving Incomplete in one or more courses does not achieve academic progress, once the Incomplete is removed according to institutional policies; financial aid will be reinstated, if it is within the dates established by the Federal Government for assigning aid.

Responsibility of the professors

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

b. Upon completion of the term specified to complete the students’ academic work, professors will have thirty (30) additional days to hand in the documents for removal of Incompletes to the Dean of the School or the Graduate Program Coordinator. The Dean of the School or the Graduate Program Coordinator will submit them to the Office of the Registrar where the Official Grade Register will be completed and final grades will be given.

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

Repeating courses

a. A student that wishes to repeat a course will have the liberty to do so. When a student obtains a C, D, F, W or WF in certain courses required for graduation that must be passed with a minimum of B, it will be compulsory to repeat the course.

b. The Institution will allow a student that has obtained a C, D, F, W, WF or WN in a course to repeat it using financial aid, if he or she has not exceeded 150% of attempted credits.
c. Students that repeat a course will receive the highest grade obtained for purposes of their academic average.

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

e. In the case of Practice courses, the student may repeat the course a maximum of twice. He or she will only be able to repeat the course the second and last time with the approval and recommendation of the Dean of the School and the practice supervisor.

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

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

### Degree Requirements

#### Degree Exam (if required by the degree)

**General Criteria**

1. The degree exam is a requirement for graduation for every candidate that aspires to obtain a degree of Master of Arts and in Science in Education as well as in Criminal Justice and Criminology program.

2. The exam will consist of four or three parts depending on the Specialty that includes the following components: Education Concepts; Research; Curriculum and Teaching, and concepts of the discipline. The part on concepts of the discipline will include topics integrated to the areas studied in the discipline. For example, the areas of English and Spanish will include topics in linguistics and literature in these languages.

3. The exam will be designed according to the curriculum the student has studied.

4. The minimum passing grade is seventy-five percent (2.50) on each part.

**Eligibility and applying for the exam**

1. To be eligible, each student must have completed the minimum credits required, according to the major.

2. The exams will be offered on every term of each academic year.
3. The application must be submitted at the Office of the Dean of the School.

4. A student that has not completed all the requirements for admission may not take the comprehensive exam.

5. An authorized student will take the entire exam the first time he or she requests it.

6. If the student only passes one of the parts, he or she will have to repeat the part he or she did not pass.

7. A student that does not pass any part of the exam may repeat it three times within a term of two years. If the student has not passed the exam after three times, the case will be referred to the Academic Committee for evaluation. This committee may determine one of the following:

- Authorize the student to take the exam a fourth time.
- Recommend that the student repeat the courses necessary to take the exam a fourth time.
- Not authorize the fourth exam.
- Resolve the cases of exceptions that arise.

Research Project (if required or selected by the student)

a. The presentation of a research project, as determined by the program of studies of the student, is required to complete the academic degree.

b. The project presentation will be done before a Graduate Committee convened for these purposes.

c. The project will be research in action in which the candidate uses computer technology and demonstrates adequate mastery of communication and active research skills. The selection of a work will be on the recommendation of the student’s professors and may be active research initiated in any course.

d. So as to make the project presentation official, the student will register in the course corresponding to his or her major for zero (0) credits and will be assigned a faculty mentor.

e. Contact hours to prepare this presentation will be no less than 30, considering that the project had been begun previously.

f. The student and his or her mentor will submit a written summary of the work performed together before being assigned the date for the project presentation.
g. The registration fee for this course will be equivalent to one credit.

h. The course will be graded with a Pass (P) or Fail (NP).

i. This course will not be included when computing the average.

**Theses and Research Seminars**

a. The approval of a thesis or research seminar, as determined by the program of studies of the student, is required to complete the academic grade.

b. Each student, in conjunction with the Dean of the School, will select a Thesis Committee. This Committee will be composed of three graduate professors of the University. If necessary, one of these may be a graduate professor from another university.

c. The student and the Graduate Committee must submit a work plan with a tentative itinerary to the Dean of the school.

d. The grade for these courses will be Pass (P), In Progress (IP) or Fail (NP). A student that does not complete his or her research in the course of one semester must register again in one of the sections assigned to students "In progress". The limit of time to maintain of grade of "In progress" will be three academic semesters.

e. A student that does not complete the work in the established time must submit a written request documented by the Dean of the School. It must include the recommendation of the professor supervising the work.

**Independent study**

Independent study courses will be offered, as an alternative for those students that require a course that is not programmed in their graduation year, be it the first or second semester. These courses will be offered through independent study if they meet the following criteria:

- The course content can not be substituted for another.
- 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.
- The course is required for the student’s major.

The Vice-Chancellor and the Dean of the School or the Graduate Program Coordinator will consider special cases individually on their own merits.
ACADEMIC PROGRESS

Academic status of the students

a. The retention index will be 3.00 and will be applied to the percent of approved credits established in the table designed for this purpose.

b. Students with satisfactory academic progress are those whose cumulative GPA is 3.00 or more.

c. In the case of transfer students, they will be evaluated upon completing their first year of study. Transfer credits will be considered attempted credits and will not be considered for the retention index.

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

Grade Point Average (GPA)

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

b. For transfer students, courses passed with “B” that are equivalent to those of the program of study they are admitted to, will be accepted as transfer credits up to a maximum of 9 credits.

Retention index

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

Accumulated credits required and retention index

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

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

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

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

**Probation**

a. To end the probation period, the student must obtain the percentage of credits and the average established. Students whose cumulative GPA is lower than the retention index established or those that do not reach the required percentage of approved credits will be eligible for automatic academic probation.

b. Students that do not reach the retention index or do not reach the required percentage of approved credits during the period of automatic academic probation will be suspended for the term of one (1) academic year. Upon being suspended for one year, they may appeal one time during their student life.

**Suspensions**

a. Students whose cumulative GPA is lower than the retention index and who have not approved the percentage of required credits after ending their probation period, will be suspended from the Institution for the term of one year.

b. The Institution will not accept any courses, diplomas or degrees conferred on a student by another institution during the time he or she was suspended.

c. Students that, upon completing their suspension, are interested in being readmitted will be subject to the requirements for readmission.

d. Those students that discontinued their studies while on probation will be identified as students on probation when applying for readmission.

e. Readmitted students, upon completing the period established for their first academic sanction, must be recommended by the Admissions Committee. The student will return to a second probation period for the next academic year. If upon completing this term the student has not reached the retention index required and the percentage of credits necessary, he or she will be suspended for a maximum of two years.

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

Right to appeal

a. The student has the right to appeal the institutional determination about his or her not having obtained satisfactory academic progress as defined, if there was a crisis situation that impeded complying with this norm.

b. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress: an illness of the student or a dependent, an illness of the head of the household that created an economic crisis, natural disasters, divorce of the parents or the death of a parent, mother, spouse or child, or problems where there was an alteration in the nuclear family 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: Career Orientation Program, Registrar, Admissions-Financial Aid, and the Academic Division. It will be presided by the Vice-Chancellor of Student Affairs or his/her representative.

Applying for an appeal

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

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

Reestablising financial aid

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

The Office of Admissions-Financial Aid will reestablish financial aid for a student by means of the letter sent by the Office of the Vice-Chancellor of Students Affairs notifying the student of the outcome of the appeal.
VALIDATING STUDIES

Transfer credit for courses

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

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

c. Only courses approved with a grade of “B” or higher at the other institution will be considered for transfer credit. If it has been more than ten years time since the classes were approved, these will have to be evaluated by the Dean of the School or the Graduate Program Coordinator.

d. The maximum amount of credits that can be accepted will be nine (9).

e. The Dean of the School and the Graduate Program Coordinator will establish equivalencies for the courses, consulting with the faculty specialized in the area and using the transferring institution’s catalog and official course description as a base.

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

Substitution of courses taken at the Institution

Courses with similar content may be substituted. Once it is determined that a course may be substituted, the difference in the number of credits will not affect the substitution. To complete the number of credits required, the student will take additional courses in the area, in accordance with the recommendations established by his or her academic program.

GRADUATION REQUIREMENTS

Eligibility to obtain an academic degree

a. Have approved the courses required for the degree as established by the Institution.

b. Have approved the total number of credits required for the degree with a minimum GPA of 3.00.

c. Pass one of the following: the degree exam; the research project, and the thesis, or a portfolio, as required by the degree.
d. Transfer students must approve at least the last twenty-four (24) credits at the Institution.

e. When calculating the GPA for graduation, only the courses approved and required for obtaining the Master Degree will be considered.

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

g. Have submitted an Application for Graduation to the Office of the Registrar by the date established in the academic calendar.

h. Until evidence of having no financial debts with the Institution has been presented, no document will be given certifying that the student has completed the graduation requirements.

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

j. Commencement will be held only once a year, at the end of the second academic semester. Students that fulfill their graduation requirements at the end of the first semester or during summer may apply and obtain a certification of completion of graduation requirements from the Office of the Registrar, before Commencement.

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

l. Those students that have finished their graduate studies in previous years and take post-graduate courses may be conferred certificates of advanced studies.

**Credit expiration**

Courses approved at the University or other accredited institution will be valid for ten years, for Master’s Degree programs. At that time, the courses will begin to expire.
FINANCIAL INFORMATION

Fees and tuition costs

The information contained in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all graduate students. Tuition costs are approved by the Board of Directors.

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

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

*Subject to change.

Admission Application

Upon submitting the application for admission, a fee of $ 25.00* must be paid.

Cost per credit

The cost per credit is $191.00*.

General fees

The general fee is $360.00* per semester.

Reimbursements

The Office of Financial Aid will publish a table containing information related to reimbursements dates for each academic term.

Partial withdrawal

Students that withdraw partially within the first two weeks beginning with the first day of class of each term and within the first two days of class during the summer session will be reimbursed 88% of the total tuition. After this time, the student will owe 100%.

Non - attendance

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

The Institution issues an identification card for each student. The cost of replacing a lost, misplaced or stolen identification card is $25.00. The identification card is necessary at several offices within the Institution and will be the property of the Institution.

Copies of credit transcripts

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

GENERAL PROVISIONS

Separateness

The provisions of this document of Academic Norms 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 Graduate Programs 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.

Graduate courses coding system

All graduate courses will be coded 500, 600 and 700.

Discipline

School’s with Graduate Students will observe and comply with all the institutional policies, rules and procedures and will follow a code of exemplary conduct. Each student should be familiar with the institutional polices regarding plagiarism. Also, course work cannot be used to complete the requirement of more than one course unless both professors have approved it. Any violation of discipline will be referred to the Vice-Chancellor of Student Affairs.
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.

The Institution is also responsible for providing the students a reasonable amount of time to complete his/her degree program. If a specialization or program is placed in moratorium, the School will prepare with the student a phase-out plan to complete the degree within a specific timeframe in accordance with the licensing and accreditation agencies requirements.

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.

Second Masters Degree and Minor specialization

A student that has a Master’s Degree from the Institution may seek a second degree in a different program. Only a maximum of six (6) credits from the first degree may be applied to the second. Any degree accepted must fall within the time limits established for the Master’s Degree. It is possible to study two degrees concurrently.

Minor specialization within the same program is allowed. Students can obtain a specialization in Human resources and a minor in Management.
Change of name and/or address

It will be the responsibility of the student to notify the Office of the Registrar and the School’s of any change of name or address while he or she is an active student at the Institution.
Universidad del Este

School of Business

Administration

Master of Business Administration in:

- Human Resources
- Management
- Accounting
- Management of Information Security
- Information Technology and Web Business Development
- Agribusiness
SCHOOL OF BUSINESS ADMINISTRATION

The School of Business Administration provides its students, through experiences in the courses, with the necessary tools to obtain a complete and up-to-date professional preparation in the different disciplines within business administration. The School offers associate degrees in: Programming in Information Systems, Executive Secretary with Word Processing, Legal Secretary, and Medical Secretary with Health Insurance Billing. It also offers bachelor degrees in the areas of: Accounting, Management, Marketing, Computerized Information Systems, Insurance, and Administrative Secretary.

MISSION

As part of its mission, the School of Business Administration is committed to offer the business perspective and orientation aimed at self-employment and at efficient placement of highly qualified personnel in the diverse industries located in Puerto Rico as well as outside the island. All of this framed within the institutional mission.

The goals of the School of Business Administration are as follows:

- Provide programs of studies consistent with the objectives of the Universidad del Este and the needs of the community.
- Offer a curriculum that responds to the economic, social, cultural and professional needs of our country, while integrating values and humanistic disciplines with the competences of the profession.
- Offer a curriculum with the necessary business perspective for the development of businesses through diverse means.
- Provide students with a complete service that supports their academic career and facilitates their studies.
- Guarantee the quality of the teaching learning processes by hiring highly qualified faculty and the development and implementation of diverse methodologies that contribute to building knowledge and its application.
- Promote the continuous development of the School’s Faculty and support personnel.

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## Curriculum

### Master of Business Administration with specialization in Human Resources

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>18 credits</th>
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<tbody>
<tr>
<td>MANA 500 Oganizational Development and Behavior</td>
<td></td>
</tr>
<tr>
<td>BUSG 505† Research Techniques in Business Administration or INTG 500 Research Methods</td>
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<tr>
<td>MARK 510 Marketing Management</td>
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<tr>
<td>ACCO 515 Managerial Accounting</td>
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<tr>
<td>ECON 530 Business Economics</td>
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<tr>
<td>FINA 530 Managerial Finance †</td>
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<thead>
<tr>
<th>Human Resources Courses</th>
<th>18 credits</th>
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<tbody>
<tr>
<td>REHU 600 Human Resources Management &amp; Organizational Development</td>
<td></td>
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<tr>
<td>REHU 610 Training and Development of Human Resources</td>
<td></td>
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<tr>
<td>REHU 611 Labor and Industrial Relations in Human Resources Management</td>
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<tr>
<td>REHU 612 Compensations and Benefits Management</td>
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<tr>
<td>REHU 614 Security, Hygiene and Labor Quality Management</td>
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<tr>
<td>REHU 615 International Human Resources Management</td>
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<tr>
<th>Electives Courses</th>
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<tbody>
<tr>
<td>MANA 613 Management of Diversity</td>
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<tr>
<td>REHU 620 Leadership in the Organization</td>
<td></td>
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<tr>
<td>MANA 621 Research and Assessment in Organizational Development</td>
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<tr>
<td>MANA 622 Modern Tendencies in Organization Development</td>
<td></td>
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<tr>
<td>REHU 623 Conflict Management and Organizational Dynamics</td>
<td></td>
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<tr>
<td>REHU 624 Negotiations</td>
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<tr>
<td>MANA 626 Management Consulting</td>
<td></td>
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<tr>
<td>ITMA 525 Management of Information Security</td>
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<tr>
<td>MANA 605 New Venture Creation</td>
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<tr>
<th>Capstone Course</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>BUSG 651 Business Research</td>
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</tbody>
</table>

| Total Graduate Credits | 42 credits |

### Prerequisite Courses*

- Introduction to Accounting (3 or 4 credits)
- Business Finance (3 credits)
- Introduction to Economics (3 credits)
- Introduction to Statistics (3 credits)
- Business Ethics (3 credits)

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* The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. † The Research Techniques in Business Administration course requires 45 contact hours. ρ Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515, ECON 123 for ECON 530, and STAT 201 for BUSG 505)
# Master of Business Administration with specialization in Management

## Core Courses 18 credits
- MANA 500 Organizational Development and Behavior
- BUSG 505† Research Techniques in Business Administration p or INTG 500 Research Methods
- MARK 510 Marketing Management
- ACCO 515 Managerial Accounting p
- ECON 530 Business Economics p
- FINA 530 Managerial Finance p

## Management Courses 18 credits
- REHU 600 Human Resources Management & Organizational Development
- MANA 640 Industrial and Service Quality Management
- MANA 617 Strategic Planning
- MANA 618 International Management
- MANA 619 Project Management
- ITMA 625 Information Technology for Managerial Decisions

## Electives Courses 3 credits
- COMM 604 Corporate Communications for Managers
- MANA 613 Management of Diversity
- REHU 620 Leadership in the Organization
- MANA 621 Research and Assessment in Organizational Development
- MANA 622 Modern Tendencies in Organization Development
- REHU 623 Conflict Management and Organizational Dynamics
- REHU 624 Negotiation
- MANA 626 Management Consulting
- ITMA 525 Management of Information Security
- MANA 605 New Venture Creation

## Capstone Course 3 credits
- BUSG 651 Business Research

## Total Graduate Credits 42 credits

### Prerequisite Courses*
- Introduction to Accounting (3 or 4 credits)
- Business Finance (3 credits)
- Introduction to Economics (3 credits)
- Introduction to Statistics (3 credits)
- Business Ethics (3 credits)

* The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. †The Research Techniques in Business Administration course requires 45 contact hours. p Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515, ECON 123 for ECON 530 and STAT 201 for BUSG 505)
Master of Business Administration with specialization in Accounting

<table>
<thead>
<tr>
<th>Core Courses</th>
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</thead>
<tbody>
<tr>
<td>MANA 500 Organizational Development and Behavior</td>
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<tr>
<td>BUSG 505† Research Techniques in Business Administration p or INTG 500 Research Methods</td>
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<tr>
<td>MARK 510 Marketing Management</td>
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<tr>
<td>ACCO 515 Managerial Accounting p</td>
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<tr>
<td>ECON 530 Business Economics p</td>
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<td>FINA 530 Managerial Finance p</td>
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<table>
<thead>
<tr>
<th>Accounting Courses</th>
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<tbody>
<tr>
<td>ACCO 605 Taxes in Puerto Rico</td>
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<tr>
<td>ACCO 606 Governmental &amp; Non-Profit Accounting</td>
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<tr>
<td>ACCO 627 Advance Auditing</td>
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<tr>
<td>ACCO 628 Advance Accounting</td>
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<tr>
<td>ACCO 635 Information Systems Accounting</td>
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<tr>
<th>Elective Courses</th>
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<tr>
<td><strong>Taxes Track</strong></td>
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<tr>
<td>ACCO 629 Federal Taxes</td>
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<td>ACCO 630 Special Issues in Taxation</td>
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<tr>
<td><strong>Non-Profit Accounting Track</strong></td>
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<tr>
<td>ACCO 631 Health and Other Non-Profit Institutions Accounting</td>
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<td>ACCO 632 Accounting for Colleges and Universities</td>
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<tr>
<td><strong>Auditing Track</strong></td>
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<tr>
<td>ACCO 633 Internal Auditing</td>
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<tr>
<td>ACCO 634 Information Systems Auditing</td>
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<tr>
<td>BUSG 651 Business Research</td>
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<table>
<thead>
<tr>
<th>Total Graduate Credits</th>
<th>42 credits</th>
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</table>

**Prerequisite Courses**
Introduction to Accounting (3 or 4 credits)
Introduction to Accounting II (3 or 4 credits)
Intermediate Accounting (3 or 4 credits)
Business Finance (3 credits)
Introduction to Economics (3 credits)
Introduction to Statistics (3 credits)
Business Ethics (3 credits)

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# Master of Business Administration with specialization in Management of Information Security

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<tr>
<td>MARK 510 Marketing Management</td>
<td></td>
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<tr>
<td>ACCO 515 Managerial Accounting(^\rho)</td>
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<tr>
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<tr>
<td>FINA 530 Managerial Finance(^\rho)</td>
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<table>
<thead>
<tr>
<th>Management of Information Security Courses (Online)</th>
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<tbody>
<tr>
<td>ITMA 525 Information Security and Assurance</td>
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<tr>
<td>ITMA 615 Information Technology and Communications(^\rho)</td>
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<tr>
<td>ITMA 635 Data Warehouse Management</td>
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<tr>
<td>ITMA 620 Information Technology Service Management</td>
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<tr>
<td>SECU 600 Business Continuity and Disaster Recovery Planning</td>
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<tr>
<td>SECU 610 Cyber Forensics</td>
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<tr>
<td>SECU 620 Policy and Administration in Information Technology Security</td>
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<tr>
<th>Capstone Course</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>ITMA 645 Systems Development Project Management</td>
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</tbody>
</table>

Total Graduate Credits 42 credits

**Prerequisite Courses***
- Introduction to Accounting (3 or 4 credits)
- Business Finance (3 credits)
- Introduction to Economics (3 credits)
- Introduction to Statistics (3 credits)
- Introduction to Information Systems (3 credits) or ITMA 625
- Business Ethics (3 credits)

* The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses may be substituted by previous undergraduate courses. †The Research Techniques in Business Administration course requires 45 contact hours. \(^\rho\) Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515, ECON 123 for ECON 530, STAT 201 for BUSG 505 and ITMA 625 for ITMA 525)
Master of Business Administration with specialization in Information Technology and Web Business Development

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<thead>
<tr>
<th>Information Technology &amp; Web Business Development Courses (Online)</th>
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<tbody>
<tr>
<td>ITMA 525 Information Securities and Assurance</td>
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<td>MANA 605 New Venture Creation</td>
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<tr>
<td>WEBM 600 E-Businesses</td>
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<tr>
<td>WEBM 610 Web Based Information Architecture</td>
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<td>WEBM 620 Web Applications Technologies</td>
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<tr>
<td>ITMA 645 Systems Development Project Management</td>
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**Total Graduate Credits** 42 credits

**Prerequisite Courses***

- Introduction to Accounting (3 or 4 credits)
- Business Finance (3 credits)
- Introduction to Economics (3 credits)
- Introduction to Statistics (3 credits)
- Introduction to Information Systems (3 credits) or ITMA 625
- Business Ethics (3 credits)

* The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses shall be substituted by previous undergraduate courses. †The Research Techniques in Business Administration course requires 45 contact hours. ρ Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515, ECON 123 for ECON 530, STAT 201 for BUSG 505 and ITMA 625 for ITMA 525)
Master of Business Administration with specialization in Agribusiness

**Core Courses**  
18 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MANA 500</td>
<td>Organizational Development and Behavior</td>
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<tr>
<td>BUSG 505†</td>
<td>Research Techniques in Business Administration ρ or INTG 500 Research Methods</td>
</tr>
<tr>
<td>MARK 510</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>ACCO 515</td>
<td>Managerial Accounting ρ</td>
</tr>
<tr>
<td>ECON 530</td>
<td>Business Economics ρ</td>
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<tr>
<td>FINA 530</td>
<td>Managerial Finance</td>
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**Agribusiness courses**  
21 credits

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>FAES 600</td>
<td>Human Resources Management in Agribusiness</td>
</tr>
<tr>
<td>FAES 610</td>
<td>Decision Theory for Agribusiness</td>
</tr>
<tr>
<td>FAES 620</td>
<td>Agribusiness Economics of Production and Consumption</td>
</tr>
<tr>
<td>FAES 640</td>
<td>Agribusiness Finance and Risk Management</td>
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<tr>
<td>FAES 650</td>
<td>Strategic Management and Planning in the Agribusiness</td>
</tr>
<tr>
<td>FAES 660</td>
<td>Current Issues in Environment, Food Safety, Market Regulations and Trade</td>
</tr>
<tr>
<td>FAES 680</td>
<td>Case Study in Agribusiness</td>
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</table>

**Total Graduate Credits**  
39 credits

**Prerequisite Courses**

- Introduction to Accounting (3 or 4 credits)
- Business Finance (3 credits)
- Introduction to Economics (3 credits)
- Introduction to Statistics (3 credits)
- Business Ethics (3 credits)

* The prerequisite component is a beginning series of courses to lay the foundation for students without any business background. Some or all of these prerequisite courses could be substituted by previous undergraduate courses. †The Research Techniques in Business Administration course requires 45 contact hours. ρ Indicates the course has a prerequisite (FINA 202 for FINA 530, ACCO 111 for ACCO 515, ECON 123 for ECON 530, and STAT 201 for BUSG 505)
Business Administration Course Descriptions

MANA 500  Organizational Development and Behavior  
3 credits  
The study of the impact of human behavior in the organization. The course emphasizes the application of theories and concepts of behavior in the organization and its management. Motivation, leadership, change administration, formal and informal communication, as well as the interpersonal dynamics of groups in the internal and external organization are examined.

BUSG 505  Research Techniques in Business Administration  
3 credits  
Application of various research techniques in business. The course focuses on the relationship between practice and research. Use of data analysis and statistical applications will be examined to solve and analyze business problems. Quantitative and qualitative research designs will be studied.

MARK 510  Marketing Management  
3 credits  
Study of the theoretical foundations of marketing management. The course emphasizes in the decision-making process involved in goal-oriented marketing management based on need-assessment and opportunities of the current market.

ACCO 515  Managerial Accounting  
3 credits  
Study of the financial requirements in business and the analysis of financial states and decisions related to investments. Special topics in cost accounting, budget, benefits controls, taxes, and inventory will be examined.

ECON 520  Business Economics  
3 credits  
Comprehensive course to study principles of Macroeconomics and Microeconomics applied to business. Economic indexes, Federal Reserve policies, international business, commercial trade rates, causes and effects of unemployment, inflation, consumer demand, and cost structure in business will be discussed and analyzed in the area of Economics.

BUSG 525  Ethical Fundamentals in Business Administration  
3 credits  
Conceptual and philosophical framework of the nature of business and work, focusing in the study of ethics in the decision-making process. Analysis of ethics and human values and the way they are integrated in personality to influence the organizational culture. Main topics for discussion are: ethics in free commerce, benefits, and competence. It will also analyze ethics in conflict solutions between consumers, and between business culture and ethics.
FINA 530   Managerial Finance  
3 credits  
An approach to business planning, long-term investment management, financial planning for taxes and for human resources in the organization, financial transactions in international markets, risk management, and the decision-making process will be studied to project the financial vision in business including going public. The course presents advanced finance concepts in asset pricing, capital budgeting, capital raising, payout policies, risk management and corporate governance as well as related practical applications. Furthermore a discussion of financial instruments, markets and institutions and how they have innovated through the use of internet-based transactions will be presented.

Human Resources Courses

REHU 600   Human Resources Management and Organizational Development  
3 credits  
A comprehensive study of the key functions and processes of the human resources units through the evaluation of models and strategies directed toward promoting the organizational development. It emphasizes the critical analysis of the interdependency of the constitutive elements of: managerial styles, strategic planning, culture and organizational structure as a function of internal and external factors and their impact on recruitment, selection, classification, training and development, and performance evaluation processes.

REHU 610   Training and Development of Human Resources  
3 credits  
The evaluation of methods, concepts, theories and strategies for the integral human resources development as a function of the individual and organizational needs and expectations. It will emphasize the training need assessment, instructional design, development and evaluation of training and development programs. It will also analyze research designs and other mechanisms for the evaluation of the effectiveness and efficiency of the teaching and learning process, transference and results measurement.

REHU 611   Labor and Industrial Relations in Human Resources Management  
3 credits  
A comprehensive study of the principal labor laws, the practices and the fundamental processes related to the field of labor and industrial relations. It emphasizes the impact of labor legislation and the collective agreements on the employee, union and management relations. It will also analyze the development function and coping mechanisms of the interaction processes between the union, the employees and the management. It will discuss the rights, prerogatives and obligations of the involved parties and their implications for the organizational system.
REHU 612     Compensation and Benefits Management  
3 credits  
Evaluation of the human resources compensation and benefits system in the organization. Emphasis on the way the system is designed and implemented to promote professional quality as it is expressed in recruitment, motivation, and retention. Analysis of systems designed in the organization for human resources selection, recruitment, development, and evaluation.

MANA 613     Management of Diversity  
3 credits  
Study of the complex dynamics of diversity in the organization and the strategies to promote unity and avoid stereotypes in order to achieve its mission and objectives. Evaluation of demographic trends and value diversity in labor force and its projections in the organizational structure. Analysis of the impact and legal implications in management related to discrimination for sex, ethnic origin, age, disability, sexual orientation, and religion.

REHU 614     Security, Hygiene, and Labor Quality Life Management  
3 credits  
The study of safety and security, disabilities, industrial hygiene, health, and legislation related to these areas and the impact in human resources management. The course focuses on the responsibility involved to create a safe place for working. Insurance, medical services, prevention, and quality life in work are discussed.

REHU 615     International Human Resources Management  
3 credits  
Study of the philosophy, theories, policies and predominant practices in the field of human resources management applied to an international context. It focuses on the analysis of the principal strategies applied to the human resources field, and their effect on the organizational dynamics in a global economic market. It will emphasize the study of the impact of cultural, economic, labor, human and logistic factors.

REHU 620     Leadership in the Organization  
3 credits  
Study of leadership styles and their functions in business. Motivation, communication, control strategies, impact of change, team working, and effective relations in leadership are discussed. The course also analyzes needs to identify, understand, and maximize organizational leadership strategies. Leadership is evaluated from the following perspectives: organizational development, decision-making process, and total quality.

MANA 621     Research and Assessment in Organizational Development  
3 credits  
A study of the methods, strategies and principal tools in the research level on the human resources and organizational development fields. It will emphasize the design and analysis of research processes through the application of strategic
knowledge. Impact strategies will be practiced for the development of strategies and assessment interventions in the organizational context. It will focus on the evaluation and performance assessment; need assessment, organizational diagnosis, opinion surveys, focus groups and interviewing processes.

**MANA 622  Modern Tendencies in Organizational Development**  
3 credits  
Study of the modern philosophies and practices concerning to the organizational development field. It will analyze the impact of these tendencies in human resources management and in the effectiveness of the organizational system as a function of their respective components. It will mainly focus on the following special topics: total quality, reengineering, learning organizations, empowerment and high performance teams.

**REHU 623  Conflict Management and Organizational Dynamics**  
3 credits  
Study of the human relations in organizations and cause-effect of conflict in the organization. The course addresses how these relations and conflicts impact performance and the work scenario. Emphasis is placed on practical aspect of conflict management and decision making processes in negotiation, agreements, values, interest, personality, and prejudice, among others.

**BUSG 651  Business Research**  
3 credits  
Presentation of a research in the area of the students’s specialization. The research will be based on a previously developed research proposal. The candidate will use computerized technology and show evidence of adequately mastering communication and research skills. A minimum of 30 hours of scheduled meetings with the assigned professor will be needed to prepare for the presentation. The course is scheduled for 15 weeks. Requisite: Academic Advisor authorization

### Management Courses

**MANA 603  Industrial and Service Quality Management**  
3 credits  
Analysis of key operations elements needed to achieve operational excellence, including the planning, design, organizing, and controlling of resources. Topics include quality management and control, capacity management, demand forecasting, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. Quantitative tools of analysis to support decision making processes such as queuing theory, statistical quality control, linear programming, and learning curves. Offered in part of term mode
MANA 617             Strategic Planning
3 credits
Analysis of the processes that construct strategy in organizations. Formal strategic planning and informal strategic processes are considered to study how ideas for strategy arise within an organization, how they are pursued, how they find approval, and how they are ultimately incorporated into strategy. Specific topics to consider are: nature and role of vision, impact of organization structure in the strategy-making process, value-based planning and strategic decision-making. Case study approach is required.

MANA 618               International Management
3 credits
Design as a framework for understanding the international aspects of management, the course examines strategic aspects of managing a global or multinational business firm (cultural, linguistic, economic, political, and geographic). It also reviews the changing patterns of international business; focuses on decision involving entry into particular markets and the location of core activities and regional headquarters. Topics include: trade and foreign direct investment, levels of analysis, modes of entering international markets, institutional environment, labor relations, relations with host governments, cultural problems, legal and political considerations, and competitive market forces. Offered in part of term mode.

ITMA 625               Information Technology for Managerial Decisions
3 credits
Study of the potential of information technologies to support, shape and define business from a manager’s perspective. IT is examined in terms of its strategic impact on the organizations and its role in supporting individual, group, and organizational decision processes. Presents a view of the firm as an information processing entity that must sense and respond to its environment and the opportunities and threats posed by IT in contemporary competitive environments. Topics include computer system resources, applications to functional business areas, information systems planning and development and information system management. Individual exercises in Internet research, PowerPoint presentation, database queries, and spreadsheet analysis and charting are utilized. Offered in part of -term mode.

Business Administration Course Electives

COMM 604            Corporate Communication for Managers
3 credits
The course will emphasize on the organization, style and strategy of language to inform, direct and persuade through the development of corporate communication skills; drafting, editing, and revising competencies for business memos, letters, reports, and proposals. Oral skills are treated for meetings, interviews, and presentations. The course is scheduled for 15 weeks.
MANA 619  Project Management  
3 credits  
The course will promote the study of the language, context and processes to manage most projects in business. Emphasis on the knowledge, skills, tools and techniques needed to manage projects successfully. Topics include the defining bodies of knowledge and their relationships, the project management framework, fundamental project phases, processes, and the project life cycle, the organizational context, team and personality interactions and other areas common to all projects.

REHU 624  Negotiation  
3 credits  
The course will explore of the processes and techniques used in successful negotiations to create lasting agreements and formal business contracts. Studies the psychological concepts and theories of negotiation. The student will explore its own personal negotiation and conflict resolution styles. Topics include: distributive bargaining, communication and persuasion, integrative bargaining, power and conflict.

MANA 626  Management Consulting  
3 credits  
The course will examine consulting practices as they apply to different types of business. Emphasis will be on the identification and analysis of threats and opportunities and the implementation of recommendations.

Accounting Courses

ACCO 605  Taxes in Puerto Rico  
3 credits  
This course will study the taxation system in Puerto Rico as it applies to individuals and different types of corporations, including elements of income tax; inclusions and exclusions from income; deductions, personal exemptions and standard deductions from adjusted gross income, personal property tax.

ACCO 606  Governmental and Non-Profit Accounting  
3 credits  
In depth study of non-profit and governmental accounting and the information presented in financial statements and other reports of governmental bodies and not-for-profit agencies. The course will emphasize budget control and reporting for decision-making.

ACCO 627  Advance Auditing  
3 credits  
A study of the concepts, assumptions, standards, and issues related to contemporary auditing theory and practice.
ACCO 628  Advanced Accounting
3 credits
Accounting for business combinations and mergers, preparation of consolidated
financial statements, home office/branch relationships, foreign operations and
transactions, partnerships. Application of different methods of accounting for
investments on the books of a parent company. Topics include: consolidation
procedures of noncontrolling interests, intercompany sales, intercompany debt,
ownership patterns and income taxes.

Electives

ACCO 629  Federal Taxes
3 credits
A study of the federal income tax law, US Treasury regulations and IRS revenue
rulings and court cases. A major emphasis of the course will be tax avoidance and
detailed study of personal federal tax forms and ethics.

ACCO 630  Special Issues in Taxation
3 credits
A study of special taxation situations, regulations, policies and the law. The course
will deal with inheritance, gifts and donations, and trusts, among others.

ACCO 631  Health and other Non-Profit Institutions Accounting
3 credits
In depth study of information presented in financial statements and other reports of
health and other non-profit institutions and the state and federal laws that apply.

ACCO 632  Accounting for Colleges and Universities
3 credits
In depth study of information presented in financial statements and other reports of
educational institutions and the state and federal laws that apply.

ACCO 633  Internal Auditing
3 credits
The course will provide an in-depth study of internal auditing generally accepted
policies and regulations. Students will analyze the ethics code and procedures for
the planning, internal controls evaluation and reporting.

ACCO 634  Information Systems Auditing
3 credits
Theory and practice of information systems auditor in systems development;
computer based system controls. Topics include: conceptual elements of the audit
process; unique elements of computer environment and their effect on the audit
process; controls and audit issues related to computer operations; systems
development life cycle, prototyping, and modeling of the auditor's role during
systems development.
ACCO 635  Information Systems Accounting
3 credits
The course explains the various control and accounting procedures used in collecting, measuring, summarizing and reporting financial data generated by an organization’s units. The course emphasizes procedural techniques and studies the flow of financial data through the institution’s accounting systems.

Management of Information Security and Information Technology & Web Business Development Courses

ITMA 525  Information Security and Assurance
3 credits
An introductory course to the various technical and administrative aspects of Information Security and Assurance, this course provides the foundation for understanding key issues associated with protecting information assets, developing protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.

ITMA 615  Information Technology and Communications
3 credits
Information Technology helps students understand technical concepts underlying current and future developments in information technology. There will be a special emphasis on networks and distributed computing. Students will also gain some hands-on exposure to powerful, high-level tools for making computers do amazing things, without the need for conventional programming languages.

ITMA 645  Systems Development Project Management
3 credits
This course focuses on the systems approach to the planning, scheduling, control, and evaluation of information system (IS) & information technology (IT) related project management. The basic tools and techniques of project management are explored. The topics include management on scope, time, cost, quality, human resource, communication, risk, and procurement.

ITMA 635  Data Warehouse Management
3 credits
The course is designed to prepare the students for the management of data warehousing, using databases. The student will learn how to plan, design and develop all the methodology to build a successful data warehouse.

ITMA 620  Information Technology Service Management
3 credits
This course provides comprehensive first-level training for anyone involved in support and delivery of IT Services. The course covers the fundamentals of the IT Infrastructure Library (ITIL) Service Delivery and Service Support.
SECU 600  Business Continuity and Disaster Recovery Planning
3 credits
The study of this course will examine the preservation of business activities when faced with disruptions of disasters. This involves the identification of real risks, proper risk assessment, and countermeasure implementation.

SECU 610  Cyber Forensics
3 credits
This course offers a solid foundation to system forensics investigation and response. Areas of study include a procedure for investigating computer and cyber crime and concepts for collecting, analyzing, recovering and preserving forensic evidence. This course is designed to introduce computer system forensics at a practical level. A combination of textbook and Virtual Library resources provides a solid foundation in forensic data investigation, retrieval, and analysis.

SECU 620  Policy and Administration in Information Technology
            Security
3 credits
This course will give a detailed examination of a systems-wide perspective of information security, beginning with a strategic planning process for security. Includes an examination of the policies, procedures and staffing functions necessary to organize and administrate ongoing security functions in the organization. Subjects include security practices, security programs, and continuity planning and disaster recovery planning.

MANA 605  New Venture Creation
3 credits
This course is about the translation of ideas into innovation, and ultimately into a product or service that may be commercialized through a new venture, either in an existing firm or in a start up company. A better understanding of the creative thinking processes behind innovation and entrepreneurship are developed during the course through exercises, readings, discussions, lectures, and guest speakers. A common thread throughout this class is a focus on strategic applications of innovations to the entrepreneurship processes.

WEBM 600  E-Business
3 credits
This course will include the study and analysis of the basic aspects of e-business with emphasis on globalization and the application of new Information and Communication Technologies. The contents will include the study of different e-business models, e-marketing strategies, legal, ethical and regulatory issues. The course will be developed through research exercises, oral presentations, teamwork and the responsible use of technology.
WEBM 610  Web-Based Information Architecture  
3 credits  
Design, creation, and usage of web sites and related software. The course focuses on how to use search engines optimally, design e-business sites, analyze competition, and how to archive page access paths in service of successful e-commerce infrastructure. The course addresses issues related to the creation of search engines, and web-based information architectures.

WEBM 620  Web Applications Technologies  
3 credits  
Students will explore and construct web services design for use in other servers over the Internet. Design and implementation of new services that facilitate collaboration and education. Participants will design, develop, and deploy web services. If appropriate, the web services created will be linked together to demonstrate the concept of the Web service supply chains.

Agribusiness Courses

FAES 600  Human Resource Management in Agribusiness  
3 credits  
Study of Human Resources theories applied to agribusiness. Fundamental knowledge of planning, direction, leading, and control. Includes study of organizational structure, job analysis, recruitment, training, motivation, leadership, communication, compensation, and evaluation of the staff. This course will be offered through Internet, using synchronous and asynchronous teaching strategies, characteristic of on-line courses.

FAES 610  Decision Theory for Agribusiness  
3 credits  
Application of concepts and principles of linear and nonlinear programming to minimize the risk and uncertainty during the process of decision-making in the agribusiness. The course emphasis the application of these techniques for problems solving in production, marketing, policy making, and to assign natural and economical resources in the agribusiness. This course will be offered through Internet, using synchronous and asynchronous teaching strategies, characteristic of on-line courses.

FAES 620  Agribusiness Economics of Production and Consumption  
3 credits  
Study of the microeconomic theory principles and their applications to the production, consumption, and market exchange of agricultural and environmental goods and services. This course will be offered through Internet, using synchronous and asynchronous teaching strategies, characteristic of on-line courses.
FAES 640  Agribusiness Finance And Risk Management  
3 credits  
Analysis of the three pillars of finance: value of money through time, evaluation of assets and risk management as its application to macroeconomic theory, investment analysis, and financial markets of an agribusiness. This course will be offered through Internet, using synchronous and asynchronous teaching strategies, characteristic of on-line courses.

FAES 650  Strategic Management and Planning in the Agribusiness  
3 credits  
Detailed application of production economics, and principles that guide agribusiness management. The course will emphasize decision-making techniques for the organization, operation, and management of agribusiness. This course will be offered through Internet, using synchronous and asynchronous teaching strategies, characteristic of on-line courses.

FAES 660  Current Issues in Environment, Food Safety, Market Regulations and Trade  
3 credits  
Analysis of aspects of U.S. Farm and Food policies, the environment, and food safety. Evaluation of trade negotiations, trade policies of imports and exports, technical barriers to trade, and the environment as they relate to international commerce. This course will be offered through Internet, using synchronous and asynchronous teaching strategies, characteristic of on-line courses.

FAES 680  Case Study in Agribusiness  
3 credits  
Real case study approach for decision-making process in agribusiness. Discussion of agribusiness problems and their solutions. Application of concepts discussed in previous courses about strategic management and techniques. The course is developed in a host agribusiness industry and offered through Internet, using synchronous and asynchronous teaching strategies, characteristic of on-line courses.
Universidad del Este

School

Of

Professional

Studies

Adult Accelerated Programs (AHORA)

- Master in Public Affairs in Public Policy
- Master of Business Administration in Leadership and Strategic Management
- Master of Arts in Education in Bilingual Education
- Master of Arts in Education in Adult Education
SCHOOL OF PROFESSIONAL STUDIES
ACCELERATED ADULT PROGRAMS (AHORA, Spanish acronym)

The Ana G. Méndez University System, a pioneer in educational services for adults, continues that tradition by means of the School for Professional Studies at the Universidad del Este. The School for Professional Studies provides a university environment for the professional adult where the methods of teaching, the academic and administrative services are tailored to meet the genuine needs of this population. The School features its AHORA Program, an accelerated studies program for professional adults that wish to continue their university studies.

HISTORY AND DEVELOPMENT

The School of Professional Studies was established in June 1996. The AHORA Program began classes in September of that year, becoming the first accelerated studies program in Puerto Rico. At first, AHORA was offered at our main campus and one university center. At this time, the School of Professional Studies is offered in the five University Centers, Barceloneta, Yauco, Cabo Rojo, Utuado and Santa Isabel. The School of Professional Studies also administers the AHORA Program for the other institutions of the Ana G. Méndez University System.

At the beginning, AHORA offered three programs leading to Bachelor degrees in the accelerated mode. Presently, it has eleven programs leading to this degree as well as four master degrees.

In 2003, The Metro Orlando Campus began its offerings followed by The South Florida Campus in 2006. These centers represent the continuation of the commitment to provide quality access alternatives to a university education for Hispanic adult students through the Accelerated Dual Language Discipline Based Immersion Model, developing language skills in both Spanish and English.

MISSION AND GOALS

The mission of the AHORA Program of the School of Professional Studies is to provide an accelerated educational process to adult students, different from traditional methods of teaching, where their professional experience is incorporated in the classroom to create an interactive, challenging and dynamic environment. Faculty members with professional experience, specially prepared to work with adults, are educational facilitators in an innovative way. AHORA is designed exclusively for the adult student, offering a professional environment, as well as integrated, personalized and individualized services.

To fulfill this mission, the School of Professional Studies intends to:

- Promote adults to value continuous learning and increase their contribution to the world of employment
Facilitate adult students to reach their educational goals
Create a learning community that facilitates building new knowledge based on and applicable to the professional and personal reality of adults
Provide integrated student services of quality and easily accessible to adult students
Recruit and develop personnel that know and effectively meet the needs of the adult student
Integrate technology into the academic, service and administrative processes
Develop academic offerings that respond to the present needs of the professional and business world
Establish a continuous process of feedback and assessment of all the processes and services.

DESCRIPTION OF THE ACCELERATED PROGRAM OF STUDY

The AHORA Program is accelerated because all of its courses are offered in five or eight week sessions. During each session, classes meet once a week for four hours each week. The accelerated methodology is based on a learning process shared between the professor and the student. Each student receives a module, which serves as a study guide and indicate the assignments and activities that must be completed to prepare for class. Our faculty is specially selected and trained to work with adult students through the accelerated mode, facilitating a class environment where learning is built on experiences and the assignments performed by the students. This model of accelerated studies can be applied to the different academic programs of the institution, to new academic programs or any other academic program where adult students participate.

The courses are offered evenings, Saturdays (morning, afternoon, and evening), and Sundays (morning and afternoon). The student may take a maximum of two classes per session, completing six credits every five or eight weeks. Registration is continuous, with courses beginning fourteen times a year, and the possibility of completing up to fifty-four credits in an academic year. This way, the program provides greater flexibility for students, since they can advance their academic progress or design a class program that conforms to the variety of commitments they may have during the year.

ADMISSIONS REQUIREMENTS

To fulfill its mission and goals, the AHORA Program admits only adult students with academic and professional experience that meet the following requirements:

- 23 years of age or older
- 3 years of work experience
- Have a Bachelor degree
FACULTY

The AHORA Program faculty is selected through a process that certifies that they have the capacity to effectively facilitate learning in an accelerated studies program. This way we ensure that they demonstrate mastery of the subject matter, are updated with the trends and practices of their field, and can be effective facilitators in an accelerated program for adults. Over 1,000 professionals have been certified through this process and are offering courses in the Program. Also, our faculty members have at least a Master degree and five years of previous professional experience in their field.

ADMINISTRATION AND STAFF

The administrative team of the School of Professional Studies is composed of a Dean, Associate Dean, Counselor, Director of Faculty, Director of Curriculum, Director of Integrated Services, Director of Administration, Director of Universities Centers and an Assessment Coordinator.

- Assistant Vice President/Dean: Mildred Rivera, CQIA, MBA in Management, Universidad Metropolitana
- Associate Dean: Elizabeth Marte Jiménez, MBA in Management, University of Phoenix
- Director of Curriculum: María Cruz Guilloty, MEd, Educational Technology, Informatics and Multimedia, Universidad del Sagrado Corazón
- Director of Faculty: Nilda Boria, Doctor in Medicine, Universidad Central del Este
- Director of Integrated Student Services: José Luis Rivera Rivera, MBA in Marketing, Universidad Metropolitana
- Director of Administration: Deborah Marín, BBA in Management, Universidad Metropolitana
- Director of University Centers: Olga Martínez, MEd, Counselor
- Assessment Coordinator: Martha Sergio, MBA in Management, Universidad Metropolitana
- Counselor: Amneris Soto, MC, CPL in Counselor, University of Phoenix

The AHORA Program also has a Student Affairs Coordinator on the campus and at each University Center.

INTEGRATED SERVICES

The service offered is characterized for being personalized and individual, where the student and the program representative together go through the steps from admission to registration, according to the particularity of each student. Due to the integration of the different student services, students can process their admission, preliminary validation of transfer credit for their courses, receive orientation and apply for financial aid, receive personalized academic advising, and
complete registration in the offices of the AHORA Program. The AHORA Program personnel also offer orientation about other services available and serve as a liaison to other offices at the Universidad del Este.

CREDIT FOR EXPERIENCE

The School for Professional Services recognizes that not all knowledge is acquired in a classroom. The workplace is also a learning center; knowledge obtained through experience can be evaluated and validated as university credits.

Students that have extensive knowledge of the content of a course in their program of studies may obtain credit by passing challenge exams. They must apply for this at the offices of the AHORA Program. The student will receive a study guide prepared for each exam.

Students may also obtain credits for knowledge acquired through their experience by means of a portfolio. The portfolio consists of an essay that shows that the knowledge obtained through work experience is equivalent to the knowledge that would be obtained in a classroom at university level.

To prepare a portfolio, students must have approved six credits in the Program. They must then register in the EXPL 101 course that will allow them to train in techniques for preparing a portfolio. After taking this course, students can apply for credits for those portfolios they prepare. Students must be aware that they must not only evidence the years of experience, but also the knowledge obtained through that experience. The essay is evaluated by faculty specialized in the area, who will determine if the credits can be given based on the evidence presented.

The cost of a course by challenge exam or portfolio is 50% the cost per credit of the course to be approved. Each course can be taken this way only once. If the exam or portfolio is approved, a grade of “P” (Passed) will be given and the credits corresponding to the class will be awarded. If it is not approved, the student must register in the class.

All procedures related to credit for experience closely follow the Council for Adult Experiential Learning (CAEL) guidelines and standards.

COURSE DESCRIPTIONS OF THE PROGRAMS

The School of Professional Studies section of the graduate catalog contains most of the descriptions of the core, specialization and elective courses of the Master programs they offer. The School of Education and the School of Business Administration section in this catalog will have education as well as business administration course descriptions that apply to both the School of Professional Studies and the School of Education or the School of Business Administration.
## Curriculum

**Master in Public Affairs with specialization in Public Policy**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>21 credits</th>
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<tbody>
<tr>
<td>PUAG 500 Theoretical Foundations in Public Management</td>
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<tr>
<td>PUAG 505 Technical Research Writing Skills</td>
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<tr>
<td>PUAG 510 Statistical Methods in Software Packages Applied to Public Affairs</td>
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<td>PUAG 515 Research Methods Applied to Public Affairs</td>
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<tr>
<td>PUAG 520 Macroeconomics Theory Applications to Public Policy</td>
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<tr>
<td>PUAG 525 Public Budgeting and Finance</td>
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<tr>
<td>PUAG 530 Public Policy Design and Analysis</td>
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<table>
<thead>
<tr>
<th>Specialization Courses</th>
<th>9 credits</th>
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<tbody>
<tr>
<td>PUAG 600 Public Policy Analyses Using GIS Technology</td>
<td></td>
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<tr>
<td>PUAG 605 Topics and Cases in Urban Policy Planning</td>
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<tr>
<td>PUAG 610 The Legislative Process</td>
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<table>
<thead>
<tr>
<th>Electives Courses (Select one course)</th>
<th>3 credits</th>
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<tbody>
<tr>
<td>PUAG 615 Development of Financing Proposals for Public Sector Projects</td>
<td></td>
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<tr>
<td>PUAG 620 Legislation and Administration of Environmental Regulations in Public Sector Projects</td>
<td></td>
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<tr>
<td>PUAG 625 Human Resources and Labor Relations Administration in Public Sector and in Non-Profit Organizations</td>
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<tr>
<td>PUAG 630 Development and Management of Strategic Alliances with Non-Profit Organizations</td>
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<tr>
<td>PUAG 635 Conflict Resolutions in Public Policy Affairs</td>
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<tr>
<td>PUAG 640 Development and Management of e-government Projects</td>
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<thead>
<tr>
<th>Capstone Course</th>
<th>3 credits</th>
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</thead>
<tbody>
<tr>
<td>PUAG 660 Directed Studies in Public Affairs</td>
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</tbody>
</table>

| Total Graduate Credits | 36 credits |
### Master of Business Administration with specialization in Leadership and Strategic Management

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>18 credits</th>
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</thead>
<tbody>
<tr>
<td>MANA 500 Organizational Development and Behavior</td>
<td></td>
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<tr>
<td>BUSG 505 Research Techniques in Business Administration or INTG 500 Research Methods</td>
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<tr>
<td>MARK 510 Marketing Management</td>
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<tr>
<td>ACCO 515 Managerial Accounting</td>
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<tr>
<td>ECON 520 Economics and Finance</td>
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<tr>
<td>BUSG 525 Ethical Fundamentals in Business Administration</td>
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<table>
<thead>
<tr>
<th>Specialization Courses</th>
<th>15 credits</th>
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<tbody>
<tr>
<td>STMG 600 Leadership and Entrepreneurial Vision</td>
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<tr>
<td>STMG 601 Strategic Management</td>
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<tr>
<td>STMG 602 Technological Applications and Information Systems</td>
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<tr>
<td>STMG 603 Entrepreneurial Communication</td>
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<tr>
<td>BUSG 655 Integration Seminar</td>
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<table>
<thead>
<tr>
<th>Elective Courses (Select 2 courses)</th>
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<tbody>
<tr>
<td>PRMG 530 Project Management I: Introduction to Project Management</td>
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<tr>
<td>PRMG 640 Project Management II: Project Planning</td>
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</tr>
<tr>
<td>STMG 604 Organizations in a global economy</td>
<td></td>
</tr>
<tr>
<td>STMG 608 Strategies for change, professional and entrepreneurial development</td>
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</tbody>
</table>

**Total Graduate Credits** | **39 credits**
# Master of Arts in Education with specialization in Bilingual Education

## Core Courses
- SCFG 508 Education and Society
- SCFG 503 Human Development and Leadership: The Early Years and Elementary or SCFG 506 Human Development and Learning: Secondary

## Specialization Courses
- EDBE 502 Bilingual-Bicultural Curriculum Development
- EDBE 504 Language, Literacy and Culture
- EDBE 506 Sociopolitical and Historical Perspective in Bilingual Education
- EDBE 510 Introduction to Research: Purpose, Issues and Methodologies
- EDBE 520 Research Methods in Bilingual and Secondary Language Education
- EDBE 524 Methods of ESL Literacy and Language Development Applied to Content Courses
- EDBE 525 Biliteracy, Language and Content in Bilingual Education
- EDBE 526 Theoretical Foundations of Bilingual and Second Language
- EDBE 566 First and Second Language Acquisition
- EDBE 697 Field Experiences in Bilingual and Secondary Language Education

## Total Graduate Credits
- 36 credits
### Master of Arts in Education with specialization in Adult Education

<table>
<thead>
<tr>
<th>Core Courses</th>
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</thead>
<tbody>
<tr>
<td>EDUG 511 Educational Structures and Change</td>
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<tr>
<td>EDUG 522 Normative Inquiry in Education</td>
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<tr>
<td>EDUG 530 Action Research in Curriculum and Teaching</td>
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<tr>
<td>EDUG 531 Statistics Applied to Education</td>
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<tr>
<td>EDUG 602 The Constructivist Curriculum</td>
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<tr>
<td>EDUG 612 Computerized Information Systems and Telecommunications in Educational Processes</td>
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<table>
<thead>
<tr>
<th>Specialization Courses</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 600 Adult Education: Foundations, Challenges and Controversies</td>
<td></td>
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<tr>
<td>ADED 610 The Adult Learner</td>
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<tr>
<td>ADED 620 Curriculum, Methods and New Technologies in Adult Teaching and Learning</td>
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<tr>
<td>ADED 630 Leadership in Adult Education Programs</td>
<td></td>
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<tr>
<td>ADED 640 Planning and Evaluation of Adult Education Programs</td>
<td></td>
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<tr>
<td>ADED 650 Reading Seminar in Adult Education</td>
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</tbody>
</table>

**Total Graduate Credits** 36 credits
Course Descriptions

Public Affairs

PUAG 500        Theoretical Foundations in Public Management
3 credits
A comprehensive study of contemporary management approaches, techniques, and skills for varying public organizations. Students will examine the role of bureaucracy in government and the politics of organizational structure, decision making and administrative leadership, and the dynamics of communication. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 505     Technical-Research Writing Skills
3 credits
The course will focus on good writing practices, and effective technical writing skills. The course integrates practical and professional communication skills applied to the content of the courses in the curriculum. Student participation is the key for succeeding in this course. The focus is less on writing and more on re-writing and refining. Workshop approach will be fundamental in the writing process developed in the course. Journaling and portfolio preparation will be used as a self-learning tool to help students organize their thoughts. Critical thinking and analysis will be encouraged in the writing skills development. The course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 510  Statistical Methods in Software Packages Applied to Public Affairs
3 credits
Introduction to the practical use of statistical methods most commonly applied in social sciences, including descriptive statistics, inferential methods, and regressions in various forms. Emphasis on conceptually understanding statistical methods, knowing when to use which methods, how to use them, how to execute them in statistical software; such as, SPSS software, and how to interpret the results from computer output. Thus, mathematical derivation and manipulation of formulas are de-emphasized. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 515    Research Methods Applied to Public Affairs
3 credits
The study and practice of the most common research methodologies used in need analysis and program evaluation for public issues. Methodologies include: questionnaires, surveys, checklists, interviews, documentation reviews, observation, focus groups, and case studies. The course includes practice in research proposal
writing, data collection techniques design, sampling, coding, data analysis, and final report writing. Training and use of basic descriptive and inferential computer statistical tools is also included. No previous training in statistics is required, but a fluency in high school algebra concepts is recommended. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, technical practices, and field experiences.

**PUAG 520      Macroeconomic Theory Applications to Public Policy**  
3 credits  
The course will focus on the fundamentals of macroeconomic theory and its application to public sector decisions. Understanding of the behavior of economy as a whole and the forces at play. The causes of economic phenomenon such as unemployment, inflation, business cycles, economic growth and recessions will be studied. Attention will also be given to economic policy aimed at influencing the performance of an economy and the debates which surround them. The student is encouraged to apply macroeconomic theory in debates on current issues. The course also emphasizes the exposition of principles and techniques of economic theory that are most useful in analyzing economic aspects of public affairs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 525     Public Budgeting and Finance**  
3 credits  
The course will exam the budget and finance at the state and local level of government. Topics include: budget structure and process; decision makers within the political and economic environment; debt, capital planning and bond financing; revenue structures supporting expenditures, as well as contemporary issues such as privatization and liability insurance. Tax policy and associated tradeoffs between tax equity and efficiency and spending and program needs are also examined. Two case studies are utilized: one related to state and local tax policy and one related to budgetary decision-making. The course combines readings with the development of a budget for a hypothetical city to demonstrate budget formats, the politics of budgeting, and methods of projecting expenditures and revenues, administration and criteria for selecting taxes. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 530     Public Policy Design and Analysis**  
3 credits  
The course will provide the comprehensive study of the logic of action and decision making regarding issues underlying scientific and policy research and public policy; the role of problem definition, description, theory, model building, explanation, and prediction in policy research and decision making. The course reviews major
substantive theories of public choice and public policy making and critically examines them from a logical and theoretical perspective. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 600   Public Policy Analyses Using GIS Technology**

*3 credits*

Practical introduction to the use of computer mapping (Geographic Information systems) for policy analysis and decision-making using workshop strategies. Students learn MapInfo through examples of map applications. Class sessions will be conducted in a computer classroom and will be devoted to learning how to make maps in MapInfo and to discussing the different uses of maps. The course will touch-on databases and GIS techniques now being developed by public agencies and private concerns. Topics will also include using GIS databases to assist our society with current policy issues, such as water quality, land use and availability, wetland, ground and surface water protection, land resources, and facilities management. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. Exercises and a final project in the field are required.

**PUAG 605   Topics and Cases in Urban Policy and Planning**

*3 credits*

Basic analysis for the revitalization of and planning for communities in general and neighborhoods in particular. Course focuses on the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues and related areas. The emphasis is on project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development. The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity. Students in the course will both, study research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 610   The Legislative Process**

*3 credits*

Study of the principles of legislative process and how it is run at the federal and state level with emphasis in Puerto Rico State Legislature. The topics included are: organizational structure and operation, legislator responsibilities, committee
schedules and agendas, bills drafting and sources of information for law making, and the decision-making process will be studied to forecast legislative role in policy making. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 615  Development of Financing Proposals for Public Sector Projects**

3 credits

Practical hands-on study of the concepts, strategies, and techniques of resource development in public and not-for-profit organizations. Emphasis on formulation of needs and capacity studies, organization of goals and objectives, grant proposals and budget preparation. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. A grant proposal for a hypothetical public or non-profit organization project is a requirement.

**PUAG 620  Legislation and Administration of Environmental Regulations in Public Sector Projects**

3 credits

A comprehensive study of laws used for the formulation, articulation, and enforcement of natural resources and environmental policy. Legal sources, such as statutes, cases, administrative rulings, and agency practices; federal and state legislation, cases and administrative rules are examined for policy inconsistencies, contradictions, and overlap. The effectiveness of fees, injunctions, and other legal sanctions is discussed. The goal of the course is to develop an understanding of these techniques through a combination of lectures, exercises, and the examination of a set of real-world case studies. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. The course will culminate with an in-depth analysis of a particular real-world environmental problem using the tools learned in class.

**PUAG 625  Human Resources and Labor Relations Administration in Public Sector and in Non-Profit Organizations**

3 credits

Study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course focuses on methods designed to assist individuals and organizational groups in preparing for present and future opportunities; review and practice of techniques to improve knowledge, skills, attitudes, group behavior, and organizational structures. Topical problems, issues from operational and theoretical perspectives; emphasis on political, legal, economic, social, and environmental forces that shape the human resource function in public agencies will also be examined. The student will explore the negotiation and administration of collective bargaining agreements and issues that accompany the growth of the nonunion sector in both private, non-profit and public sectors. This course will be conducted using different teaching methods.
including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 630  Development and Management of Strategic Alliances with Non-Profit Organizations**

The course will provide the analysis of on management issues unique to non-profit sector. The course focuses on hands-on use of real-world examples of organizations input on community service and the non-profit sector efficiency as services providers in substitution of the traditional public sector organization. Attention is also provided to managing volunteers and fundraising. The student is challenged to a critique approach of the issues related to the development and empowerment of the non-profit sector as an opportunity to boost and expand the non financial resources available to serve the communities. Also, the course discusses the opportunities to empower these organizations to be capable of being intermediaries in long term contractual and non contractual relationships with the traditional governmental organizations to meet the unmet community needs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 635  Conflict Resolution in Public Policy Affairs**

Study of the principles of negotiation in organizational settings and provides firsthand experience in simulated negotiations. Theoretical and empirical research on the variables that affect success in negotiations is discussed. The students engage in a series of bargaining exercises between individuals and teams. The course analyses the knowledge and skills necessary for effective management of complex multi-party disputes about public issues such as state budget, land use, and delivery of services. The student examines the principles for managing conflict in the public sector; explores effective methods for analyzing and framing multi-party conflicts; and participate in step-by-step procedures for reaching and implementing agreements. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 640  Development and Management of e-government Projects**

Perspective of the issues surrounding the design and implementation of e-government projects and information policies. These issues include development of e-government, e-governance, political influences, strategic planning, design and implementation of information systems, information resource management, privacy and security, information quality, and knowledge management. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. Multiple channels of communication and engaging discussions will serve to facilitate knowledge building. Students are expected to
catch up with readings and assignments, group workshops and activities to immerse students with relevant issues and practices in e-government.

**PUAG 660 Directed Study in Public Affairs**  
3 credits  
The course will study a public policy issue research, including oral presentation, delivered to members of the Public Affairs faculty. The student should submit a project proposal; arrange meetings with the advisor as work progresses; submit a first draft of report, then submit a final report to the faculty advisor prior to completion of semester graduation.

**Strategic Leadership Management**

**STGM 600 Leadership and Entrepreneurial Vision**  
3 credits  
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. Application of theoretical knowledge in relation to individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuous changing environment.

**STGM 601 Strategic Management**  
3 credits  
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. Emphasis in the application of the vision, mission, goals and objectives for the development of strategies in the planning process. Development of a strategic plan that includes identification and evaluation of alternatives for its control. This course is targeted to the development and application of analytical skills related to strategic planning.

**STGM 602 Technological Applications and Information Systems**  
3 credits  
Develops analytical skills for the operational integration of different information resources. Allows for the identification, analysis and evaluation of alternatives for the improvement of the organizations’ effectiveness. Emphasizes the importance of technology for strategic planning and problem solving. This course focuses in the development and application of the knowledge and skills needed to understand, evaluate and make decisions related with information systems.

**STGM 603 Entrepreneurial Communication**  
3 credits  
Analysis of effective skills for communication and presentations. Emphasis in knowledge and critical use of different techniques, means and programs. 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 focuses in the study of theoretical and practical concepts for effective business communication.

**STGM 608 Strategies for Change, Professional and Entrepreneurial Development**
3 credits
Analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension and respect for diversity and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture. Emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

**PRMG 530 Program Management 1: Introduction to Program Management**
3 credits
Analysis of processes related to Program Management. Comprehension of a projects' life cycle and the importance of evaluating its different phases in the achievement of organizational goals. Emphasis in the development of skills and competencies related to planning and methodologies of the area. Study of general theoretical and practical related concepts. Contrasts between project and operations.

**PRMG 640 Program Management II: Project Planning**
3 credits
Analysis, action plan development and usage of effective methods in project management. Study of processes in the planning and initial phases of projects. Critical analysis of inputs, products, tools and techniques used in project management processes. Application of related terminology and definitions.

**BUSG 650 Integration Seminar**
3 credits
Analysis of real and simulated case studies for the appropriate application of the planning, decision making and problem solving processes. Comparative analysis of patterns and managerial problems. Seminar geared towards the application of related principles, concepts and theories. This course includes the development of an individual research project.

**Research Course**

**INTG 500 Research Methods**
3 credits
Integrated course that studies the nature of research in the behavioral sciences and its various qualitative and quantitative methodologies. Emphasis is placed on planning, implementation, analysis of data and evaluation of field research.
Education Course Descriptions

Social and Cultural Foundation

SCFG 503  Human Development and Learning: The Early Years and Elementary
3 credits
This course will focus on the developmental processes school-age children, kindergarten through elementary school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people. Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.

SCFG 506  Human Development and Learning: Secondary
3 credits
This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity vis a vis race, class, and gender formations within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society. Forms of inquiry will include students' examination of their own lives and assumptions, critique of theory, and observations of young people in a variety of contexts Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.

SCFG 508  Education and Society
3 credits
A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and
analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

Bilingual/Bicultural Education

EDBE 502 Bilingual-Bicultural Curriculum Development
3 credits
Reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. Includes a review of multiethnic literature and literacy that advocates for students’ self-concept, acceptance, and sense of identity. Students will connect prior knowledge with new course content and applications through large and small group discussions, demonstrations, and cooperative learning among other strategies.

EDBE 504 Language, Literacy, and Culture
3 credits
Examines the interdisciplinary study of language and literacy in their cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human developmental processes. Explores the social and political conditions that endorse different language and literacy practices and doctrines and create anti-bilingual education ideologies in the U.S. Topics include language and literacy and ethnicity, identity, social class, and gender, among other related topics. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

EDBE 506 Sociopolitical and Historical Perspectives in Bilingual Education
3 credits
Presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make
presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 525   Biliteracy, Language and Content in Bilingual Education  
3 credits
Analyze and evaluates methods and materials used in bilingual education and ESL programs for content teaching. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language and how it is approached in content areas. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues by the use of discussions, cooperative learning, research and observation of classroom experience.

EDBE 524   Methods of ESL Literacy and Language Development  
3 credits   Applied to Content Courses
Course examines the relationship of reading and writing development to second language acquisition in ESL contexts as it is approached in content courses. Discusses various learning and teaching approaches that effectively extend English language learners’ literacy and language skills in content areas. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development and by the use of learning activities that promote oral and written communication, use of technology, in cooperative group settings, research and observation of classroom experience.

EDBE 526   Theoretical Foundations of Bilingual Education and ESL  
3 credits
Presents an introduction to the field of Bilingual Education as opposed to English as a second language, with attention to basic concepts of second language acquisition in various subject matter contexts. Discusses interdisciplinary perspectives of second language acquisition and their application to content area classroom practices. The different factors influencing the acquisition of English as a second language are examined as well as current research in applied linguistics and different approaches to language teaching. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings,
elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 566  First and Second Language Acquisition
3 credits
Addresses the relationship between language development and use and social, emotional, cognitive, and physical development of children. Introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. Includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

Research Course Descriptions

EDBE 510  Introduction to Research: Purposes, Issues and Methodologies
3 credits
Presents the multiple frameworks that inform education action research, the various methodologies employed in collecting and analyzing data, and the advantages, limitations and values implicit in conducting and evaluating research. This course examines the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 520  Research Methods in Bilingual and Second Language Education
3 credits
Introduces and develops research design for the study of linguistic, social, and psychological variables in bilingual, second language, and dialectically diverse populations; emphasis on designing and carrying out a research project related to bilingual education and/or second language acquisition issues. The Research Methods in Bilingual & Bicultural Studies course will focus on research issues in bilingual-bicultural education. It will provide students with opportunities to develop research questions, establish methods, review research literature, and begin field work for the writing of their Masters theses or M.Ed. papers. PREREQUISITE: EDBE 510.
Field Experience Course Descriptions

EDBE 697  Field Experiences in Bilingual and Second Language Education 3 credits
Observations and participatory experience with children and youth in a school or agency at the level they have specialized in. They will observe and report on specific bilingual classroom settings, activities, and cases where they will be able to demonstrate their knowledge and applicability of the courses from the program. A systematized and structured plan will be required between student and facilitator.
PREREQUISITE: 20 credits approved; including: EDBE 502, EDBE 525, & EDBE 566.

Adult Education

ADED 600  Adult Education: Foundations, Challenges and Controversies 3 credits
A study of the historical and philosophical foundations of adult education, including methods and approaches. Analysis of the adult education movement, from its early stages to present. Critical study of the changes which have created new learners, challenges and controversies in the contemporary practice of adult education and their future implications.

ADED 610  The Adult Learner 3 credits
A study of the physical and psychological changes in the life of the adult and their implications to the learning process. Identification of adult education principles, differences between young and adult learning, and most recent research regarding adult education. Analysis of the theoretical perspectives of the adult student and its implications to the educational practice. Evaluation of the forces motivating behavior in an adult learning setting.

ADED 620  Curriculum, Methods and New Technologies in Adult Teaching and Learning 3 credits
A study of the principles and practices related to curriculum and teaching adult students. Selection and use of instructional design strategies, learning experiences, and appropriate educational materials used in a variety of contexts, audiences and situations in which adult education is offered. Selection, use, implementation, and evaluation of appropriate technologies to be used in the offering of educational opportunities for adult students. Analysis of methods, traditional and innovative approaches, preparation of lesson plans, use of learning evaluation techniques, and development of self-directed learning skills and competencies, and education in service.
ADED 630  Leadership in Adult Education Programs  
3 credits  
A study of the leadership principles used to manage programs in adult education in a variety of contexts. Emphasis in the methods to establish effective adult education programs and the procedures in marketing, design, organization, operations management, human, physical, and fiscal resources of adult education organizations and institutions. Analysis of policy establishments and procedures to achieve the objectives of adult education programs within local and federal requirements.

ADED 640  Planning and Evaluation of Adult Education Programs  
3 credits  
A study of planning models and procedures, development, and evaluation of adult education programs. Critical analysis of most recent theory and real life case studies to develop necessary skills in the design and application of need studies, establishment of priorities, objectives, standards, and implementation of procedures and evaluation techniques of adult education programs.

ADED 650  Reading Seminar in Adult Education  
3 credits  
Integration of theory and practice in an experience in which analysis of readings and research will be analyzed within the adult education field. Application of obtained knowledge and skills to solve simulation problems regarding the improvement of the quality of educational services to the adult student.  
Prerequisite: At least 12 credits in adult education courses
Universidad del Este

School

of

Social and Human Sciences

Master of Social Work in

- Clinical Social Work
- Administrative Social Work

Master in Criminal Justice and Criminology
SCHOOL OF SOCIAL AND HUMAN SCIENCES

VISION

The School of Social and Human Sciences is a learning community committed to the continuous development and application of the highest quality of education.

MISSION

The School of Social and Human Sciences’ mission promotes the integral development of an individual that is capable of successful accomplishments in his/her social, spiritual, political, and economical environment. The school is committed to foster responsibility with the human morals and ethics, as well as a comprehensive attitude and an appreciation of diversity and respect of human dignity.

The School encourages strengthening, enriching, and continuing the academic development of the faculty and student body, as well as, research and assessment in all its graduate and undergraduate programs. The school also promotes the integration of information skills and the proper use of technology.

The curriculum is focused on stimulating critical and creative thinking skills, in addition to stimulating the enhancement of the teaching and learning process. The School of Social and Human Sciences prepares the student to confront the opportunities and challenges presented by the social, cultural, political, and economical circumstances of the changing world.

GOALS

♦ Structure the academic and administrative components in accordance to the institutional mission.

♦ Offer a multidisciplinary curriculum that guarantees the quality of its offerings and is geared towards the professional development of the student.

♦ Initiate and develop academic offerings.

♦ Promote the professional development of the faculty and students in order to contribute to the attainment of the School's mission.

♦ Promote research and investigation within and among the student body and faculty.

♦ Promote the development of the student through the use of a variety of teaching strategies, support services, research experiences, co-curricular activities, and experiences in the workplace.
♦ Develop and improve decision-making skills, problem-solving skills, oral and written expression, team work, and leadership skills.

♦ Promote the development of an infrastructure that enables the School to maintain quality controls, establish Advising Committees, and identify sources of human and fiscal resources.

♦ Foster the development of national and international alliances and collaborative agreements.

FACULTY

Acosta Hernández, Griselles, MSW, University of Puerto Rico
Full Professor
Social Work

Andino González, Pedro, Juris Doctor, Interamerican University of Puerto Rico
Associate Professor
Criminology, Paralegal, and Social Sciences

Arana Curet, María, MA, New York University
Associate Professor
Spanish

Báez Arroyo, María I., Ph.D, University of Puerto Rico
Associate Professor
Spanish

Camuñas Madera, Ricardo Roberto, Ph.D., Universidad de Valladolid, Spain
Full Professor
History and Humanities

Concepción Wilches, Astrid, Ed.D and J.D., University of Puerto Rico and Interamerican University
Full Professor
Education and Criminology

Encarnación Rivera, Ángel Manuel, Ph.D. and Juris Doctor,
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Full Professor
Criminology and Spanish

Esposito, John Mark, MA Ed. Teachers College, Columbia University
Instructor
English and Italian
López Figueroa, Yolanda, Ph.D, Universidad Nacional Autónoma de México  
Assistant Professor  
History

Lugo Morales, Evelyn, Ed.D, University of Puerto Rico  
Assistant Professor  
English

Mercado Cruz, Daniel, MA Ed., University of Phoenix  
Instructor  
English

Mirabal, Sandra, MEd., University of Puerto Rico  
Associate Professor  
English

Molina Morgado, Evelyn, MPA, University of Puerto Rico  
Full Professor  
Sociology, Social Sciences, and Public Affairs

Muñoz Berríos, María S., Psy D, Carlos Albizu University  
Full Professor  
Clinical Psychology, Criminology, and Social Sciences

Nieves Colón, Ibis, MA, University of Puerto Rico  
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Pomales Rivera, Margarita, MA, University of Puerto Rico
Assistant Professor
Spanish

Rivera Moret, Maritza, MSW, Universidad de Puerto Rico
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Assistant Professor
Social Work

Rodríguez Cancel, Jaime L., PhD, Centro de Estudios Avanzados del Puerto Rico y el Caribe
Assistant Professor
History and Humanities

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Full Professor
English

Santiago Orria, Astrid E. PhD, Universidad de Puerto Rico
Assistant Professor
Social Work

Shaw Oppenheimer, Kathleen, MA, University of Puerto Rico
Associate Professor
English

Toledo López, Angel A., Ph.D, Pennsylvania State University, J.D. Universidad de Puerto Rico
Assistant Professor
Politics and Social Sciences

Umpierre Rodríguez, Casilda, Juris Doctor, Catholic University of Puerto Rico
Associate Professor
Criminology and Paralegal Studies

Vázquez Hernández, Zulma, MA, Interamerican University of Puerto Rico
Associate Professor
Economics, Social Work, and Social Sciences

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SCHOOL OF SOCIAL AND HUMAN SCIENCES

DEPARTMENT OF SOCIAL WORK

VISION
To be recognized as the best Social Work program in Puerto Rico.

MISSION
To produce and disseminate a body of knowledge that encourages the development of Social Work skills and competencies in line with our pursuit of social justice and equality, respect for human rights, and recognition of the importance of human dignity as well as the appreciation of diversity, integrity, personal and professional responsibility, and an unwavering commitment to bring social transformation to Puerto Rico.

FACULTY

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### Master of Social Work with specialization in Social Work Clinical

#### Curricular Sequence               54 Credits

<table>
<thead>
<tr>
<th>12 credits in Fundamentals</th>
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<tbody>
<tr>
<td>SWGR 504 Social Policy Analysis</td>
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<td>SWGR 505 Human Diversity and Social Justice</td>
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<tr>
<td>SWGR 506 Social Work with Individuals and Families</td>
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<td>SWGR 510 Research Design</td>
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<tr>
<th>12 credits of specialization</th>
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<tr>
<td>SWGR 601 Theories and Models of Human Development and Behavior I</td>
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<tr>
<td>SWGR 606 Theories and Models of Human Development and Behavior II</td>
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<tr>
<td>SWGR 602 Clinical Intervention I</td>
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<td>SWGR 607 Clinical Intervention II</td>
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<tr>
<th>6 credits of electives in specialization  (select 2 courses)</th>
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<tr>
<td>SWGR 604 Mental Health</td>
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<tr>
<td>SWGR 620 Adult and Elderly Development</td>
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<td>SWGR 623 Drug and Substance Abuse</td>
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<td>SWGR 616 Society and Violence</td>
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<td>SWGR 627 Mental Health Services and Policies</td>
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<th>18 credits of Seminar and Practicum</th>
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<td>SWGR 655 Seminar and Field Practicum II</td>
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<td>SWGR 665 Seminar and Field Practicum III</td>
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**Comprehensive Examination**

Taken in the last semester, it has a cost and can be taken up to 2 times.
# Master of Social Work with specialization in Social Work Administration

## Curricular Sequence 54 Credits

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<tr>
<th>Credits</th>
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| **12 credits in Fundamentals** | SWGR 504 Social Policy Analysis  
SWGR 505 Human Diversity and Social Justice  
SWGR 506 Social Work with Individuals and Families  
SWGR 507 Social Work with Groups and Communities |
| **6 credits in Investigation** | SWGR 510 Research Design  
SWGR 511 Research Analysis |
| **15 credits of specialization** | SWGR 610 Management of Social Services  
SWGR 632 Social Policy Design and Program Development  
SWGR 613 Administration and Supervision of Human Resources  
SWGR 628 Budgeting and Financial Management of Social Services  
SWGR 615 Evaluation of Social Services and Programs |
| **3 credits of electives in specialization** (select 1 course) | SWGR 612 Proposal Development  
SWGR 614 Organizational Conflict Resolution  
SWGR 629 The Community, the Agency and the Third Sector |
| **18 credits of Seminar and Practicum** | SWGR 555 Seminar and Field Practicum I  
SWGR 655 Seminar and Field Practicum II  
SWGR 665 Seminar and Field Practicum III |

**Comprehensive Examination**  
Taken in the last semester, it has a cost and can be taken up to 2 times.
Social Work Course Descriptions

Foundation Courses

SWGR 504    Social Policy Analysis
3 credits
This course focuses on the relationship of social policy and the evolution of the social work profession. The course analyzes the social, economic, political and cultural contexts in which both have emerged and developed. The Puerto Rico legislative process in the shaping of social policy and its relation to the federal legislative process is analyzed as well as the tensions created by the federal welfare model in the local culture and economy.

SWGR 505       Human Diversity and Social Justice
3 credits
This course focuses on the theoretical and systematic study of human diversity, social oppression and discrimination. Students will analyze and evaluate the concepts of cultural norm, human diversity, discrimination, oppression, economic justice and social justice. Alternative strategies to alleviate social injustice in contemporary societies will be proposed. This course includes the revision of theoretical models as well as the analysis of case studies, especially from a Puerto Rican perspective.

SWGR 506       Social Work with Individuals and Families
3 credits
Theoretical and practical analysis of the knowledge base needed to conduct social work with individuals and families. The course includes social work skills, values, and ethics as well as the historical development of the profession. Students will explore current theoretical and practical aspects of social work with individuals, families as well as the discussion of case studies.

SWGR 507    Social Work with Groups and Communities
3 credits
Analysis of the knowledge and skills needed to practice social work with social action groups, communities and organizations. The course will explore the process of groups, communities and organizations’ formation, maintenance and evolution as social organisms and their role in the promotion of social justice and equality. It considers the role of gender, race, culture, socioeconomic status and mental health in group and organizational processes. It emphasizes the ethical and legal responsibility of practitioners in their interventions with groups, communities and organizations.

SWGR 510     Research Design
3 credits
In this course, the development of the logic of inquiry and the necessity of qualitative and quantitative empirical approach to practice is explored. The process of
formulating appropriate research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, statistics, methods to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed.

**SWGR 511  Research Analysis**
3 credits
Analysis of the research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, methods to assess and improve the validity and reliability of data and measures, qualitative and quantitative methods and the ethics of scientific inquiry. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, internet tools, and related conferences.

**SWGR 601  Theories and Models of Human Development and Behavior I**
3 credits
This is the first of two courses that provide the theoretical and practical foundation about human development and behavior. This course covers the period between conception and adolescence, with emphasis on the interpretation of the most recent research findings and their application to social work. The interpretation of the theories and models to Puerto Rican society and the diverse population attended by social work is specially elucidated.

**SWGR 602  Clinical Intervention I**
3 credits
This is the first of two courses that provide students an opportunity to understand the helping process within the clinical social work paradigm. Students will analyze the theoretical bases and models of normal and abnormal behavior and psychopathologies, as well as the use of the DSM-IV and the writing of clinical records. Students will be taught to critically understand both the strengths and limitations of these classification systems. The students are guided in the development of a professional vision and ethical and legal responsibility towards the client system in order to identify needs, problems or situations requiring clinical intervention. The course also allows the examination of the personal and professional qualities necessary to become an effective social work clinician.

**SWGR 604 Mental Health**
3 credits
Theoretical and practical analysis of the knowledge and skills needed to conduct Social Work practice in various clinical settings and with interdisciplinary teams. In this course students will analyze the mental health services and programs as well as the policies and programs for the prevention and intervention in cases of substance abuse. This course will include the review of models of mental health services as well as the analysis of case studies.
SWGR 606  Theories and Models of Human Development and Behavior II
3 credits
This is the second of two courses that provide the theoretical and practical foundation about human development and behavior. The course covers the period between early adulthood up to aging and death. Also covers models and theories that explain the interaction of the individual at the macro level. It emphasizes the analysis and interpretation of recent research and its application to the Puerto Rican reality and the special and diverse populations attended by social work in the Island.

SWGR 607  Clinical Intervention II
3 credits
This course builds upon the knowledge base acquired in Part I by applying the different models of clinical intervention previously exposed. Case studies will be utilized to explore the application of different intervention strategies. Students will explore and apply the models to elicit changes in the client system. Practical applications will be analyzed based on the theoretical models presented in the course. The students will continue to be guided in the development of a professional vision and ethical and legal responsibility towards the client system in order to identify needs, problems or situations requiring clinical intervention. The course also allows the examination of the personal and professional qualities necessary to become an effective social work clinician.

Research Course

INTG 500  Research Methods
3 credits
Integrated course that studies the nature of research in the behavioral sciences and its various qualitative and quantitative methodologies. Emphasis is placed on planning, implementation, analysis of data and evaluation of field research.

Electives in Specialization: Administration

SWGR 610  Management of Social Services
3 credits
Study of management theories and models related to non-profit management, specifically social service agencies and community organizations. The course will cover topics such as: governing structures, administrative leadership, policy development, program planning and development, human resources, fund raising, budgeting, marketing strategies, community organizing and program evaluation, among others.

SWGR 611  Management and Public Agencies
3 credits
Study of management, public organizations, and policy practice methods. The course will also consider areas that public organizations experience such as budgeting, program development, human resources, policy development, community
resources and program evaluation among others. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences.

**SWGR 612 Proposal Development**
3 credits

Examination of skill development in such areas as grant seeking, proposal writing, service contracting, donation development, and fund raising among other areas in order to secure funding for social work and community programs. Federal, private foundations and local funding sources will be explored. Student will be expected to identify a funding source and write a proposal for this course. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, and hands on training.

**SWGR 613 Administration and Supervision of Human Resources**
3 credits

Analysis of how social services administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. The course will present ways to develop health and viable workplace environments for employers and employees. Staff recruitment, hiring and supervision among others will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, and community research.

**SWGR 614 Organizational Conflict Resolution**
3 credits

Theoretical and practical analysis of the estrategias for conflict resolution. In this course students will analyze and evaluate the most commonly accepted theories of conflict resolution and how to use them in their work in social service programs and agencies. This course will include the analysis of theories and the analysis of case studies.

**SWGR 615 Evaluation of Social Services and Programs**
3 credits

This course will cover the theoretical and practical analysis and evaluation of the models and theories for the evaluation of social programs and services. In this course students will analyze and evaluate the principles and the most commonly recognized theories of evaluation of social programs and services, as well as how to implement them in their agencies. This course will include the analysis and evaluation of theories and models as well.

**SWGR 616 Violence and Society**
3 credits

This course examines the nature and causes of violence in society and how it influences and affects the onset of domestic and interpersonal violence. It studies systemic an ecological factors that provoke oppression, inequity and social injustice
and its impact on the development and behavior of individuals and social groups. Macro and micro systemic perspectives of violence are analyzed. The course focuses on the understanding of risk factors and promotes social research related to the evaluation, comparison and contrasting of different prevention and treatment alternatives for victims of violence. Puerto Rican case studies will be presented. Ethical and legal aspects of violence will be discussed from a social work perspective as well as issues related to the manifestation of violence among diverse populations.

**Electives in Specialization: Clinical Social Work**

**SWGR 620  Adult and Elderly Development**
3 credits
Knowledge and research of adults and the elderly development, as well as factors that promote mental health and prevent mental disorders in adults and the elderly. Bio-psycho-social theories of coping, trauma, and etiology, the impact of mental health disorders on individuals and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to mental health will be presented. Classification systems of adult mental functioning and mental disorders will be presented, such as DSM-IV. Students will be taught to critically understand both the strengths and limitations of these classification systems. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings, research, and conferences.

**SWGR 621  Adolescent Development**
3 credits
Examination of the individual, interpersonal, and contextual changes and behaviors that are part of normal adolescent development. Within the context of normal adolescent development, the course content will focus on the epidemiology and etiology of adolescent problem behaviors, the extent to which these behaviors vary across gender, ethnicity, and socioeconomic status, the ways in which these behaviors relate to normal adolescent development; and existing programs and policies designed to prevent and treat problem behaviors. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings, research and conferences.

**SWGR 622  Child and Youth Development**
3 credits
Exploration of the knowledge and research on mental disorders of children and youth, as well as factors that promote mental health and prevent mental disorders in children and youth. Bio-psycho-social theories of resiliency, coping, etiology, the impact of mental health disorders on children and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to mental disorders will be presented. Classification systems of child and youth mental functioning and mental disorders will be presented, such as DSM-IV. The impact of labeling and stigma will be explored in order to develop critical thinking about how
mental disorders of children and youth are conceptualized. Applicable laws will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings, research and conferences.

**SWGR 623    Drug and Substance Abuse**
3 credits
Introduction to theories that explain the causes of drugs and substance abuse, the drugs of abuse most commonly used in Puerto Rico and the intervention models available. In addition, the etiology of drugs and substance abuse as a social and health problem, including an understanding of substance abuse and addiction as a chronic illness of the brain; the role of the state, religious organizations and the not-for-profit sector in the provision of services; and the relationship of drug addiction and crime will be discussed. Students will also be asked to consider how to apply this knowledge and theory in different social work practice settings.

**SWGR 624    Adult Lifespan**
3 credits
Examination of psychosocial development and change across the adult lifespan. The focus will be on how various psychological factors influence development and change, as well as the impact of social factors on development and change in family and work roles from adulthood through old age. Special attention will be placed on similarities and differences in adult development and change related to an individual's position in society, including factors such as gender, race, ethnicity, sexual orientation, and socioeconomic status. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, and conferences.

**SWGR 625    Family Interactions**
3 credits
This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including differences in race, gender, sexual orientation, and other factors. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. In addition, the course will include an analysis of the broad definitions of "family", including extended families, unmarried couples, single parent families, gay and lesbian couples, adult siblings, and other family arrangements. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention.
SWGR 626    Family Violence
3 credits
Study of the methods of prevention, intervention, and social change used to prevent the major forms of family violence. "Family" is defined broadly to include any intimate relationship. This course will provide the risk factors and traumatic effects of family violence. Emphasis will be placed on the special needs of oppressed groups who are affected by family violence. Applicable laws currently in place will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, internet references, and up to date research.

SWGR 627    Mental Health Services and Policies
3 credits
Study of the various mental health services and programs for adults, children, and youth, and the roles that social workers perform. Promotion, prevention, treatment and rehabilitation services to the mentally ill, developmentally disabled, learning disabled and substance abuse populations will be surveyed. Contemporary policy issues, legislation, ethical issues, controversies, social movements, and trends affecting services to those with mental illness and mental disorders will be discussed. The historical context of services and how the mentally ill have been historically stigmatized and conceptualized will be reviewed, so that students will be able to develop critical thinking about mental health services. The impact of race, gender, sexual orientation, and social class will be presented, as these relate to various mental health policies and services. This course will also survey the various self-help, mutual aid, and natural/informal helping systems.

SWGR 628    Budgeting and Finances for the Social Sector
3 credits
This course is intended for students that aspire to manage a social service agency or program. It provides a basic understanding of the following non-profit management concepts: fiscal policies, accounting systems, budgets, internal controls, financial statements, financial planning and analysis, cash management, among other relevant topics. Students will be exposed to case studies to apply the concepts and to make financial and budgeting decisions for the benefit of the organization or agency.

SWGR 629    The Agency, the Community and the Civil Society
3 credits
This course is intended for students that aspire to leadership positions in the social service field. This course explores the dynamic relationship between communities, the public and private agencies and the role of the third sector in the provision of services and allocation of resources. An examination of power structures, political forces, and economic leverage from the standpoint of political economy will be emphasized. Students will gain and understanding of the actors and the negotiations that take place for social system maintenance and control. Alternative models for democratic participation and integration in the local economy for underserved and vulnerable populations will be proposed.
SWGR 630  Community Organization and Development  
3 credits  
Examination of methods in which underserved community residents develop their own resources and services at the local level. Students will learn about the ways in which residents can take initiative and help themselves through community-based business and economic development, health and human services, popular education, and housing and neighborhood revitalization projects, with or without assistance by outside agencies or practitioners. Empowerment Theory will be discussed at length. Innovative examples of community development in urban and rural areas as well as community development that occur among communities of interest, such as women, gay men and lesbians, or people with disabilities will be reviewed. Special emphasis will be placed on organizations that involve individuals and families in positive efforts to integrate human, social, economic, and community development to build upon the strengths and assets rather than focus on the problems of individuals.

SWGR 631  Community-based Social Planning  
3 credits  
Focus of social planning as a process of developing and implementing plans and programs that promote social justice and well-being at the community level. A range of tools will be reviewed, including those which assess community strengths and needs, set goals and priorities, formulate action plans, develop organizational structures, build support for implementation, and monitor and evaluate risk results. This course will also analyze major models of planning practice, the socio-political context within which practice takes place, and strategies for expanding institutional relationships and collaborative partnerships aimed at a more equitable distribution of goods, services, and resources. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences.

Electives in Social Policy

SWGR 632  Social Policy Design and Program Development  
3 credits  
Review of the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the skills associated with facilitating the enactment of these policies. Applicable local laws and their process will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences.
SWGR 633    Community Social Policy
3 credits
Examination of community-based policy advocacy as an empowering process of strengthening solidarity and challenging oppressive structures, systems, and institutions. This course will consider advocacy as an empowering process by which traditionally excluded groups advocate for themselves in ways which build organizations and develop communities. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences.

Seminar and Field Practicum

SWGR 555    Social Work with Seminar and Field Practicum I
6 credits
This is the first in a series of three courses that combine the field practice and the practice seminar in social work. The first course initiates the students' in their quest to connect the theoretical and conceptual knowledge acquired in the classroom with the practice settings. Utilizes varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences to enhance the field experience. A series of supervised assignments and tasks complement foundation and advanced academic courses and provide a basis for social work practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. Students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop an understanding of the context of social work practice as it relates to social justice and social change.

SWGR 655    Social Work with Seminar and Field Practicum II
6 credits
This is the second in a series of three courses that combine the field practice and the practice seminar in social work. The second course offers advanced theoretical and practical experience in the students' field of interest, furthering the connection between the knowledge acquired in the classroom with the practice settings. Utilizes varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences to enhance the field experience. A series of supervised assignments and tasks complement foundation and advanced academic courses and provide a basis for social work practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. Students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies, and to engage in social work practice as it relates to social justice and social change.
SWGR 665    Social Work with Seminar and Field Practicum III
6 credits
This is the third in a series of three courses that combine the field practice and the practice seminar in social work. The third course enhances the advanced theoretical and practical experience in the students’ field of interest, furthering the connection between the knowledge acquired in the classroom with the practice settings. A series of supervised assignments and tasks complement foundation and advanced academic courses and provide a basis for social work practice. During the third practice experience, students are expected to develop a practice-based research project; develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies; and to engage in social work practice as it relates to social justice and social change.
# Master in Criminal Justice and Criminology

## Curricular Sequence

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<tr>
<th>Courses</th>
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<td>CJGR 505 Deviant Behaviors</td>
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<tr>
<td>CJGR 500 Fundamentals of Criminal Justice</td>
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<td>CJGR 515 Legal, Ethical and Moral Issues in Criminal Justice</td>
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<td>CJGR 520 Criminal Justice Organization and Administration</td>
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<td>CJGR 600 Criminology</td>
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<td>INTG 500 Research Methods</td>
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<td>CJGR 605 Criminal Investigation</td>
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<td>CJGR 615 Penology</td>
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<td>CJGR 625 Juvenile Justice System</td>
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<td>CJGR 630 Criminal/Offender Rehabilitation</td>
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<td>CJGR 635 Correctional Philosophy and Administration</td>
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<td>CJGR 651 Comprehensive Examination in Criminal Justice and Criminology</td>
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Criminal Justice and Criminology Course Descriptions

CJGR 500      Foundations of Criminal Justice
3 credits
Exploration of the theoretical, historical, and sociopolitical bases of criminal justice. Criminal justice operations and behavior are assessed in context of the major theoretical, historical, normative and organizational influences found in the field. Attention is given the theoretical and empirical foundations of criminal behavior and crime control policies. Examination of the major components of the Criminal Justice System (law enforcement, courts and corrections), including historical and social perspectives; the roles and functions of various agencies, and the processes involved in the administration of justice. The importance of ethics and morality in the criminal justice scenario will be discussed. Also the future of theories, principles and processes typical of the criminal justice system will be analyzed. Discussion of technology as an important tool in criminal justice in relation with crime studies and criminal investigation.

CJGR 505      Deviant Behaviors: Social Construction of Crime
3 credits
Analysis of deviant behavior as a social process, and the processes involved in its definition, causation, prevention, social organization, social control, and treatment. Topics include theories of causation, social control, delinquency, victimization, criminality, the criminal justice system, punishment, rehabilitation, and victims. Critical analysis of several major theoretical perspectives on deviance within sociology, including, functionalist, conflict, and symbolic-interactionist perspectives.

CJGR 515      Legal, Ethical and Moral Issues in Criminal Justice
3 credits
Review the legal, ethical, and moral approaches to crime and justice; examine the principles of Justice and contemporary ethical concerns regarding the law, police, courts and corrections; discussion of the moral choice the criminal justice practitioners face every day and the ways of making moral judgments and decisions. In-depth discussion of legal and ethical issues such as confidentiality, conflicts of interest, professional behavior, use of force, factual and legal guilt, discretion, corruption, codes of ethics. Analysis of classical ethical theories and their consideration in the administration of criminal justice, criminal justice agencies and their relevance to issues in criminal justice (law enforcement, punishment, life in prison, death penalty...)
In-depth study of ethical decision opportunities: law enforcement ethics; professional ethics; correctional ethics; and policymaking ethics.

CJGR 520      Criminal Justice Organization and Administration
3 credits
In-depth study of the basic theoretical and practical issues related to the administration of Criminal Justice System, and the management of correctional institutions: including police, courts, and corrections. Focus is on the development and history of administrative theory and its impact on management techniques.
involving: organizational behavior, administration of justice bureaucracies; analysis of the legal issues within criminal justice management, and the effects of constitutional provisions, statutes, ordinances, and judicial decisions on justice administration. Study of a variety of abstract and concrete perspectives associated with effective and successful management and service delivery in the context of criminal justice. A major objective of the course is the development of the student’s analytical skills and ability to synthesize theoretical and research material and its application to the key administration and management problems criminal justice organizations typically experience. This is not a technical course in the skills to become a manager.

CJGR 600  Criminology
3 credits
Survey of the major schools of thought, past and current, related to criminal behavior, (sociological, psychological, and biological) and those about of crime and delinquency. Study of philosophical and scientific fundamentals of Criminology, with special attention to theoretical contributions of symbolic interactionism and critical criminology. Critical interdisciplinary inquiry with focus on the analysis of crime, criminality, social control, and victimology, and the regulations of the criminal justice system.

Study of the role of the state in formulating crime control criminal justice policy and maintaining a criminal justice system such as law enforcement agencies, the courts and correctional systems. Examination of the diverse meanings given to crime and culture (cultural relativism) and the relationship between crime and culture. Other topics related to criminology will be examined: courts, young offenders, police, and corrections.

CJGR 605  Criminal Investigation
3 credits
Study of the basic theoretical and philosophical understanding of the investigatory process as well as fundamental investigation techniques such as crime scene analysis, collection, preservation, and testing of evidence, modus operandi, use of technology, and types of evidence. Analysis of problems encountered in interviewing, interrogating, evidence collection, and admissibility, and law enforcement functions will be examined. Application of investigation theories; the practical limitations on the effectiveness of crime investigation techniques and the preparation and presentation of a case in court, will also be developed. Instruction provided to students will also include the functions of forensic laboratories and the importance of writing effective report and systematic processes that involves protocols.

CJGR 610  Juvenile Delinquency
3 credits
Evaluation of the sociological theoretical perspective of delinquency, analytical skills in studying delinquent offenders and their behavior, and systematic assessment of efforts at prevention, control, and rehabilitation. Emphasis in the historical
development of the concept of delinquency, as a more specific case of social deviance.

**CJGR 615**  
**Penology**  
3 credits  
Analysis of philosophical and theoretical foundations of punishment as an official system of crime control. Depth analysis of the use of prisons as the principal means of punishing criminal offenders and controlling criminal behavior. Study of the historical development of correctional structures, punishment, organization, and practices in the handling of criminals from early to modern times. Focus is on the goals and development of corrections system, the history of corrections, characteristics of correctional clients, correctional practices (jails, probation, intermediate sanctions, prison...), examples of correctional programs and issues related to correctional management.

Modern penal systems are then examined from both sociological and legal viewpoints. Some important topics for discussion are: politics of punishment; police role; criminal justice administrators job performance; the growth of prison population; the rehabilitation debate; prison subcultures; life in prison; women and children in prison; alternatives to incarceration, and the future of criminal punishment.

**CJGR 620**  
**Victimology**  
3 credits  
In-depth analysis of Victimology, this specialized field of criminology which is related to the study of victims of crime and factors connected to the victim. A historical perspective on the study of victimology, theories related to the explanation of victimization, the modern evolution of victim rights, and the development of victim services will be examined. Special consideration is given to time, space, sex, age, and occupational factors in criminal-victim relationships and victim typology. Topics will also include assessments of victim risk, the causes of victimization, reactions to victimization experiences, and fear of crime.

The interaction between victims of crime and the system of criminal justice (responsibilities; professional intervention, restitution or compensation); between offenders and victims; victims justice; and the emergence of the victim’s role in the Criminal Justice System and the services that the victim is offered is considered.

**CJGR 625**  
**Juvenile Justice System**  
3 credits  
This course brings more emphasis in the historical development of law of juvenile delinquency, and the administration of the juvenile justice system. It also examines the special status of juveniles before the law and juvenile justice procedural law, and the legal relationship between the juvenile offender and the state, considering case and statutory law, as well as constitutional due process standards in juvenile proceedings.
CJGR 630  Criminal/Offender Rehabilitation
3 credits
Study of the main theoretical approaches and methodologies of different therapeutic treatments that can be used for the rehabilitation of criminals and offenders. Analysis of the historical development of the rehabilitative ideal and controversies (past and present) surrounding it. Special considerations of methodological issues like: planning, implementing and evaluating interventions; rehabilitation methods: group working; behavioral, social skills and cognitive-behavioral techniques. Examination of new approaches to rehabilitation: social interactional models of delinquent development; studying crime events and criminal decision-making and criminal life style.

CJGR 635  Correctional Philosophy and Administration
3 credits
An analysis of the field of corrections with an in-depth view of the major components of the field. A study of the role of corrections in the criminal justice system. Examination also includes the history, philosophy, theories, and development of correctional system, policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are debated. It also examines current issues, such as, jail/prison crowding, alternatives to incarceration, privatization of corrections, electronic monitoring, house arrest, and electronic monitoring.

CJGR 651  Comprehensive Examination in Criminal justice
0 credits
The degree exam is a requirement for graduation for every candidate that aspires to obtain a degree of Master in Criminal Justice and Criminology program. The exam will be designed according to the curriculum the student has studied.

Research Course

INTG 500  Research Methods
3 credits
Integrated course that studies the nature of research in the behavioral sciences and its various qualitative and quantitative methodologies. Emphasis is placed on planning, implementation, analysis of data and evaluation of field research.
Universidad del Este

School of Education

Master of Arts in Education in

- Curriculum and Teaching in Spanish
- Curriculum and Teaching in English
- Curriculum and Teaching at the Elementary Level
- Curriculum and Teaching in Early Childhood Education
- Curriculum and Teaching in Special Education

Master of Science in Education in

- Educational Administration at School Level (K-12)
- Educational Administration at the Postsecondary Level
SCHOOL OF EDUCATION

The School of Education is home to the UNE graduate and undergraduate academic programs that prepare teachers, educational leaders and other professionals in education. Also, it is responsible for the fundamental and professional courses for obtaining the corresponding State teaching certification (Professional Pedagogical Component).

The School guides and collaborates with those initiatives that are inherent to its body of knowledge, including the graduate programs in Education. In addition, it promotes the integration of purposes between different units that offer programs and projects in education, at the main campus, at the off-campus centers, as well as in the School of Professional Studies (AHORA). The School’s goal is to use continuous assessment as an effective means of objective and true decision-making. According to the Institutional Mission, the learning paradigm, along with the constructivist educational approach, and the cognitive-humanistic theoretical framework, are the core of the pedagogical operation of the School of Education.

THEORETICAL / PHILOSOPHICAL FRAMEWORK OF THE SCHOOL

The development of the School’s theoretical framework is supported in the study of foundations of education inherent to the educational effort. The philosophical, sociological and psychological foundations of the School are based on support for the learning paradigm under which several focal points have been developed. Among those used and modeled by the School in its educational actions are:

1. the cognitive – humanistic theories;
2. the constructivist paradigm, and
3. the new focus of studies on learning based on the brain (Sylvester), multiple intelligence (Gardner), emotional intelligence (Goleman), moral values and education (Kolberg), among others.

Also, the School has developed by integrating the foundations of education (theoretical and applied) that are inherent and essential to its effort, which is to educate. Each of the foundations of education is projected in some manner in the organization of the School, especially in its curriculum and educational activities. The foundations allow flexible development and the agility required by a curriculum in education.

VISION

Beliefs and Values

The School of Education is by nature an organic academic – administrative unit; that is, where life is given and a system of common values, goals and objectives are shared in an interrelated and co-existing manner. The values are attributes or elements to specific modes of behavior or states of existence, personal or social, individual or in groups (Goldstein, Nolan & Pfeiffer, 1992). Using this premise, the School shares, develops its culture, gives meaning to its existence,
facilitates its processes and aligns with the principles that guide the UNE in its new Mission. These principles, *wisdom, justice, honor* and *freedom*, are the pillars of the conduct and the general development of the School.

The School believes in the individual and collective capacities of all of its constituents, who are, the faculty, the students, the administrators, the support professionals and the community in general. In its inherent educational endeavor, it places emphasis on students as the center of all the processes, academic and administrative.

**MISSION**

“...To promote formal educational preparation, the personal and professional development and learning for all their lives of future teachers and professionals in education”. This is attained by means of *transformative* learning based on the building of knowledge and the development of critical - creative thinking. The academic programs respond to the study about the needs in the reality of Puerto Rican education. Pedagogical theory, early internships, formal teaching practice, community service and research are integrated throughout the curriculum as a means of active and applied learning. Integrating into the professional community, both in the government and private sectors, as well as into the general community by developing collaborative learning communities, is a priority interest for the School. Assessment and access to information through different sources are the principal means that support academic, administrative, and service activities aimed at the student teachers.

**GOALS**

To achieve its Mission, the School is dedicated to developing an educational environment favorable for achieving the following strategic goals:

1. Develop a culture of achievements appropriate for the university academia...
   ...

   Based on common values, beliefs and customs, that allow the integration of all the components, collaborative discussion, measured and decisive dialogue about affairs relevant to the teaching endeavor, that shows new venues to celebrate the achievements and learn from the opportunities, and that the administrative and budget processes be based on the discussion of its constituents according to the work plan.

2. Provide to the students an academically transformative environment so they can achieve their full and whole development...

   So they can be prepared for life as Puerto Rican and global citizens, to exercise leadership and face a technologically changing and dynamic occupational world.

3. Develop in the students the pedagogical – professional knowledge and skills necessary in the fundamentals of education, emphasizing writing and reading, as well as in the specialties, through a flexible and updated curriculum...
...That will emphasize teaching, obtaining their Professional Certification, learning assessment processes, inquiring, team work experiences derived from cooperative learning and from manipulative and field experiences, among others; and that incorporates elements of access, evaluation and application of information to lead them to the solution of problems, personal as well as professional and communitarian.

4. **Develop, implement and evaluate undergraduate academic offerings to contribute to the development plan of the School**…

...In tune with the occupational trends and identified needs, strengths and opportunities, to achieve academic competitiveness necessary for the sustained development towards quality and excellence.

5. **Obtain the specialized accreditations in the corresponding academic offerings**…

...To allow an updated curricular development, to be in tune with the professional changes and trends, to allow occupational mobility for our alumni, to position us as an institution of prestige and participate in the development of professions related to education.

6. **Maintain an active and dynamic faculty that develops a variety of pedagogical activities, including research, publishing and writing fundraising proposals**…

...For its personal and professional development; to integrate into the organizational development by means of implementing and evaluating a plan for continuous training and professional development for the constituents, so as to achieve innovation and efficiency in the teaching and administrative processes.

7. **Maintain and continue developing strategic alliances and collaborative agreements**…

...That allow to contribute to the development of universal values and socioeconomic of the Island, to promote strengthening of the academic programs and the creation of advisory boards, in addition to integrating efforts of mutual collaboration.

8. **Develop community service**…

...As a means of contributing to a better quality of life in the surrounding communities and serve the public and private schools from pre-school and elementary, through high school.

**FACULTY**

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**Curriculum**

**Master of Arts in Education**

specialization in Curriculum and Teaching of Spanish

**Foundations of Education** – Two courses among the following  
6 credits

- EDUG 500    Learning Theories
- EDUG 501    Brain and Learning
- EDUG 502    Emotional Intelligence in Educational Practice
- EDUG 503    Psycho-social Development in the Classroom
- EDUG 510    Sociological Foundations of Education
- EDUG 520    Philosophical Foundations of Education

**Educational Research** - Two courses already identified by the Program  
6 credits

- EDUG 531    Statistics Applied to Education (16 weeks)
- INTG 500    Research Methods (16 weeks)

For students who wants to pursue the doctoral studies in Education, we suggested the following elective courses:

- EDUG 530    Action Research in Curriculum and Teaching
- EDUG 532    Quantitative Research in Education
- EDUG 533    Qualitative Research in Education

**Curriculum and Teaching** – Two courses, at least one, must be in  
Spanish Teaching  
6 credits

- EDUG 600    Curriculum Theory
- EDUG 601    Curriculum Design and Evaluation Models
- EDUG 602    The Constructivist Curriculum
- EDUG 603    Curriculum Design of a Course
- EDUG 611    Evaluation, Measurement and Assessment of the Teaching-Learning Processes
- EDUG 621    Teaching of Language and Literature
- EDUG 622    Teaching of Reading

**Spanish, Linguistic and Literature Español, lingüística y literatura** –  
Six courses among the following (minimum of two courses in an area  
18 credits

**Linguistics:**

- SPAG 600    Principles of Linguistics
- SPAG 601    Modern Trends in Linguistics
- SPAG 602    Languages in Contact / Bilingualism
- SPAG 605    Psycholinguistics
- SPAG 606    Sociolinguistics
- SPAG 610    Writing Theory and Practice
- SPAG 611    Modern Spanish Grammar

**Literature:**

- SPAG 630    Literature Theory
- SPAG 631    Principles of Literary Analysis
- SPAG 632    History of Literary Genres
- SPAG 633    Spanish Literature
- SPAG 634    Puerto Rican Literature
- SPAG 635    Latin American Literature

**Comprehensive Examination**  
0 credits

- EDUG 675    Comprehensive Examination in Curriculum and Instruction

**Total of graduate credits**  
36 credits
Master of Arts in Education
specialization in Curriculum and Teaching of English

Foundations of Education – Two courses among the following

- EDUG 500  Learning Theories
- EDUG 501  Brain and Learning
- EDUG 502  Emotional Intelligence in Educational Practice
- EDUG 503  Psycho-social Development in the Classroom
- EDUG 510  Sociological Foundations of Education
- EDUG 520  Philosophical Foundations of Education

6 credits

Educational Research – Two courses already identified by the Program

- EDUG 531  Statistics Applied to Education (16 weeks)
- INTG 500  Foundations of Research (16 weeks)

6 credits

For students who wants to pursue the doctoral studies in Education, we suggested
the following elective courses

- EDUG 530  Action Research in Curriculum and Teaching
- EDUG 532  Quantitative Research in Education
- EDUG 533  Qualitative Research in Education

Curriculum and Teaching – Two courses

- EDUG 600  Curriculum Theory
- EDUG 601  Curriculum Design and Evaluation Models
- EDUG 602  The Constructivist Curriculum
- EDUG 603  Curriculum Design of a Course
- EDUG 611  Evaluation, Measurement and Assessment of the Teaching-Learning Processes
- EDUG 630  Second-language Assessment, Testing and Evaluation
- EDUG 631  Theoretical Foundations of Second Language Pedagogy
- EDUG 632  Materials for Effective Teaching
- EDUG 633  Reading and the English Classroom

6 credits

English, linguistic and literature – Six courses, not less tan two in each area

Linguistic:

- ENGG 600  Introduction to Linguistic Science
- ENGG 601  Semantics: The Study of Meaning
- ENGG 602  Phonology and Phonetics
- ENGG 603  The History of the English Language
- ENGG 604  Language and Culture
- ENGG 605  General Psycholinguistics
- ENGG 606  Sociolinguistics and Education
- ENGG 610  Modern English Grammar
- ENGG 611  Theory and Research In Composition
- ENGG 612  Advanced Technical Writing, Editing and Document Design

Literature:

- ENGG 630  Contemporary Literary Theory
- ENGG 631  History Of Literary Criticism
- ENGG 632  Rhetorical Criticism: Theory and Practice
- ENGG 633  Literature for Adolescents
- ENGG 634  20th-Century British and American Prose and Poetry

18 credits

Comprehensive Examination

- EDUG 675  Comprehensive Examination in Curriculum and Instruction

0 credits

Total of graduate credits

36 credits
# Master of Arts in Education

**specialization in Curriculum and Teaching at the Elementary Level**

<table>
<thead>
<tr>
<th>Foundations of Education – Two courses among the following</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 500 Learning Theories</td>
<td></td>
</tr>
<tr>
<td>EDUG 501 Brain and Learning</td>
<td></td>
</tr>
<tr>
<td>EDUG 502 Emotional Intelligence in Educational Practice</td>
<td></td>
</tr>
<tr>
<td>EDUG 503 Psycho-social Development in the Classroom</td>
<td></td>
</tr>
<tr>
<td>EDUG 510 Sociological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDUG 520 Philosophical Foundations of Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Research – Two courses already identified by the Program</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 531 Statistics Applied to Education (16 weeks)</td>
<td></td>
</tr>
<tr>
<td>INTG 500 Foundations of Research (16 weeks)</td>
<td></td>
</tr>
</tbody>
</table>

For students who want to pursue the doctoral studies in Education, we suggested the following elective courses:

- EDUG 530 Action Research in Curriculum and Teaching
- EDUG 532 Quantitative Research in Education
- EDUG 533 Qualitative Research in Education

<table>
<thead>
<tr>
<th>Curriculum and Teaching – Two courses</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 600 Curriculum Theory</td>
<td></td>
</tr>
<tr>
<td>EDUG 601 Curriculum Design and Evaluation Models</td>
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</tr>
<tr>
<td>EDUG 602 The Constructivist Curriculum</td>
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<tr>
<td>EDUG 603 Curriculum Design of a Course</td>
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</tr>
<tr>
<td>EDUG 611 Evaluation, Measurement and Assessment of the Teaching-Learning Processes</td>
<td></td>
</tr>
<tr>
<td>EDUG 621 Teaching of Language and Literature</td>
<td></td>
</tr>
<tr>
<td>EDUG 622 Teaching of Reading</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary Level - Six courses</th>
<th>18 credits</th>
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</thead>
<tbody>
<tr>
<td>EDUG 614 Evaluation and Assessment in Elementary School</td>
<td></td>
</tr>
<tr>
<td>EDUG 622 Teaching of Reading</td>
<td></td>
</tr>
<tr>
<td>EDUG 640 Teaching English in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>EDUG 642 Teaching Social Studies in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>EDUG 644 Scientific Conceptual Development in Children</td>
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<tr>
<td>EDUG 646 Innovations in Elementary School Mathematics</td>
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</table>

<table>
<thead>
<tr>
<th>Comprehensive Examination</th>
<th>0 credits</th>
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</thead>
<tbody>
<tr>
<td>EDUG 675 Comprehensive Examination in Curriculum and Instruction</td>
<td></td>
</tr>
</tbody>
</table>

**Total of graduate credits** | **36 credits** |
Master of Arts in Education
specialization in Curriculum and Teaching in Early Childhood Education

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Foundations of Education</strong></td>
<td>6</td>
<td>EDUG 523: Child Development: Implications in Early Childhood Education (0 to 8)</td>
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<td></td>
<td></td>
<td>EDUG 524: Foundation of Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUG 543: Graduate Seminar</td>
</tr>
<tr>
<td><strong>Educational Research – Two courses already identified by the Program</strong></td>
<td>6</td>
<td>EDUG 531: Statistics Applied to Education (16 weeks)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTG 500: Foundations of Research (16 weeks)</td>
</tr>
<tr>
<td><strong>For students who wants to pursue the doctoral studies in Education, we suggested the following elective courses</strong></td>
<td></td>
<td>EDUG 530: Action Research in Curriculum and Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUG 532: Quantitative Research in Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUG 533: Qualitative Research in Education</td>
</tr>
<tr>
<td><strong>Curriculum and Teaching – Two courses</strong></td>
<td>6</td>
<td>EDUG 600: Curriculum Theory</td>
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<tr>
<td></td>
<td></td>
<td>ECEG 620: Curriculum Development in Early Childhood Education</td>
</tr>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td>18</td>
<td>ECEG 621: Observation, Evaluation and Assessment In Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECEG 622: Family, School and Community: Implications for Young Children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECEG 623: Children with Special Needs: Early Intervention</td>
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<tr>
<td></td>
<td></td>
<td>ECEG 624: Integration the Arts to the Early Childhood Curriculum</td>
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<tr>
<td></td>
<td></td>
<td>ECEG 625: Language Development, Early Language and Children Literature</td>
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<tr>
<td></td>
<td></td>
<td>ECEG 626: Early Concepts in Math and Sciences: Critical thinking, problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECEG 627: Practicum</td>
</tr>
<tr>
<td><strong>Comprehensive Examination</strong></td>
<td>0</td>
<td>EDUG 675: Comprehensive Examination in Curriculum and Instruction</td>
</tr>
<tr>
<td><strong>Total of graduate credits</strong></td>
<td>36</td>
<td></td>
</tr>
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</table>
# Master of Arts in Education

**specialization in Curriculum and Teaching of Special Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 500</td>
<td>Learning Theories</td>
<td>6</td>
</tr>
<tr>
<td>EDUG 501</td>
<td>Brain and Learning</td>
<td>6</td>
</tr>
<tr>
<td>EDUG 543:</td>
<td>Graduate Seminar</td>
<td>0</td>
</tr>
<tr>
<td>INTG 500</td>
<td>Foundations of Research</td>
<td>6</td>
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**Educational Research – Two courses already identified by the Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 531</td>
<td>Statistics Applied to Education (16 weeks)</td>
</tr>
<tr>
<td>INTG 500</td>
<td>Foundations of Research (16 weeks)</td>
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</table>

**For students who wants to pursue the doctoral studies in Education, we suggested the following elective courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 530</td>
<td>Action Research in Curriculum and Teaching</td>
</tr>
<tr>
<td>EDUG 532</td>
<td>Quantitative Research in Education</td>
</tr>
<tr>
<td>EDUG 533</td>
<td>Qualitative Research in Education</td>
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</table>

**Curriculum and Teaching – Two courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 600</td>
<td>Curriculum Theory</td>
</tr>
<tr>
<td>SPEG 603:</td>
<td>Curriculum Development in Special Education</td>
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</table>

**Special Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>SPEG 601</td>
<td>Legal Aspects and Inclusion in Special Education</td>
</tr>
<tr>
<td>SPEG 602</td>
<td>Observation, Evaluation and Assessment in Special Education</td>
</tr>
<tr>
<td>SPEG 604</td>
<td>Development of Language and the Reading Process in the Special Education Student</td>
</tr>
<tr>
<td>SPEG 605</td>
<td>Nature, Needs and Behavior Management of the Special Ed Student at the Elementary Level</td>
</tr>
<tr>
<td>SPEG 606</td>
<td>Nature, Needs and Behavior Management of the Special Ed Student at the Secondary Level</td>
</tr>
<tr>
<td>SPEG 607</td>
<td>Issues and Trends in Learning Using Assistive Technology</td>
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</table>

**Elective highly recommended**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ECEG 623:</td>
<td>Children with Special Needs: Early Intervention</td>
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</table>

**Comprehensive Examination**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 675</td>
<td>Comprehensive Examination in Curriculum and Instruction</td>
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</table>

**Total of graduate credits**

36 credits
Master of Science in Education
specialization in Educational Administration at School Level (K-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 500</td>
<td>Learning Theories</td>
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<tr>
<td>EDUG 501</td>
<td>Brain and Learning</td>
</tr>
<tr>
<td>EDUG 502</td>
<td>Emotional Intelligence in Educational Practice</td>
</tr>
<tr>
<td>EDUG 503</td>
<td>Psycho-social Development in the Classroom</td>
</tr>
<tr>
<td>EDUG 510</td>
<td>Sociological Foundations of Education</td>
</tr>
<tr>
<td>EDUG 520</td>
<td>Philosophical Foundations of Education</td>
</tr>
</tbody>
</table>

**Foundations of Education – Two courses among the following**

- EDUG 500: Learning Theories
- EDUG 501: Brain and Learning
- EDUG 502: Emotional Intelligence in Educational Practice
- EDUG 503: Psycho-social Development in the Classroom
- EDUG 510: Sociological Foundations of Education
- EDUG 520: Philosophical Foundations of Education

**Educational Research - Two courses already identified by the Program**

- EDUG 531: Statistics Applied to Education (16 weeks)
- INTG 500: Research Methods (16 weeks)

**For students who wants to pursue the doctoral studies in Education, we suggested the following elective courses:**

- EDUG 530: Action Research in Curriculum and Teaching
- EDUG 532: Quantitative Research in Education
- EDUG 533: Qualitative Research in Education

**Educational Administration Leadership**

- EDAG 640: Development of Leadership in Education, Theories and Application
- EDAG 641: The Leader and the Learning Communities

**Educational Administration: Four courses among the following**

- EDAG 650: Human Relations, Organizational Climate and Culture in Educational Institutions
- EDAG 651: Legal Aspects and Labor Relations in Education
- EDAG 652: Budget and Finance Systems in Educational Organizations – School Level
- EDAG 654: Evaluation of Educational Systems and Programs – School Level
- EDAG 656: Special Topics in Educational Administration: The Director of Pre-K through 12, Trends and Projections

**Curriculum and Teaching – One course of the following**

- EDUG 600: Curriculum Theory
- EDUG 601: Curriculum Design and Evaluation Models
- EDUG 602: The Constructivist Curriculum
- EDUG 603: Curriculum Design of a Course
- EDUG 610: Concept Learning
- EDUG 611: Evaluation, Measurement and Assessment of the Teaching-Learning Processes
- EDUG 612: Computerized Information Systems and Telecommunications in Educational Processes

**Practicum, according to School Level**

- EDAG 670: Practice / Seminar in Educational Administration Leadership: The Director of Grades Pre K - 6
- EDAG 671: Practice / Seminar in Educational Administration Leadership: The Director of Grades 7 – 12

**Comprehensive Examination**

- EDAG 676: Comprehensive Examination in Educational Administration

**Total of graduate credits**

36 credits
# Master of Science in Education

specialization in Educational Administration at the Post Secondary Level

<table>
<thead>
<tr>
<th>Foundations of Education – Two courses among the following</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 500 Learning Theories</td>
<td></td>
</tr>
<tr>
<td>EDUG 501 Brain and Learning</td>
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</tr>
<tr>
<td>EDUG 502 Emotional Intelligence in Educational Practice</td>
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</tr>
<tr>
<td>EDUG 503 Psycho-social Development in the Classroom</td>
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</tr>
<tr>
<td>EDUG 510 Sociological Foundations of Education</td>
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<tr>
<td>EDUG 520 Philosophical Foundations of Education</td>
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</table>

<table>
<thead>
<tr>
<th>Educational Research - Two courses already identified by the Program</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 531 Statistics Applied to Education (16 weeks)</td>
<td></td>
</tr>
<tr>
<td>INTG 500 Research Methods (16 weeks) (16 semanas)</td>
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</tbody>
</table>

For students who wants to pursue the doctoral studies in Education, we suggested the following elective courses:

| EDUG 530 Action Research in Curriculum and Teaching                     |           |
| EDUG 532 Quantitative Research in Education                            |           |
| EDUG 533 Qualitative Research in Education                            |           |

<table>
<thead>
<tr>
<th>Educational Administration Leadership</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAG 640 Development of Leadership in Education, Theories and Application</td>
<td></td>
</tr>
<tr>
<td>EDAG 641 The Leader and the Learning Communities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Administration: Four courses among the following</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAG 653 Budget and Finance Systems in Educational – Post Secondary Level</td>
<td></td>
</tr>
<tr>
<td>EDAG 655 Evaluation of Educational Systems and Programs at Post Secondary Level</td>
<td></td>
</tr>
<tr>
<td>EDAG 660 The Post Secondary Academic Community</td>
<td></td>
</tr>
<tr>
<td>EDAG 661 Analysis of Issues, Trends and Projections in Secondary Education</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Teaching – One course of the following</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 600 Curriculum Theory</td>
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</tr>
<tr>
<td>EDUG 601 Curriculum Design and Evaluation Models</td>
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<tr>
<td>EDUG 602 The Constructivist Curriculum</td>
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<tr>
<td>EDUG 603 Curriculum Design of a Course</td>
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</tr>
<tr>
<td>EDUG 610 Concept Learning</td>
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<tr>
<td>EDUG 611 Evaluation, Measurement and Assessment of the Teaching-Learning Processes</td>
<td></td>
</tr>
<tr>
<td>EDUG 612 Computerized Information Systems and Telecommunications in Educational Processes</td>
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</table>

<table>
<thead>
<tr>
<th>Practicum at Post Secondary Level</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAG 672 Practice / Seminar in Educational Administration Leadership: Post Secondary Level</td>
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</table>

<table>
<thead>
<tr>
<th>Comprehensive Examination</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDAG 676 Comprehensive Examination in Educational Administration</td>
<td></td>
</tr>
</tbody>
</table>

Total of graduate credits | 36 credits |
Education Course Descriptions

Component: Foundations of Education

EDUG 500       Learning Theories
3 credits
A study of the theoretic principles and the nature of learning from the main psychological perspectives that have dominated the field of education and the relationship between the theories studied and their implications in the teaching-learning process. Analysis of the psychological principles that have bearing on development, the personality, cognition and the learning process, among others. Overview of emerging trends and their effects on education.

EDUG 501       The Brain and Learning
3 credits
A study of the most recent research about neurophysiological phenomena that have bearing on learning. Special consideration to the role played by cerebral activity in the different learning styles, including learning disabilities. Analysis of the curricular design that is most compatible with these neurophysiological phenomena.

EDUG 502       Emotional Intelligence in Educational Practice
3 credits
A psycho-physiological study of the concept of emotional intelligence and its integration to the curricular practice. Emphasis on the Golman studies which analyze two principle models of emotional intelligence. Analysis of educational practices that involve emotional intelligence and the curricular challenges subjacent to this intelligence.

EDUG 503       Psycho-social Development in the Classroom
3 credits
Analysis of the psychosocial development of the human being as the fundamental base for learning and motivation. Emphasis on the study of effective models of communication and personal interaction, taking into consideration cultural diversity and the theories of motivation and their application to the teaching learning processes in the classroom.

EDUG 510       Sociological Fundamentals of Education
3 credits
Analysis of the relationship and interaction of education with other disciplines and some important organizational aspects, such as: society, the economy, the State, implementing educational policies, the processes of educational reform, the community, educational institutions and their components, among others. A study of the theoretical frameworks, historical periods and the roles of educational institutions in the democratic social transformations. Emphasis on Puerto Rican education at all levels.
EDUG 511  Educational Structure and Change
3 credits
A basic study of the organization and performance of schools in America from a historical, political and social perspective. Analysis of the nature and the processes involved in changes in education, from a multicultural perspective and diversity. Emphasis on the analysis of the culture of school change that imply significant transformations in education.

EDUG 520  Philosophical Fundamentals of Education
3 credits
A study of the philosophical currents from ancient times to present day, and how they have influenced pedagogical thinking and structures, mainly eastern and democratic. Emphasis on humanistic philosophical thinking relevant to the Puerto Rican education system. Influence of philosophers, such as Dewey, Hostos, Freire and Glasser. Educational ethics and morals. Reading and application.

EDUG 521  Epistemology and Education
3 credits
A comparative study of the learning theories that have the greatest impact on education and their relationship with the teaching-learning processes. Analysis of the philosophical thinking that represents them. The philosophies studied include idealism, empiricism, logical positivism, phenomenology and post-modernism, among others.

EDUG 522  Normative Inquiry in Education
3 credits
Critical study of ethics concepts, theories and premises that define contemporary educational theories, policies and practices. Analysis and evaluation of the trajectory of the ethics theory and its application to solving moral problems related to education.

Component: Educational Research

EDUG 530  Action Research in Curriculum and Teaching
3 credits
An inclusive study of the nature of action research and the quantitative and qualitative research methods most commonly applied to it. Participants design a research model based on the reality in the classroom.

EDUG 531  Statistics Applied to Education
3 credits
A study and practice of the basic statistics techniques used in educational research. Emphasis on the measures of central tendency and dispersal, analysis of regression, correlations, association of variables, test of hypothesis, sampling, design of research methods and analysis of variance. Use of computerized programs for the statistical analysis.
EDUG 532       Quantitative Research in Education
3 credits
A study of the nature of educational research in the framework of quantitative research. A study of the statistic and probability theories associated with educational research and the most common models of quantitative research. Emphasis on theory and methods of sampling and testing, co variants, multiple correlations and regression, factorial analysis and non-parametric methods. Requisite: EDUG 531

EDUG 533       Qualitative Research in Education
3 credits
A study of the nature of educational research with emphasis on qualitative research, its most common models and applications to education. Emphasis on designing and practice with a diversity of instruments for use in compiling qualitative data, such as interviews, focus groups, document and video analysis, among others. Practice in the analysis of qualitative data by means of manual coding or computerized programs.

Research Course

INTG 500       Research Methods
3 credits
Integrated course that studies the nature of research in the behavioral sciences and its various qualitative and quantitative methodologies. Emphasis is placed on planning, implementation, analysis of data and evaluation of field research.

Master of Arts in Education

Component: Curriculum and Teaching

EDUG 600       Curriculum Theory
3 credits
Exploration of the theoretic models and their social and philosophical contexts. Analysis of the curricular discourse in the framework of the diverse epistemological views that are dominant. Application of a theoretic model to the curriculum analysis.

EDUG 601       Curriculum Design and Evaluation Models
3 credits
A study of the diverse traditional models for curricular design and evaluation that are used in the educational systems and the theoreticians and educators who originated them; for example, Tyler, Tabá, Oliva, Saylor and Alexander in design, and Metfessel & Michael, Provus, Stake and Stufflebean in evaluation. Analysis of the main characteristics that identify them, their advantages, disadvantages and the subjacent philosophical and theoretic aspects. Comparison of the traditional models with the modern views in the curriculum as interpreted in the works of Eugenio María de Hostos and Paulo Freire, among others. Practice designing a curricular model. Practice in the design and evaluation of a curricular evaluation model.
EDUG 602       The Constructivist Curriculum
3 credits
Analysis of the constructivist trend and its derivatives that impact education, specially the work of Jacqueline Brooks and Kenneth Tobin. Evaluation of the theoretic and philosophic premises that support constructivism and its application to curricular design. Comparison and contrast between the constructivist focus and the traditional focus represented mainly by the behaviorist and positivist models.

EDUG 603       Curriculum Design of a Course
3 credits
A study of the curricular design for a course. Emphasis on the relationship that should exist between the objectives, skills, content, and learning assessment, and the suggested instructional activities. Practice in the curricular design of a course and adaptations to courses that were previously designed.

EDUG 610       Concept Learning
3 credits
A study of diverse educational models that bring about the development of concepts with special attention to the theoretic framework they present; for example, Taba, Bruner, Gagne, Massialas and Cox. Analysis of the impact that the spiral conceptual development has on teaching based on curricular standards. Design and application of conceptual learning assessment models with particular emphasis on composing multiple-choice questions.

EDUG 611       Evaluation, Measurement and Assessment of the Teaching-Learning Processes
3 credits
A study of the processes of assessment, measurement and evaluation applied to teaching. Design and application of instruments to effect these processes in the classroom in a framework of a standard-based curriculum. Emphasis on evaluation using rubrics and instruments leaning towards student reflection; for example, the journal and portfolio.

EDUG 612       Computerized Information Systems and Telecommunications in Educational Processes
3 credits
Use of technology (computers, telecommunications, information networks, programs, interactive video, among others) to enrich the curriculum and the educational process. Discussion of the challenges and opportunities produced by the use and increase in technology in all phases of the educational process at all levels, public and private. Strengthening of skills in the use and production of instructional materials using technology. Application of technology in different educational environments.

EDUG 616       Trends in the Teaching in Science
3 credits
Purposes, problems, issues, and strategies in the teaching of science will be critically examined through classroom discussions, individual and group work, field
experiences, and class projects. Practice in the design of constructivist-fashioned lessons and assessment of science learning will also be promoted. Work and projects will attend student’s particular interest in one of the science disciplines, such as, Chemistry, Biology, Physics, Earth Science, and Environmental Science.

**EDUG 620      Acquisition of the Native Language**  
3 credits  
Presentation and comparison of the main theories on language that have been applied to the study of native language acquisition, as well as the different stages in linguistic development. Examination of the data on the acquisition of Spanish in keeping with the theories presented; development of field studies applying them.

**EDUG 621      Teaching of Language and Literature**  
3 credits  
Methodology of the teaching of language and literature, paying special attention to teaching writing and the analysis of literary texts. Exposure and discussion of the theory and practice, with application and emphasis on developing of materials.

**Component: Elementary Level**

**EDUG 622      Teaching of Reading**  
3 credits  
A critical analysis of theory and practice in the teaching of reading, the reading models and their pertinence to the field of teaching. A study of the trends and controversies concerning the teaching of reading using a multidisciplinary and interdisciplinary perspective. Research techniques in the teaching of reading, reading comprehension and cognitive development. Analysis of the opinions of researchers on reading and the most significant contributions to the teaching of reading.

**EDUG 630      Second-language Assessment, Testing and Evaluation**  
3 credits  
Theory and application of second-language assessment practices including test design, construction and analysis, measurement concepts and basic statistics and the use of the computer in language assessment. Examines the role of testing; surveys types of tests; discusses the criteria of a good test; analyzes tasks that variously require listening, speaking, reading, writing, and communicative competence and provides practice in evaluating and constructing test items.

**EDUG 640      Teaching English in the Elementary School**  
3 credits  
Research, recent trends, and current developments in the field of teaching English as a second language in children and its implications for classroom practice in the elementary school.
EDUG 642  Teaching Social Studies in the Elementary School  
3 credits  
Purpose, substantive issues, and content of elementary social studies curriculum. Innovative approaches to designing and implementing social studies curriculum for elementary classrooms.

EDUG 644  Scientific Conceptual Development in Children  
3 credits  
Framework for the development, analysis, and evaluation of scientific literacy and conceptual learning. Instructional methods, materials, and curricula for teaching the sciences in elementary school. Development of process-oriented learning and scientific inquiry. Relevant research and methodology are reviewed.

EDUG 646  Innovations in Elementary School Mathematics  
3 credits  
New trends of teaching of mathematics in elementary school and implications for classroom practice. Content and instructional materials for modern mathematics programs in elementary education. Analysis of instructional strategies, cognitive development, and use of research results.

EDUG 631  Theoretical Fundamentals of Second Language Pedagogy  
3 credits  
Overview of the recent research on second language acquisition vis a vis first language to provide a better understanding of the processes involved in learning a second language. Topics to be discussed are contrastive analysis, learning strategies, critical period, L2 variation, language attrition, and immersion learning. Pedagogical ramifications and applications of theoretical discussion will also be discussed.

EDUG 632  Materials for Effective Teaching  
3 credits  
Practical application on how to make innovative uses of the materials students are required to use in their other classes. The student will develop and adapt a diverse range of materials to facilitate the learning process.

EDUG 633  Reading and the English Classroom  
3 credits  
The relationship of reading to the teaching of English. Study of the reading process. Techniques and materials for dealing with reading difficulties in the English classroom.

EDUG 634  Learning from Television, Radio and Other Media  
3 credits  
The course examines how media and non-traditional teaching materials, such as, news, music, literature, video, and computers can be used for regular teaching purposes. It also promotes the oral communication through presentations using
different media.

**Component: Research Works**

**EDUG 680  Research Project**
0 credit
Previously developed action research to be presented where the candidate will use computerized technology and show evidence of adequately mastering communication and action research skills. The selection of the action research will be made using the recommendation of the studentís professors. About 30 hours of meeting with the professor assigned will be needed to prepare the presentation. Requisite: Academic advisor authorization *This course will have no credits.

**EDUG 681  Research for the Thesis**
3 credits
Oral and written presentation of a research project having results and conclusions that add value and allow an objective and scientific discussion of a situation, aspect or problem in education, upon authorization of the studentís academic advisor. Requisite: Academic advisor authorization.

**EDUG 682  Continuation of Research for the Thesis II**
3 credits
If necessary, continuation of the oral and written presentation of a research project having results and conclusions that add value and allow an objective and scientific discussion of a situation, aspect or problem in education, upon authorization of the studentís academic advisor. Requisite: Academic advisor authorization. Requires authorization of the Schoolís student's academic advisor and approval of EDUG 681.

**EDUG 683  Continuation of Research for the Thesis III**
3 credits
If necessary, continuation of the oral and written presentation of a research project having results and conclusions that add value and allow an objective and scientific discussion of a situation, aspect or problem in education, upon authorization of the studentís academic advisor. Requisite: Academic advisor authorization. Requires authorization of the Schoolís student's academic advisor and approval of EDUG 682.

**EDUG 684  Continuation of Research for the Thesis IV**
3 credits
If necessary, continuation of the oral and written presentation of a research project having results and conclusions that add value and allow an objective and scientific discussion of a situation, aspect or problem in education, upon authorization of the studentís academic advisor. Requisite: Academic advisor authorization. Requires authorization of the School's student's academic advisor and approval of EDUG 683.
EDUG 685  Continuation of Research for the Thesis V
3 credits
If necessary, completion of the oral and written presentation of a research project having results and conclusions that add value and allow an objective and scientific discussion of a situation, aspect or problem in education, upon authorization of the student's academic advisor. Requisite: Academic advisor authorization. Requires authorization of the School's student's academic advisor and approval of EDUG 684.

Component: English – Linguistics

ENGG 600  Introduction to Linguistic Science
3 credits
An introduction to linguistic theory and analytical procedures. Students will apply theoretical principles to problems of phonological and syntactic analysis.

ENGG 601  Semantics: The Study of Meaning
3 credits
From a brief study of the historical background of modern semantics of English utterances, the students will perform traditional and generative analyses of various texts.

ENGG 602  Phonology and Phonetics
3 credits
Study of the sound systems of English and Spanish with particular reference to the problems of learning and teaching English pronunciation. The topics include articulatory phonetics, phonological rules, sound-spelling correspondences, a contrastive analysis and the acquisition of second language phonology.

ENGG 603  The History of the English Language
3 credits
A study of the development of the language from its earliest stages to the present with attention to social influences as well as matters of sound, word formation and sentence structure.

ENGG 604  Language and Culture
3 credits
A study of the relationship among language, society and the individual’s concept of reality. The course examines a variety of anthropological and ethnographic concepts and findings as they relate to language and language learning in its broadest context. The course will also examine socio and comparative linguistics, the relationships between culture and language, and the implications for second language teaching.
ENGG 605  General Psycholinguistics  
3 credits  
An introduction to psycholinguistics, the mental representation of a grammar, perception of language units, aphasia, and other language abnormalities, first and second language acquisition, bilingualism, language and thought.

ENGG 606  Sociolinguistics and Education  
3 credits  
Panoramic approach to Sociolinguistics including overview of social class, gender, age, ethnicity and race as factors affecting language performance and acquisition. An introduction to issues in cross-cultural pragmatics and research on politeness.

ENGG 610  Modern English Grammar  
3 credits  
Overview of modern English grammar with in-depth discussions and analysis of various texts. The student will explore how to integrate the grammar into the communicative approach to language teaching. Key areas of English morphology and syntax will be reviewed with an emphasis on the meanings they express.

ENGG 611  Theory and Research In Composition  
3 credits  
Research and scholarship in composition and the teaching of writing. Major theoretical perspectives (such as expressive, social, cognitive, feminist), current issues (such as audience, invention, revision, evaluation) and various research methods.

ENGG 612  Advanced Technical Writing, Editing and Document Design  
3 credits  
Advanced study of document design, technical editing and usability. Written technical communication is focused combined with oral presentations.

Component: English – Literature

ENGG 630  Contemporary Literary Theory  
3 credits  
Survey of major developments in 20th-century literary theory. Introduction to central concepts, issues and theorists in contemporary literary criticism. Examination of range of modern critical practices. Study of relations between literary theory and such adjacent disciplines as linguistics, anthropology, social theory, psychology, and philosophy.

ENGG 631  History Of Literary Criticism  
3 credits  
Survey of the history of literary criticism from Antiquity to early Modern period. Introduction to major theoretical definitions of literature and modes of practical criticism. Close study of Aristotle's Poetics, Sidney's Apology for Poetry, Pope's...
Essay on Criticism, Coleridge's Biographia Literaria, Eliot's essays and other landmark works in development of literary criticism.

**ENGG 632      Rhetorical Criticism: Theory and Practice**  
3 credits  
Development, achievements, limitation of major critical methods in the 20th century, including neo-Aristotelian, generic, metaphoric, dramatistic, feminist, social-movement, fantasy-theme and postmodern approaches. Criticism of political discourse, institutional discourse, discourses of law, medicine, religion, education, science, and the media. Relations between rhetorical and literary criticism and other forms of cultural analysis.

**ENGG 633      Literature for Adolescents**  
3 credits  
An examination of literature for adolescents, emphasizing criteria for selection and evaluation, along with consideration of audience, genre, and censorship. Students will be expected to read and respond critically to historical and contemporary literature written for adolescents.

**ENGG 634      20TH-Century British and American Prose and Poetry**  
3 credits  
Examination of British and American fiction of this century and relationship of significant intellectual, historical and political issues. Inclusion of such writers as Joyce, Conrad, Woolf, Frost, Pound, and Williams Also an examination of representative writers of novel and short fiction. Study of English poetry from its late Victorian phase through Modernism to present post-war scene and of modern American poetry from rebellion against the romantic and genteel verse of the 1890's.

**Component: Spanish - Linguistics**

**SPAG 600      Principles of Linguistics**  
3 credits  
Theoretic and analytic study of linguistics. It includes its basic disciplines and minimum units of study. The student will apply the theoretic principles to the phonological problems and to syntax. In addition, they will describe the elements and combination rules for the formation of a language.

**SPAG 601      Modern Trends in Linguistics**  
3 credits  
Revision, study and description of the trends in the field of linguistics during the last decades. Semantics will be studied through lexicographical analysis.

**SPAG 602      Languages in Contact / Bilingualism**  
3 credits  
A diachronic and synchronic study of bilingualism, its effect on other languages and its impact on linguistic change. The effects of the linguistic, lexical and grammatical
convergence. Consequences of stereotypes and prejudices towards bilingual communities that affect empirical studies of them.

SPAG 603      Semiology
3 credits
Introduction to the principles of linguistic science of Ferdinand de Saussure, and the contributions of Barthes, Pierce, Metz, Kristeva and Ecco. Study of the icon in the field of communications.

SPAG 604      Technical Languages: Cinema, Press, Television, Radio and
3 credits          Computer Information
Analysis of the cognitive, communicative and esthetic characteristics presented by the esthetic and communicative facts of these contemporary forms. The course reflects upon the characteristics of iconic language; the esthetic nature of cinema, its history and distinctive traits; the communicative nature of radio and television, including the use of language in advertising and the idiomatic particularities of the press and computer information as a revolutionary means within technical communication.

SPAG 605      Psycholinguistics
3 credits
An interdisciplinary study and analysis of language using the fields of developmental psychology, experimental psychology, cognitive psychology and neuropsychology as starting points. Diverse approaches, investigations, facts and conclusions used in psychology, which are applied to the study of language.

SPAG 606      Sociolinguistics
3 credits
A study and analysis of language as a system of communication belonging to human beings and that appears and develops within a specific context of society. Language is visualized from the following dimensions: referential, social and linguistic. Data for the analysis come from speaking communities providing a functional focus on language.

SPAG 607      Linguistic Sexism
3 credits
Application of the theories of linguistic analysis focusing on how sexist elements are subjacent in literary, scientific, humanist and journalistic speech. The course will present the principles of text analysis from a linguistic point of view. Students will analyze and present cases and studies reflecting on the sexist phenomena in contemporary texts.

SPAG 608      Lexicology and Semantics
3 credits
Analysis of a variety of texts where the linguistic theories will be applied to the semantic level of the language. The origins and proposals significant for the
acquisition of an adequate lexical methodology for lexical representation will be studied. It will include: the roles of lexicology and semantics in the study of language and their relationship with morphology and lexicography; the word as a linguistic unit, as well as other semantic units and the difficulties of the definition; the formation of words in Spanish; the study of the meanings and lexical-semantic relationships with problems presented by polysemy and homonymy.

**SPAG 610      Writing Theory and Practice**  
3 credits  
A writing course with a methodical examination of the functions of writing, the history of writing and its teaching. Students will write original works.

**SPAG 611      Modern Spanish Grammar**  
3 credits  
Systematic analysis of Spanish syntax, reviewing the different scientific and methodological proposals on the material. Description of the morpheme, word, syntagma, sentence and grammatical categories. Application of knowledge to a variety of texts.

**SPAG 612      Advanced Syntax**  
3 credits  
A detailed study of the structure of noun syntagmas and verb syntagmas by applying theoretic knowledge to the practice and analysis of texts.

**SPAG 613     Communication Skills for Educators and Educational Leaders**  
3 credits  
Presents techniques of organization, style and strategy to develop advanced written and oral communications skills applied to educational settings to inform, synthesize, summarize and evaluate. Includes oral presentations, reports, summaries, and critical, argumentative and reflexive essays as well as common pitfalls to avoid and review of general Spanish grammar aspects. One semester, two hours per week.

**SPAG 620      Oratory**  
3 credits  
Course emphasizing the importance of oral language. Students will develop their skills so as to speak fluently in public and will practice the art of elocution by means of the use of technology.

**Component: Spanish – Literature**

**SPAG 630     Literature Theory**  
3 credits  
A study of the fundamental concepts of literature presenting the essential principles of rhetoric, text construction and its esthetic, cognitive and communicative value, searching for comprehension of the literary dimension of the human being and of a particular literary work. The study will provide a wide spectrum for personal
approach to literature through the selection of the method to perform a critical interpretation activity. Texts from Spanish, Puerto Rican and Latin American literature will be used.

**SPAG 631  Principles of Literary Analysis**  
3 credits  
Knowledge of the poetic and rhetoric principles of texts in their social and literary context, as well as diverse methodology trends. A study of the projection of teaching of text commentaries by means of applications using texts from Spanish, Puerto Rican and Latin American literature.

**SPAG 632  History of Literary Genres**  
3 credits  
A systematic study of the concept of genre, examining the concept of genre, the historical aspects of genres and recognizing the variant and tangents of each genre. The theoretic principles of the semiotic methodology of text interpretation will be studied, and texts will be analyzed using these principles.

**SPAG 633  Spanish Literature**  
3 credits  
A structural analysis and critical appraisal of Spanish literature of different periods. Emphasis will be on the different literary movements responding to students' interest. Work will be done in collaborating groups where the students will practice literary and critical analysis.

**SPAG 634  Puerto Rican Literature**  
3 credits  
A structural analysis and critical appraisal of Puerto Rican literature of different periods. Emphasis will be on the different literary movements responding to students' interest. Work will be done in collaborating groups where the students will practice literary and critical analysis.

**SPAG 635  Latin American Literature**  
3 credits  
A structural analysis and critical appraisal of Latin American Literature from the pre-Columbian and Colonial periods through modern and contemporary literature and the Twentieth Century Masters. Work will be done in collaborating groups where the students will practice literary and critical analysis.

**Component: Early Childhood**

**EDUG 523  Child Development: Implications in**  
3 credits  
This course analyzes the interactions among the cognitive, social, emotional, linguistic, aesthetic, motor, and perceptual development of children from infancy to eight years of age. This includes the children as constructors of their own learning in
the context of their development and includes their families, school, socio-economic class, and culture. The course will be conducted through the use of observation, analysis, and development of assessment instruments and lesson planning, and the responsible use of technology.

EDUG 524  Foundation of Early Childhood Education
3 credits
This course examines the historical, philosophical, and sociological foundations of programs for young children. Appropriate practices (ethical behavior) of professionals in the field of early childhood will be discussed. The course will be conducted through the use of observation, analysis, and development of assessment instruments and lesson planning, and the responsible use of technology and library resources.

EDUG 533  Graduate Seminar
0 credits
Through this course students will become familiar with retrieval sources and a core of recent research in education, the APA publication style manual, critical essays, plagiarism, evaluation of websites, analysis of research articles, and the responsible use of technology, and library services and resources. The course will be conducted through a series of hands-on activities and the responsible use of technology.

ECEG 620  Curriculum Development in Early Childhood
3 credits
This course analyzes and compares the curricular models and approaches in early childhood education. Frameworks for planning and developing curriculum based on the developmental needs of young children will be discussed. The appropriate strategies, materials and learning environment will be provided. The course will be conducted through the use of critical essays, classroom observations, demonstrations, lesson planning, curricular planning, and the responsible use of technology.

ECEG 621  Observations, Evaluation and Assessment in Early Childhood
3 credits
This course analyzes and applies informal and formal assessment to plan individualized curriculum and teaching practices. Students will observe, record, and assess young children’s development and learning to plan appropriate programs, outcome guidelines, environments, interactions, and adaptations for individual differences. They will also select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children. The course will be developed through the use of observation, analysis and development of assessment instruments, lesson planning, and the responsible use of technology.
ECEG 622  Family, School and Community: Implications for young Children  
3 credits  
This course examines families through historical, social, cultural, and psychological perspectives. It will provide students with strategies to empower families, invigorate schools, and nurture community support. Emphasis will be placed on the preparation of the child to become a life-long learner, a productive worker, and a responsible member of society. The course will be conducted through case studies, interviews, research on specific early childhood education topics, and research posters. Responsible use of technology will be encouraged.

ECEG 623  Children with Special Needs: Early Intervention  
3 credits  
This course includes an analysis and understanding of diverse abilities of children from birth to eight years of age in any of the following areas: physical, social, emotional and intellectual (growth and development). It examines the law that protects our ever-growing population of young children with social needs. Emphasis is placed on the prevalence of disorders, treatment, modalities, and community resources serving this population, the teacher’s role in mainstreaming and early intervention, parental involvement, and federal legislation. The course will be conducted through the use of classroom observations, discussion groups, reflective diaries, interviews, forums, and lesson plans.

ECEG 624  Integration the Arts to the Early Childhood Curriculum  
3 credits  
This course will analyze the importance of art, music, games, and movement experiences in the lives of children from birth to eight years of age. It will provide the theory and practice opportunities to enable them to understand, appreciate, design, implement, and assess quality experiences for young children in the creative arts. The course will be conducted through hands-on activities, demonstrations, evaluation of resources and materials that are aligned to the appropriate practices of early childhood education, and the responsible use of technology.

ECEG 625  Language Development, Early Language and Children Literature  
3 credits  
This course analyzes and evaluates various perspectives of emergent literacy by recognizing how young children acquire language and become emergent readers and writers. The role of the family, centers, schools, and community in the development of linguistically enriched environments and the assessment of early literacy development will be studied. The course will be conducted through development of lesson plans, demonstrations, storytelling, and the evaluation of children’s books and materials. The responsible use of technology will be encouraged.
ECEG 626 Early Concepts in Math and Sciences: Critical thinking and Problem Solving
3 credits
Students will explore, analyze, and integrate principles, methods, materials, and environments that support the attainment of math and science concepts through discovery and play; and relate the sequence of cognitive development to the acquisition of Math and Science. Strategies that promote critical thinking and problem solving in children will be developed. The course will be conducted through the development of lesson plans, demonstrations, and evaluation of resources and materials. The responsible use of technology will be encouraged.

ECEG 627 Practicum
0 credits
Students work directly with infants, toddlers, preschoolers, and primary levels K to 3 in a center, school, Early Head Start or Head Start under the guidance of the lead teacher. This course is a requirement for certification by the Puerto Rico Department of Education.

Component: Special Education

SPEG 603 Curriculum Development in Special Education
3 credits
Analyze and compare the curricular models and approaches in special education. Discuss and compare a framework for planning and developing curriculum based on the developmental needs of special children, and provides the appropriate strategies, materials and learning environment. The course will be conducted through the used of critical essays, classroom observations, demonstrations, lesson planning, and curricular planning; and responsible use of technology.

SPEG 601 Legal Aspects and Inclusion in Special Education
3 credits
Evaluation of the inclusion concept and assistive technology, as an important element to serve students with impairments. Critical discussion of the legislative, judicial, and present matters that belong to the special education process. Evaluation of experiences designed to help in the learning of the students with impairments. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

SPEG 602 Observation, Evaluation and Assessment In Special Education
3 credits
Analysis of the importance of the observation and the evaluation in the development of the children with disabilities. Development of competences for planning appropriate programs, guides of execution, environments, interactions and adaptations for the individual differences (children and adolescents with disabilities). Analysis and application of assessment techniques for the individualized curriculum planning and teaching practices. Critical discussion on the selection, evaluation and interpretation of standardized instruments and the ways to utilize the assessment
information for the benefit of the children with disabilities. The course will be conducted through the use of observation, analyze and develop of assessment instruments and lesson planning; and responsible use of technology.

**SPEG 604  Development of Language and the Reading Process in the**
**3 credits  Special Education Student**
Analysis of the basic cognitive processes (attention, perception and memory) that intervene in the development of the language of the student with special needs. Exam of the development of the reading and the writing from the linguistic enriched environments, and inside the integral language approach. Evaluation of the meta linguistic and meta cognitive processes and its importance in the development of the language. Design of instructional strategies that facilitate the reading and writing for students with special needs. Evaluation of interactive equipment that support he instruction and that facilitate the development of the linguistic skills. Use of semantics maps, cases studies, problem solving, distance learning, thematic discussions and portfolio.

**SPEG 605  Nature, Needs and Behavior Management of the Special Ed**
**3 credits  Student at the Elementary Level**
Analysis of the strengths and social, psychological, physiological, and emotional weaknesses that characterize a student with special needs at the Elementary Level K-6. Emphasis in the development of individualized educational programs. Appropriate educational practices in the special education classroom and/or in the regular setting. Study of the interdisciplinary contribution required for the effective transition of the student from the Elementary Level to Secondary Level. Practice, case studies, curriculum development and field observation experiences. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

**SPEG 606  Nature, Needs and Behavior Management of the Special Ed**
**3 credits  Student at the Secondary Level**
Analysis of the strengths and social, psychological, physiological, and emotional weaknesses that characterize a student with special needs at the Secondary Level 7-12. Emphasis in the development of individualized educational programs. Appropriate educational practices in the special education classroom and/or in the regular setting. Study of the interdisciplinary contribution required for the effective transition of the student from the Secondary Level to University Level or workforce. Practice, case studies, curriculum development and field observation experiences. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

**SPEG 607  Issues and Trends in Learning Using Assistive Technology**
**3 credits**
Analysis of trends in learning of the students with special needs using assistive technology devices. Evaluation of how the advance in this area allows the development of the social, cognitive, physical and communication abilities of the
student with special needs, as established in IDEA (1997). Application and evaluation of new technologies for students with special needs, mainly those recommended by The Assistive Technology Industry Association. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

**SPEG 610 Practicum**

3 credits

Final stage of a practice field experience in which the candidate assumes the duties and responsibilities of a teacher in a specialized scenario. It offers to teacher candidate the opportunity to promote physical, emotional, social and intellectual development of children and youth in special education. Students work under the supervision of a regular teacher from an accredited school and a college supervisor appointed by the School of Education. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. One semester; minimum of 21 hours weekly.
Master of Science in Education

Component: Educational Administration

EDAG 640 Development of Leadership in Education, Theories and Application
3 credits
A study of the origin and development of the theories and focal points of administrative and general supervision practices, applying them to the complexity of education systems as learning communities. General principles that define form and develop leaders and their influence on educational institutions. Study of the existing concepts of leadership. Differentiate between types of leadership. The importance of communication, motivation and teamwork. Strengthen leadership by standards and of work plans. Requisite: 6 credits of Core Component.

EDAG 641 The Leader and the Learning Communities
3 credits

EDAG 650 Human Relations, Organizational Climate and Culture in Educational Institutions
3 credits
A study of the development and evolution of the framework and theories of behavior and organizational conduct to the present. Explanations of the challenges and trends that affect educational organizations as open systems. Analysis of individual, interpersonal, group and organizational behavior and how these influence performance of effective academic leadership. Differentiate between organizational climate and culture. Strategies for the development of positive community and organizational climates. Discussion of the importance of human resources in organizations. Application in the environment of Puerto Rican education.

EDAG 651 Legal Aspects and Labor Relations in Education
3 credits
A study of the legal aspects, regulations and legislation developed and approved for education and public and private educational organizations, mainly in Puerto Rico and the United States, framed in the context of the history of education in Puerto Rico. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making. Description of the history, of human rights; unionization, unions, collective bargaining and the struggles of professionals in the field of education to improve working conditions and their professional performance. Analysis of legal cases and corresponding jurisprudence, in Puerto Rico as well as in the United States.
EDAG 652       Budget and Finance Systems in Educational Organizations at the School Level
3 credits
A study of the concept, methods, practices and systems of financing and budget in public and private educational organizations. Analysis of the budget as a useful means to implement educational planning. Design of a budget for a program or organization. Identify and evaluate methods of financing in public and private education. Competence in financial planning cost control, accountability of income and expenses, and management of cash flow. Simulate management of a budget.
Requisite: EDAG 640

EDAG 653       Budget and Finance Systems in Educational Organizations in the Post Secondary Level
3 credits
A study of the concept, methods, practices and systems of financing and budget in public and private educational organizations. Analysis of the budget as a useful means to implement educational planning. Design of a budget for a program or organization. Identify and evaluate methods of financing in public and private education. Competence in financial planning cost control, accountability of income and expenses, and management of cash flow. Simulate management of a budget.
Requisite: EDAG 640

EDAG 654       Evaluation of Educational Systems and Programs at the School Level
3 credits
A study of the theories, modern practices, models and research procedures for evaluating educational programs and systems. Analysis of the origin, performance and change in social and educational programs and appraisal of the results of the evaluation. Will focus mainly on the evaluation models of Michael Scriven, Donald Campbell, Carol Weiss, Lee J. Cronbach and Peter H. Rossi.

EDAG 655       Evaluation of Educational Systems and Programs at the Post Secondary Level
3 credits
A study of the theories, modern practices, models and research procedures for evaluating educational programs and systems. Analysis of the origin, performance and change in social and educational programs and appraisal of the results of the evaluation. Will focus mainly on the evaluation models of Michael Scriven, Donald Campbell, Carol Weiss, Lee J. Cronbach and Peter H. Rossi.

EDAG 656       Special Topics in Educational Administration: The Director of Pre-K through 12, Trends and Projections
3 credits
An investigative-collaborative analysis of topics relevant to leadership, to educational administration and the educational process in Pre-K through 12, emphasizing those aspects in development at the time the course is being offered. Study of the theoretic trends and modern practices of the discipline. Application of leadership to education, especially to teaching, students the community and the rest of the members of the community. Projection of the educational environment for the following years.
Requisite: All required courses of the specialization except practice and thesis.
EDAG 660 The Post Secondary Academic Community
3 credits
A description of the components of the academic community in educational institutions of post secondary education, emphasizing faculty, students, administrators and the university community. Relationship between organizational results and the effectiveness of leaders in education. Discussion of the processes appropriate to each of the components in addition to certain services inherent to the educational process, such as: faculty evaluation procedures, direct services to students, directing meetings, roles of committees, development of interaction with government and private sectors, among others. Case studies. Requisite: EDAG 641

EDAG 661 Analysis of Issues, Trends and Projections in Post Secondary Education
3 credits
A brief account of the historic perspective in the development of post secondary education in Puerto Rico. Investigative-collaborative analysis of topics relevant to leadership in education, educational administration and the educational process in post secondary education with emphasis on those aspects in development at the time the course is being offered. Study of the theoretic trends and modern practices of the discipline. Projection of the educational environment for the following years, locally and worldwide. Requisite: All required courses of the specialization except practice and thesis.

EDAG 670P Practice / in Educational Administration Leadership: The Director of Grades Pre-K through 6
3 credits
Application of the knowledge, skills and values in an environment of real practice for leaders in education at level Pre-K - 6. Design of organizational structures. Discussion for the development of a portfolio and other evaluative instruments. Mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. Study of the surrounding geographic-community conditions that affect learning. Requires a discussion between the professor and the student of a structured plan for practice. Requisite: Approval of Tutor Professor

EDAG 670S Seminar in Educational Administration Leadership: The Director of Grades Pre-K through 6
0 credits
Application of the knowledge, skills and values in an environment of real practice for leaders in education at level Pre-K - 6. Design of organizational structures. Discussion for the development of a portfolio and other evaluative instruments. Mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. Study of the surrounding geographic-community conditions that affect learning. Includes group and individual seminar-type sessions to address questions and review concepts. Requisite: Approval of Tutor Professor
EDAG 671P  Practice / in Educational Administration Leadership: The Director of Grades 7 – 12
3 credits
Application of knowledge, skills and values in an environment of real practice for leaders in education at level 7 - 12. Design of organizational structures. Mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. Study of the surrounding geographic-community conditions that affect learning. Discussion for the development of a portfolio and other evaluative instruments. Requires a discussion between the professor and the student of a structured plan for practice. Requisite: Approval of Tutor Professor

EDAG 671S  Seminar in Educational Administration Leadership: The Director of Grades 7 – 12
0 credits
Application of knowledge, skills and values in an environment of real practice for leaders in education at level 7 - 12. Design of organizational structures. Mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. Study of the surrounding geographic-community conditions that affect learning. Includes group and individual seminar-type sessions to address questions and review concepts. Requisite: Approval of Tutor Professor

EDAG 672 P  Practice / in Educational Administration Leadership: Post Secondary Level
3 credits
Application of the knowledge, skills and values in an environment of real practice for leaders in Post-Secondary Education. Mentoring by an educational administrator duly qualified by the University and a member of the faculty of the Graduate Program. Study of the surrounding geographic-community conditions that affect learning. Design of organizational structures. Discussion for the development of a portfolio and other evaluative instruments. Requires a discussion between the professor and the student of a structured plan for practice. Requisite: Approval of Tutor Professor

EDAG 672S  Seminar in Educational Administration Leadership: Post Secondary Level
0 credits
Application of the knowledge, skills and values in an environment of real practice for leaders in Post-Secondary Education. Mentoring by an educational administrator duly qualified by the University and a member of the faculty of the Graduate Program. Study of the surrounding geographic-community conditions that affect learning. Design of organizational structures. Includes group and individual seminar-type sessions to address questions and review concepts. Requires a discussion between the professor and the student of a structured plan for practice. Requisite: Approval of Tutor Professor.