

Inter American University of Puerto Rico

**Graduate Catalog
2018-2019**

Volumen XXVI

Published by Inter American University of Puerto Rico, PO Box 363255, San Juan, Puerto Rico 00936-3255.

This Catalog is published in Spanish and English. In the event of a conflict as to its interpretation, the Spanish version shall prevail.

The provisions of this Catalog do not constitute an irrevocable contract between students and the University.

The University will make all reasonable efforts to maintain up-to-date information in this Catalog. However, it reserves the right to revise or change rules, revise tuition fees, service charges, requirements for programs of study, the requirements for degrees and academic distinctions, course content and any other arrangements that might affect students whenever it deems necessary or desirable.

Students are responsible for reading and understanding the academic, administrative and disciplinary policies and regulations as well as the general requirements for the degree they hope to obtain, from the moment they register in the University. They are also responsible for meeting the major requirements once they declare said major. Students deciding to change their major will be responsible for complying with the requirements in effect at the time they declare the new major.

Graduation requirements as well as academic curricula and programs may change while students are registered at the University. These changes will not be applied retroactively, but students have the option of completing the new requirements. Nonetheless, when professional certifying or licensing agencies make requirement changes for the corresponding certification or license, the necessary changes to the curricula or programs will be applicable immediately. Students will have the responsible for deciding if they wish to take the new courses.

It is the University's policy to guarantee equal opportunity to all in all its educational programs, services and benefits. The University does not discriminate against anyone because of race, color, religion, sex, national origin, handicap, age, marital status, physical appearance, political affiliation or any other classification protected by the provisions of Title IX of the Amendments to the Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Handicaps Act of 1990 or any other applicable federal or state law or regulation.

<http://www.inter.edu>



Inter American University of Puerto Rico is Accredited by
the Commission of Higher Education of the Middle States Association of Colleges and Schools
3624 Market Street, Philadelphia, PA 19104-2680
Tel. 215-662-5606 Fax 215-662-5501

www.msche.org

A Publication of the Vice Presidency for Academic and Student Affairs
October 2018

| Table of Contents | Page |
|---|-------------|
| Board of Trustees | 14 |
| Academic Administration of the University | 16 |
| Central Office..... | 16 |
| Aguadilla Campus | 16 |
| Arecibo Campus | 17 |
| Barranquitas Campus..... | 18 |
| Bayamón Campus..... | 18 |
| Fajardo Campus | 19 |
| Guayama Campus..... | 20 |
| Metropolitan Campus | 20 |
| Ponce Campus | 21 |
| San Germán Campus..... | 22 |
| School of Law | 23 |
| School of Optometry..... | 23 |
| Directory..... | 25 |
| General Information | 27 |
| History of the University..... | 27 |
| Governance | 27 |
| Vision | 28 |
| Institutional Mission | 28 |
| Goals of the University | 28 |
| Religious Life Policy | 29 |
| Accreditations | 31 |
| Associations | 32 |
| Services for Veterans and Military Personnel | 32 |
| Academic-Administrative Calendars | 32 |
| Instructional Units | 32 |
| Academic Degrees | 32 |
| Language of Instruction | 32 |
| Publications | 33 |
| Alumni Association | 33 |
| Admission to Masters' and Doctoral Programs..... | 33 |
| Admission of Special Students..... | 34 |
| Admission of Audit Students | 35 |

| | |
|---|-----------|
| Admission of Foreign Students | 35 |
| Admission Requirements for Masters' Programs | 35 |
| Provisional Admission to Masters' Programs | 35 |
| Admission of Transfer Students to Masters' Programs | 36 |
| Provisional Admission of Transfer Students to Masters' Programs | 36 |
| Admission of Undergraduates to Masters' Degree Courses | 36 |
| Readmission to Masters' Programs | 37 |
| Academic Admission Requirements for Doctoral Programs | 37 |
| Provisional Admission to Doctoral Programs | 37 |
| Admission of Transfer Students to Doctoral Programs | 38 |
| Provisional Admission of Transfer Students to Doctoral Programs | 38 |
| Readmission to Doctoral Programs..... | 38 |
| Online Learning | 39 |
| Admission Requirements for Online Learning Students | 39 |
| Objectives of Online Learning | 39 |
| Technologies and Media Used in Online Learning | 40 |
| Interactive Videoconference | 40 |
| Courses On-Line..... | 40 |
| Video Courses | 40 |
| Email Courses..... | 40 |
| Proctored Evaluations | 41 |
| Teleconference Center | 41 |
| Tuition, Fees and Other Charges | 42 |
| Student Financial Aid | 43 |
| Federal Financial Aid Programs | 43 |
| Federal Direct Loans | 43 |
| Federal Work Study Program | 43 |
| Commonwealth Funds..... | 43 |
| State Financial Aid Program..... | 43 |
| Institutional Scholarship Program..... | 44 |
| General Institutional Scholarship..... | 44 |
| Institutional Graduate Assistantships | 44 |
| Study Benefit Time Limits for Veterans and Beneficiaries | 44 |
| Services Related to the Office of the Registrar..... | 45 |
| Intra-University Transfers | 45 |

| | |
|--|-----------|
| Registration, Program Changes and Partial Withdrawal..... | 45 |
| Audit Students | 46 |
| Withdrawal of a Course from the Class Schedule..... | 46 |
| University Policy Regarding Students and Alumni Directory..... | 46 |
| Solomon-Pombo Act..... | 47 |
| Student Records..... | 47 |
| Student Academic and Personal Files | 47 |
| Change of Address..... | 48 |
| Class Attendance | 48 |
| Withdrawal from the University..... | 48 |
| Undergraduate Prerequisites | 49 |
| Course Load | 49 |
| Repeating Courses..... | 49 |
| Grading System..... | 49 |
| Change of Grades Request..... | 50 |
| Administrative Action Symbols | 50 |
| Veterans Services | 51 |
| Support Services and Student Life | 52 |
| Academic Counseling..... | 52 |
| Professional Counseling..... | 52 |
| Audiovisual Center | 52 |
| Information Access Center (Library)..... | 52 |
| Educational Resources System | 53 |
| Medical Services | 53 |
| Residence Halls - San Germán Campus | 53 |
| Student Activities | 53 |
| Religious Activities..... | 53 |
| Student Councils | 54 |
| Student Participation | 54 |
| Student Centers..... | 54 |
| Parking Service and Traffic Rules on Campuses..... | 54 |
| Study Modalities and Learning Experiences..... | 55 |
| Study by Contract..... | 55 |
| Portfolio | 55 |
| Special Topics | 56 |

| | |
|--|-----------|
| Experimental Courses | 56 |
| Internship Programs | 56 |
| Satisfactory Academic Progress Requirements for Professional Certificates, Masters & Doctoral Programs..... | 57 |
| Academic Norms for Masters' Programs and Professional Certificates | 60 |
| Maintenance of Active Status in Masters' Degree Programs..... | 60 |
| Residency Requirements for Masters' Programs..... | 60 |
| Institutional Graduation Requirements for Master's Programs | 60 |
| Expiration Norm for Master's Level and Professional Certificate Courses | 62 |
| Academic Norms for Doctoral Programs | 63 |
| Maintenance of Active Status in Doctoral Programs..... | 63 |
| Residency Requirements for Doctoral Programs..... | 63 |
| Comprehensive Examination Requirements for Doctoral and Specialist Programs | 63 |
| Expiration Norm for for Doctoral Program Courses | 63 |
| Graduation and Diplomas | 64 |
| Application for Graduation..... | 64 |
| Diplomas..... | 64 |
| Posthumous Degree..... | 64 |
| Academic Norms of Compliance..... | 65 |
| Credit-Hours | 65 |
| Course Offerings and Scheduling | 65 |
| Special Requirements of Practice and Internship Centers..... | 65 |
| Compliance with Requirements of Regulated Professions and Employment..... | 65 |
| Responsible Conduct in Research Projects | 66 |
| Institutional Review Board (IRB)..... | 66 |
| Responsible Conduct in Research Projects (RCR) | 66 |
| Other Research Projects | 66 |
| Warning on Compliance with Copyright Laws and Regulations..... | 66 |
| Discontinuation of Academic Offerings | 66 |
| Graduate Academic Offerings | 67 |
| Institutional Codes y CIP Code | 67 |
| Subject Codes Used in Catalog and in the System | 72 |
| Course Codification System | 74 |
| Masters' and Doctoral Programs..... | 75 |
| Anesthesia (MS)..... | 75 |

| | |
|---|-----|
| Applied Mathematics (MA) | 77 |
| Biology (MS) | 79 |
| Specialization in Molecular Biotechnology (Biology) | 79 |
| Specialization in Environmental and Ecological Sciences (Biology) | 80 |
| Biotechnology (MS) | 81 |
| Specialization in Biotechnology of Plants | 83 |
| Specialization in Industrial Biotechnology | 84 |
| Business Administration (MBA) | 85 |
| Specialization in Accounting | 91 |
| Specialization in Finance | 91 |
| Specialization in Human Resources | 92 |
| Specialization in Industrial Management | 92 |
| Specialization in Managerial Information Systems | 92 |
| Specialization in Marketing | 93 |
| Specialization in General Program | 93 |
| Specialization in Tourism | 93 |
| Minor Specialization in Knowledge Management | 94 |
| Minor Specialization in Economic and Social Dimensions of Globalization | 95 |
| Business Administration for Executives (MBA) | 96 |
| Business and Entrepreneurial Education (MA) | 98 |
| Minor Specialization in Business and Entrepreneurial Education with Exceptional Populations | 100 |
| Computer Science (MS) | 101 |
| Computer Science with Specialization in Networks and Security (MS) | 103 |
| Criminal Justice (MA) | 105 |
| Teaching of Reading and Writing (MA) | 107 |
| Education (MA, MEd and EdD) | 108 |
| Master of Arts Program in Education | 108 |
| Specialization in Counseling (MA) | 109 |
| Specialization in Educational Management and Leadership (MA) | 111 |
| Specialization in Physical Education (MA) | 113 |
| Subspecialization in Teaching of Physical Education | 116 |
| Subspecialization in Sports Training and Performance | 116 |
| Specialization in Special Education (M.A.) | 117 |
| Specialization in the Teaching of Mathematics (MA) | 120 |
| Specialization in the Teaching of Science (MA) | 122 |

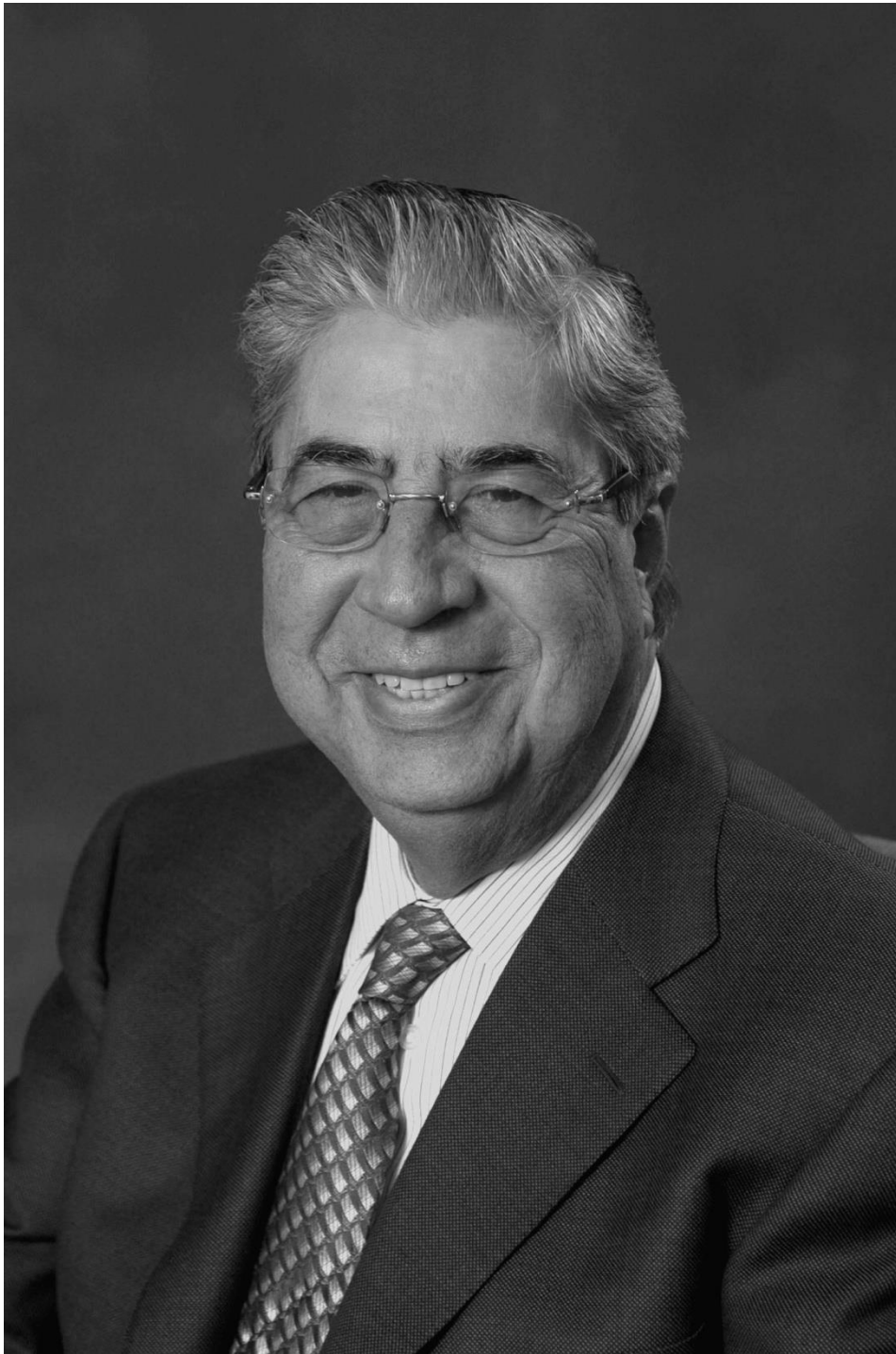
| | |
|---|-----|
| Master in Education in Curriculum and Teaching (MEd)..... | 124 |
| Specialization in Biology | 125 |
| Specialization in English as Second Language..... | 126 |
| Specialization in History..... | 126 |
| Specialization in Mathematics | 126 |
| Specialization in Spanish..... | 126 |
| Masters in Education (MEd) | 128 |
| Specialization in Bilingual Education (MED)..... | 128 |
| Specialization in Interdisciplinary Special Education (MEd) | 129 |
| Specialization in Teaching at the Elementary Level (MEd) | 131 |
| Specialization in Information Technology and Library Services (MEd) | 134 |
| Master of Education in the Teaching of Biology and the Teaching of Chemistry (MEd)..... | 136 |
| Doctor of Education Program (EdD)..... | 140 |
| Specialization in Business Education (EdD)..... | 144 |
| Specialization in Counseling (EdD) | 145 |
| Specialization in Curriculum and Teaching (EdD) | 146 |
| Specialization in Educational Management and Leadership (EdD) | 148 |
| Specialization in Higher Education (EdD)..... | 150 |
| Specialization in Special Education and Transition Services (EdD)..... | 151 |
| Doctorate in Education in Leadership and Instruction in Online Education (EdD)..... | 153 |
| Education in Diabetes (Professional Post-Baccalaureate Certificate) | 155 |
| Educational Computing (MA) | 156 |
| Educational Neuroscience (MA)..... | 158 |
| Electrical Engineering (MEE) | 160 |
| English (Teaching of English as a Second Language) (MA)..... | 163 |
| Entrepreneurial and Managerial Development (PhD) | 165 |
| Specialization in Human Resources | 169 |
| Specialization in Interregional and International Business | 170 |
| Environmental Science (MS)..... | 171 |
| Specialization in Environmental Biology | 172 |
| Specialization in Environmental Chemistry | 172 |
| Specialization in Water Resources and Unit Operations..... | 172 |
| Family Counseling (Post Master Professional Certificate) | 174 |
| Finance (DBA) | 176 |
| Fine Arts (MFA) | 179 |

| | |
|---|-----|
| Specialization in Ceramics..... | 181 |
| Specialization in Drawing..... | 182 |
| Specialization in Painting..... | 182 |
| Specialization in Photography | 182 |
| Specialization in Printmaking..... | 182 |
| Specialization in Sculpture..... | 182 |
| Gerontology (MS) | 183 |
| Government and Public Policy (MA) | 185 |
| History of the Americas (MA, PhD and Combined Program) | 186 |
| Master's Program (MA)..... | 186 |
| Doctoral Program (PhD) | 188 |
| Combined Program (MA-PhD)..... | 190 |
| Information Security (MS)..... | 192 |
| International Business (MIB) | 194 |
| Minor Specialization in International Marketing | 195 |
| Minor Specialization in International Relations..... | 195 |
| Minor Specialization in Economic and Social Dimensions of Globalization | 196 |
| International Business Administration (MIBA)..... | 197 |
| Specialization in Accounting | 198 |
| Specialization in Finance | 199 |
| Specialization in Global Logistics | 199 |
| Specialization in Human Resources | 199 |
| Specialization in Marketing | 199 |
| Labor Relations (MA)..... | 200 |
| Minor Specialization in Economic and Social Dimensions of Globalization | 201 |
| Library and Information Sciences (MLS)..... | 202 |
| Mechanical Engineering (MS and ME)..... | 203 |
| Specialization in Energy (Mechanical Engineering) (MS)..... | 204 |
| Specialization in Aerospace (Mechanical Engineering) (MS)..... | 204 |
| Specialization in Energy (Mechanical Engineering) (ME)..... | 205 |
| Specialization in Aerospace (Mechanical Engineering) (ME)..... | 205 |
| Molecular Microbiology (MS)..... | 206 |
| Specialization in Bioinformatics | 208 |
| Specialization in Molecular Diagnostic | 208 |
| Music (MM)..... | 209 |

| | |
|--|------------|
| Music Education (MA) San Germán Campus | 211 |
| Nursing (MSN) | 214 |
| Specialization in Critical Care Nursing..... | 215 |
| Specialization in Maternal Child Nursing | 215 |
| Specialization in Medical-Surgical Nursing..... | 215 |
| Specialization in Mental Health and Psychiatry | 216 |
| Open Information Computer Systems (MS) | 217 |
| Professional Certificate in Technology and Administration of Data Banks..... | 219 |
| Psychological Counseling with Specialization in Family (MS) | 220 |
| Psychology (MA) | 223 |
| Specialization in Psychological Counseling..... | 226 |
| Specialization in School Psychology | 227 |
| Specialization in Industrial/Organizational Psychology | 227 |
| Psychology (PhD)..... | 228 |
| Specialization in Psychological Counseling..... | 228 |
| Specialization in School Psychology | 228 |
| Psychology (PhD) Students with Bachelor's in Psychology..... | 234 |
| Specialization in Psychological Counseling..... | 234 |
| Specialization in School Psychology | 235 |
| Psychology (PsyD) | 236 |
| Doctor of Psychology (PsyD) in Clinical and Counseling Psychology..... | 236 |
| Doctor of Psychology (PsyD) in Clinical and School Psychology..... | 240 |
| Religious Education (MA) | 244 |
| Second Language Research (PhD) | 245 |
| Social Work (MSW) | 248 |
| Specialization in Administration in Social Work..... | 250 |
| Specialization in Clinical Social Work..... | 250 |
| Post Masters Degree Professional Certificate in Clinical Social Work..... | 251 |
| Clinical Social Work (DSW)..... | 252 |
| Speech-Language Pathology (MS) | 255 |
| Theology (PhD) | 258 |
| University Teaching (MA) | 262 |
| Course Descriptions | 263 |
| Courses in Accounting (ACCT) | 264 |
| Courses in Anesthesia (ANES) | 266 |

| | |
|---|-----|
| Courses in Bilingual Education (BLED) | 269 |
| Courses in Biology (BIOL) | 270 |
| Courses in Biotechnology (BIOT) | 276 |
| Courses in Business Administration (BADM) | 279 |
| Courses in Business and Entrepreneurial Education (BUED) | 292 |
| Courses in Chemistry (CHEM) | 296 |
| Courses in Computer Science (COMP) | 298 |
| Courses in Computer Science in Networks and Security (CSNS) | 301 |
| Courses in Criminal Justice (CJUS) | 303 |
| Courses in Economics (ECON) | 306 |
| Courses in Education (EDUC) | 307 |
| Courses in Education in Diabetes (DIAB) | 334 |
| Courses in Educational Computing (ECMP) | 335 |
| Courses in Educational Neuroscience (NEUR) | 337 |
| Courses in Electrical Engineering (ELEN) | 338 |
| Courses in English (ENGL) | 342 |
| Courses in Environmental Sciences (EVSC) | 346 |
| Courses in Family Counseling (FACO) | 349 |
| Courses in Finance (FINA) | 350 |
| Courses in Fine Arts (ARTS) | 352 |
| Courses in Gerontology (GERO) | 357 |
| Courses in Global Logistics (GLLO) | 359 |
| Courses in Government and Public Policy (GOVE) | 360 |
| Courses in Health and Physical Education (HPER) | 361 |
| Courses in History (HIST) | 364 |
| Courses in Human Resources (HURS) | 368 |
| Courses in Information Security (INSE) | 370 |
| Courses in International Business (INBS) | 372 |
| Courses in International Business Administration (IBAD) | 374 |
| Courses in Interregional and International Business (INBU) | 375 |
| Courses in Labor Relations (LARE) | 376 |
| Courses in Leadership and Instruction in Online Education (EDUC and LIDE) | 378 |
| Courses in Library and Information Sciences (LISC) | 380 |
| Courses in Linguistics (LING) | 383 |
| Courses in Marketing (MKTG) | 384 |

| | |
|---|------------|
| Courses in Mathematics (MATH) | 385 |
| Courses in Molecular Microbiology (MOMI) | 389 |
| Courses in Mechanical Engineering (MECN)..... | 392 |
| Courses in Music (MUSI)..... | 395 |
| Courses in Music Education (MUED)..... | 398 |
| Courses in Music Technology (MUTE)..... | 401 |
| Courses in Nursing (NURS) | 402 |
| Courses in Open Information Computer Systems (COIS) | 408 |
| Courses in Psychology (PSYC)..... | 410 |
| Courses in Quality Organizational Design (QODS) | 430 |
| Courses in Religious Education (RELI) | 431 |
| Courses in Second Language Research (SLAR)..... | 433 |
| Courses in Social Work (SOWO) | 435 |
| Courses in Spanish (SPAN) | 444 |
| Courses in Speech-Language Pathology (SPLP) | 446 |
| Courses in Theology (THEO) | 449 |
| Courses in Tourism (TURI) | 453 |
| Faculty of the University | 454 |
| Central Office Administrators with Faculty Rank..... | 454 |
| Faculty of the Campuses..... | 455 |
| Faculty Aguadilla Campus | 455 |
| Faculty Arecibo Campus..... | 456 |
| Faculty Barranquitas Campus | 457 |
| Faculty Bayamón Campus..... | 458 |
| Faculty Fajardo Campus..... | 459 |
| Faculty Guayama Campus | 460 |
| Faculty Metropolitan Campus | 461 |
| Faculty Ponce Campus..... | 465 |
| Faculty San Germán Campus | 467 |



Eng. Dennis W. Hernández Santiago
Chairman, Board of Trustees

Board of Trustees

Officers

Dennis W. Hernández Santiago, B.S.C.E., M.S.C.E., Chairman, Contract Engineer; Resident of Dorado, Puerto Rico.

Felipe Piazza Vázquez, B.B.A., Vice Chairman, Minister, Businessman (Retired); Resident of Guaynabo, Puerto Rico.

Aída Nilda Molinary de la Cruz, J.D., Secretary, Judge of the Ethics Commission of the Supreme Court of Puerto Rico; Resident of San Juan, Puerto Rico.

Ramón Ayala Cuervos, J.D., Assistant Secretary, Attorney and Ordained Minister; (Retired); Resident of San Juan, Puerto Rico.

Jorge L. Fuentes Benejam, B.S.M.E., Treasurer, Contract Engineer; Resident of Dorado, Puerto Rico.

Antonio R. Pavía Bibiloni, B.B.A., Assistant Treasurer, Businessman; Resident of San Juan, Puerto Rico.

Other Members

Antonio F. Faría Soto, M.B.A., Banking and Financial Specialist; Resident of Guaynabo, Puerto Rico

Juan G. Feliciano Valera, B.A., M.A., Ed.M., Ed.D., MDiv., Ordained Minister (Retired); Resident of Camuy, Puerto Rico.

Manuel J. Fernós López-Cepero, J.D., LL.M. President of the University; Resident of San Juan, Puerto Rico.

Domingo Más Rivera, B.B.A., Certified Public Accountant; Resident of Mayagüez, Puerto Rico.

Pedro M. Mayol Serrano, M.D., FAAP, FCCP, Pediatric Pulmonologist (Retired); Resident of Guaynabo, Puerto Rico.

Pedro L. Meléndez Rosario, M.H.S.A., Service Manager of Health Systems; Resident of Aibonito, Puerto Rico.

José R. Muñoz Ávila, B.B.A., M.B.A., Business Consultant; Resident of Guaynabo, Puerto Rico.

Juan José Pérez Alda, B.A., M.Th., , Minister (Retired), Resident of Bayamón, Puerto Rico.

Víctor Rivera Hernández, M.P.A., J.D., Attorney; Resident of San Juan, Puerto Rico.

Antonio C. Rosario Soto, M.B.A., Vice Chairman, Businessman (Retired); Resident of San Juan, Puerto Rico.

Elba Sánchez González, B.B.A., J.D., Attorney and Certified Public Accountant; Resident of San Juan, Puerto Rico.

Gloria Santaella Parés de Figueroa, M.D., Anesthesiologist (Retired); Resident of San Juan, Puerto Rico.

Rubén Vélez García, Ph.D., Clinical Psychology; Resident of Guaynabo, Puerto Rico.

Emeriti Trustees

Francisco A. Colón Cruz, M.S., LL.B., Attorney (Retired); Resident of Alexandria, Virginia.

Office of the Board of Trustees

José Luis Colón González, Ph.D., History; Executive Director of the Office of the Board, San Juan, Puerto Rico.*

*The Executive Director is not a Trustee of the Institution.



Manuel J. Fernós, Esq.
President of the University

Academic Administration of the University

Central Office

MANUEL J. FERNÓS, LL.M., President of the University
JUAN F. MARTÍNEZ RODRÍGUEZ, M.E., Vice President for Academic and Student Affairs
OLGA LUNA, M.B.A., Vice President for Financial Affairs, Administration and Services
NORBERTO DOMÍNGUEZ, M.Div., Vice President for Religious Affairs
DOMINIQUE A. GILORMINI DE GRACIA, LL.M., M.A., Executive Director of the Office of the President
ZAIMA Y. NEGRÓN GUZMÁN, B.A., Director of the Office of Public Relations and Communications
LORRAINE JUARBE SANTOS, LL.M., Director of the Juridical Adviser's Office
VLADIMIR ROMÁN ROSARIO, J.D., D.E.A. in Comparative Law, Executive Director Juridical Adviser and Chief Compliance Officer
ISAAC SANTIAGO NIEVES, Ph.D., Executive Director of Research, Assessment and Planning
JOSSIE SALGUERO PECUNIA, B.S. Executive Director of Information and Telecommunications
MAGGIE COLÓN ORELLANO, M.B.A. Executive Director of Human Resources
NÉLIDA RIVERA CLAUDIO, Ed.D., Executive Director of Development and Alumni
ANTONIO PANTOJA SERRANO, M.A., Director of Institucional Recruitment of Students

Academic Units

Aguadilla Campus

ELIE AURELIEN AGÉSILAS, Ph.D., Chancellor
EVELYN CASTILLO SORRENTINI, Ed.D., Dean of Academic Affairs
ISRAEL AYALA VALENTÍN, M.S., Dean of Administration
ANA C. MELÓN MAYORAL, M.A., Dean of Students
SACHA M. RUIZ RODRÍGUEZ, Ed.D., Associate Dean of Academic Affairs
IRVIN M. CANALES MERCED, M.A., Assistant Dean of Administration
NAYDA L. SOTO VARGAS, M.A., Assistant Dean of Students
VACANT, Executive Assitant to the Chancellor
MYRIAM MARCIAL FELICIANO, M.B.A., Manager of Registration Services
NARARLY CLAUDIO MACHADO, M.A., Director of Upward Bound Program (Science and Math)
LIZZIE COLÓN RODRÍGUEZ, M.L.S., Director of the Information Access Center
DARY I. ACEVEDO GONZÁLEZ, M.A., Director of the Guidance and Counseling Center
GLORIA CORTÉS RIVERA, B.A., Financial Aid Director
HANCY MUÑIZ VÁZQUEZ, B.B.A., Bursar
DORIS PÉREZ HERNÁNDEZ, M.B.A., Director of Admissions
MARÍA E. PÉREZ MEDINA, M.B.A., Registrar
NÉSTOR L. RAMÍREZ SOTO, M.B.A., Director of Promotion and Recruitment
YAMILETTE PRÓSPER DE LA CRUZ, M.A., Director of Education Program
VACANT, Director of the Office of University Chaplaincy
NEREIDA RAMOS MÉNDEZ, M.B.A., Director of the Non University Technical Certificate Program
JOSÉ R. AREIZAGA GARCÍA, M.B.A., Director of the Human Resources Office
IVONNE ACEVEDO ECHEVARRÍA, M.A., Director of the Educational Services Program
MAYRA ROZADA CAPELLA, M.A., Director of the Upward Bound Program
LIZA M. LARA SOTO, M.Ed., Director of the Elementary and High School Atolina Vélez
DOLORES SEPÚLVEDA, M.B.A., Director of Development

Academic Departments

RAÚL MENDOZA SALAMANCA, M.B.A., Director of the Department of Economic and Administration Sciences
JOSÉ R. SOLÓRZANO HERNÁNDEZ, M.S., Director of the Department of Science and Technology
JANICE LORENZO CARRERO, M.A., Director of the Department of Social and Behavioral Sciences
RAMONITA ROSA ROSARIO, M.A., Director of the Department of Education and Humanistic Studies
LOURDES OLAVARRÍA SOTO, Ph.D., Director of the Department of Health Sciences
ARIS ROMAN SILVA, Ph.D., Director of the Department of Graduate Studies

Arecibo Campus

RAFAEL RAMÍREZ RIVERA, Ed.D., Chancellor
ANNETTE VEGA RODRÍGUEZ, Ed.D., Dean of Academic Affairs
WANDA BALSEIRO CHACÓN, M.A., Associate Dean of Academic Affairs
ANTONIO PÉREZ LÓPEZ, J.D., LL.M., Dean of Administration
ILVIS AGUIRRE FRANCO, M.A., Dean of Student Affairs
SARA GONZÁLEZ SANTIAGO, B.A., Assistant Director of Student Affairs
MINERVA RIVERA NIEVES, B.B.A., Associate Dean of Administration
SONIA VILLAIZÁN GOYAS, M.A., Assistant Dean of Administration
ENID ARBELO CRUZ, M.P., Executive Assistant to the Chancellor
CARMEN COSTA COLMENEROS, M.A.E., Executive Assistant for the Evening and Saturday Program
SARA ABREU VÉLEZ, M.L.S., Director of the Information Access Center
ABIGAIL TORRES VILLANUEVA, M.A., Acting Director of the Guidance and Counseling Center
AMÍLCAR S. SOTO QUIJANO, M.A., Director of the Office of University Chaplaincy

Registration Services Management

CARMEN MONTALVO LÓPEZ, M.B.A., Manager of Student Services
CARMEN L. RODRÍGUEZ MARTÍNEZ, M.B.A., Registrar
RAMÓN O. DE JESÚS MARTÍNEZ, B.A., Financial Aid Director
VÍCTOR MALDONADO DELGADO, B.B.A., Bursar
PROVI MONTALVO BONILLA, M.A., Director of Admissions
REBECA ACEVEDO RIVERA, M.A., Director of Registration and Online Learning Services
JUAN C. RODRÍGUEZ RODRÍGUEZ, M.B.A., Director of Marketing and Student Promotion
BRENDA ROMÁN UBIÑAS, M.P.A., Director of the Adult Students Service Program (AVANCE)

Academic Departments

ELBA TORO DE DÍAZ, M.B.A., Director of the Department of Economic and Administrative Sciences
LOURDES CARRIÓN PAGÁN, Ph.D., Director of the Department of Social Sciences
LIZBETH ROMERO PÉREZ, Ph.D., Director of the Department of Sciences and Technology
AURIS M. MARTÍNEZ GUEVARA, Ph.D., Director of the Department of Education
FRANCES CORTÉS BELLO, Ed.D., M.S.N., Director of the Nursing Department
ÁNGEL TRINIDAD HERNÁNDEZ, Ph.D., Director of the Department of Humanistic Studies
JOSUÉ RAMOS GIRAUD, M.S., CRNA, Director of the Master Degree Program in Anesthesiology Science
RAMONITA DE LOURDES DÍAZ JIMÉNEZ, Ed.D. Director of the Graduate Program in Education

Barranquitas Campus

JUAN A. NEGRÓN BERRIOS, Ph.D., Chancellor
FILOMENA CINTRÓN SERRANO, Ph.D., Dean of Academic Affairs
VÍCTOR SANTIAGO ROSADO, M.B.A., Dean of Administration
ARAMILDA CARTAGENA SANTIAGO, M.A., Dean of Students
JOSÉ E. RODRÍGUEZ GARCÍA, M.A. Div., Director of the University Chaplaincy
ANA I. COLÓN ALONSO, B.S., Director of Promotion and Recruitment
CARMEN C. ROSADO BERRÍOS, M.A., Officer for Evaluation and Monitoring
AIXA SERRANO FEBO, M.B.A., Director of the Education Extension Program
MARÍA DEL C. RIVERA ZAYAS, M.L.S., Director of the Information Access Center
VACANT, Director of Human Resources and Finance
CARLOS ROSARIO CRUZ, B.S., Director of the Informatics and Telecommunications
ISRAEL RIVERA MONTESINO, M.A. Director of Extracurricular Activities

Registration Services Management

LYDIA ARCE RODRÍGUEZ, M.A., Manager of Registration Services
SANDRA MORALES RODRÍGUEZ, M.B.A., Registrar
EDGARDO CINTRÓN VEGA, B.A., Director of Admissions
VACANT, Financial Aid Director
CRISTIAN J. RÍOS COLÓN, M.B.A., Director of the Bursar's Office

Academic Departments

IRMA D. TORRES SUÁREZ, M.S.W. and M.A., Director of the Department of Education, Social Sciences and Humanistic Studies
MARÍA V. MELÉNDEZ LEÓN, M.S., Director of the Department of Sciences and Technology
DAMARIS COLÓN RIVERA, D.N.S., Director of the Department of Health Sciences
VACANT, Director of the Department of Business Administration

Bayamón Campus

CARLOS J. OLIVARES PACHECO, Ph.D., Chancellor
VACANT, Dean of Academic Affairs
VACANT, Dean of Administration
GEMA C. TORRES SÁNCHEZ, J.D., Dean of Students
NYDIA I. BURGOS M.D., Associate Dean of Academic Affairs
RAFAEL R. CANALES PASTRANA, Ph.D., Associate Dean of Academic Affairs
SERAFÍN RIVERA TORRES, M.A., Associate Dean of Administration
CARLOS N. ALICEA COLON, Assistant Dean of Academic Affairs
GRACE GÓMEZ DEL VALLE, M.A., Assistant Dean of Students
MIGDALIA ORTIZ RODRÍGUEZ, M.B.A., Director of Human Resources
JOSÉ A. FUENTES MELÉNDEZ, M.E., Director of Physical Plant and Conservation
LUIS E. ALCARAZ FUENTES, M.B.A., Director of International Relations
EDWIN RIVERA CORDERO, M.S., Director of the Information and Telecommunications Center
SANDRA ROSA GÓMEZ, M.A., Director of the Informatics and Telecommunications Center
CARMEN I. PÉREZ TORRES, M. Th. Div., Director of the Religious Life Office

Registration Services Management

IVETTE NIEVES AYALA, M.P.A., Manager of Registration Services
AURELIS BÁEZ PRIETO, M.B.A., Director of Student Services
EDDIE AYALA MÉNDEZ, M.A., Registrar
EDUARDO BERRÍOS MARTÍNEZ, B.B.A., B.A., Bursar

Schools and Academic Departments

Aeronautics School

JORGE CALAF CLOUTHIER, M.B.A., Dean

Engineering School

JAVIER A. QUINTANA MÉNDEZ, Ph.D., Dean
MIGUEL MUÑOZ PEREA, M.S., Director of the Department of Electrical Engineering
CATHERINE AGUILAR RAMOS, M.S., Director of the Department of Industrial Engineering
EDUARDO PÉREZ DÍAZ, Ph.D., Director of the Department of Mechanical Engineering

Academic Departments

GRACE DI LEO TORRES, Ph.D., Director of the Department of Business Administration
GISELA CARRERAS GUZMÁN, Ph.D., Director of the Department of Humanistic Studies
JOSÉ A. RODRÍGUEZ ORTEGA, M.S., Director of the Department of Information
IVVOR L. ROCHA SANTIAGO, M.A., Director of the Department of Natural Sciences and Mathematics
RUTH HERNÁNDEZ RÍOS, M.A. Director of the Department of Communications
JOSÉ M. CRUZ MAURA, M.S., Director of the Department of Health Sciences

Fajardo Campus

JAVIER MARTÍNEZ ORTIZ, Ed.D., Chancellor
NADESHA K. GONZÁLEZ NIEVES, Ph.D., Dean of Academic Affairs
RAFAEL E. MARÍN MÁRQUEZ, M.B.A., Dean of Administration
LYLIANA CRESPO NAZARIO, MAES, Dean of Students
NILSA E. MERCADO RODRÍGUEZ, M.A.Ed., Assistant Dean
ANGIE E. COLÓN PAGÁN, M.L.S., Director of the Information Access Center
HILDA L. ORTIZ BARBOSA, M.A., Director of Planning, Evaluation y External Resources
JOSÉ JAVIER COLÓN BARBOSA, M.B.A., Director of Promotion and Recruitment
RAFAEL HIRALDO ROMÁN, M. Div., Ph.D., Director of Chaplaincy
YOLANDA RAMOS ALVARADO, M.A., Director of the Continuing Education and Postsecondary Certificate Programs

Registration Services

GLENDA DÍAZ MALDONADO, M.A., Manager of Registration Services
ARLENE PARRILLA ORTIZ, M.A., Registrar
ADA CARABALLO CARMONA, B.A., Director of Admissions
MARILYN MARTÍNEZ ALICEA, B.B.A., Financial Aid Director
PORFIRIO CRUZ CHONG, B.B.A., Bursar

Academic Departments

WILFREDO DEL VALLE RTIVERA, Ph. D., Director of the Department of Business Administration
MILAGROS DONATO CINTRÓN, M.S., Director of the Department of Sciences and Technology
ILSA LÓPEZ VALLÉS, Ph. D., Director of the Department of Humanities
LORELL I. RIVERA QUIÑONES, M.A., Director of the Department of Education and Social Sciences

Guayama Campus

ÁNGELA DE JESÚS ALICEA, Ph.D., Chancellor
PAULA SAGARDÍA OLIVERA, Ed.D., Dean of Academic Affairs
VACANT, Associate Dean of Academic Affairs
NÉSTOR A. LEBRÓN TIRADO, M.A., Dean of Administration
ROSA J. MARTÍNEZ RAMOS, Psy.D., Dean of Students
CLARIBEL RODRÍGUEZ VERA, Director of the Office of Evaluation and Strategic Planning
ARNALDO CINTRÓN MIRANDA, M.Div. Director of the Office of University Chaplaincy
LUZ A. ORTIZ RAMÍREZ, M.B.A., Director of Student Marketing and Promotion
EDNY SANTIAGO FRANCESCHI, M.A. Ed., Director of the Information Access Center
CARMEN G. RIVERA DE JESÚS, J.D., Director of the Services Program for Adult Students
LUIS A. SOTO RIVERA, B.B.A., Registrar
EILEEN RIVERA RIVERA, M.B.A., Manager of Registration Services
LAURA E. FERRER SÁNCHEZ, M.A., Director of Admissions
JOSÉ A. VECHINI RODRÍGUEZ, M.B.A., Financial Aid Director
DAISY IRIZARRY VÁZQUEZ, Director of Continuing Education Program

Academic Departments

RAY ROBLES TORRES, Ph.D., Director of the Department of Education and Social Sciences Sociales and Humanistic Studies
ROSALÍA MORALES COLÓN, Ed.D., Director of the Department of Business Administration and Entrepreneurial Development
SARA I. SOTO CORA, Psy.D. Director of the Department of Health Sciences
CARMEN J.TORRES TORRES M.S., Director of the Department of Natural Sciences and Technology
YAITZA RIVERA CARRIÓN, M.S.N., Associate Director of the Ryder Extension Project

Metropolitan Campus

MARILINA WAYLAND, M.S., Chancellor
MIGDALIA M. TEXIDOR, M.A., M.T. (ASCP) Dean of Academic Affairs
CARMEN A. OQUENDO, Ph.D., Dean of Students
VACANT, Dean of Administration
LUIS ENRIQUE RUIZ TROCHE, B.A., Manager of Registration Services
EDUARDO ORTIZ, M.S., Director of the Information and Telecommunications Center
REINALDO ROBLES, M.B.A., Director of Student Recruitment and Admissions
LISETTE RIVERA, M.A., Registrar
BEATRICE RIVERA, M.A., Director of the University Guidance Program
LILLIAN CONCEPCIÓN COTTO, B.A., Financial Aid Director
CARMEN B. RIVERA, M.B.A., Bursar
MARÍA DE LOURDES RESTO, M.L.S., Director of the Information Access Center
IVELISSE VALENTÍN VERA, D.Min., Director of the University Chaplaincy Office
CARLOS J. RAMOS AYES, M.B.A., Director of Continuing Education

LUIS A. ACEVEDO RODRÍGUEZ, J.D., Director of the University Center of Caguas
MARÍA J. CARLOS, M.A., Director of Short Careers, Inter Tec.

Academic Divisions

Division of Science and Technology

YOGANY GOVENDER, Ph.D., Dean
ARMANDO CARDONA, M.S., Director of the Department of Natural Sciences
JAIME MIRANDA, M.S., Director of the Department of Computer Science and Mathematics
IDA MEJÍAS, Ph.D., MT (ASCP), Director of the School of Medical Technology
MARÍA J. COLÓN PÉREZ, D.N.P., Director of the School of Nursing

Division of Economic and Administrative Sciences

FREDERIK VEGA LOZADA, LL.M., Dean
MYRNA M. REYES SOLERO, M.B.A., Director of the School of Economics
MILDRED SOTO GONZÁLEZ, M.A., Director of the School of Management

Division of Humanistic Studies

OSCAR CRUZ CUEVAS, Ph.D., Dean
RAQUEL PUIG CAMPOS, Ph.D., Director of the School of Modern Languages
JOSÉ EFRAÍN HERNÁNDEZ ACEVEDO, M.P.A., J.D., Director of Social Sciences Department
JOSÉ C. ARROYO MUÑOZ, Ph.D., Director of the History Department
MIGUEL CUBANO MERCADO, Ed.D., Director of the Department of Contemporary Arts
ANGEL VÉLEZ, Ed.D., Ph.D., Director of the School of Theology

Division of Education and Behavioral Professions

CARMEN COLLAZO, Ph. D., Dean
ELIZAIDA AYALA CRUZ, Ed.D., Director of the School of Education
LUIS E. SOTO MIESES, J.D., Director of the School of Criminal Justice
JAIME SANTIAGO, Ph.D., Director of the School of Psychology
JOSÉ L. CASTRO, Ph.D., Director of the School of Social Work

Ponce Campus

VILMA COLÓN ACOSTA, Ed.D., Chancellor
JACQUELINE ÁLVAREZ PEÑA, Ph.D., Dean of Academic Affairs
VACANT, Dean of Administration
ANA M. VILLANUEVA MATOS, M.A. J.D., Dean of Students
OMAYRA CARABALLO PAGÁN, Ed.D., Associate Dean of Online Learning
YINAIRA SANTIAGO ORTIZ, M.I.B.A., Executive Assistant to the Chancellor
IVONNE COLÓN GUZMÁN, M.Ed., Executive Assistant to the Chancellor (InterCEDE)
LUCY I. ROSARIO MEDINA, M.Div., Director of the Religious Life Office
DIOSDADA COLÓN MONTERO, M.A., Assistant Dean of Administration
DILIA RODRÍGUEZ BESOSA, M.Ed., Assistant Dean to the Dean of Academic Affairs
VACANT, Director of Continuing Education Program
WALESKA FLORES SUÁREZ, M.B.A. Director of Human Resources and Finances

MARILYN OLIVERAS HERNÁNDEZ, M.A., Director of the Adult Student Service Program (AVANCE)
LILLIAM ZAPATA LÓPEZ, C.P.L., M.Ed., Director of the Honors Program
IVONNE COLLAZO SANTIAGO, M.B.A., Assistant Dean to the Deanship of Academic Affairs
VANESSA P. PAGÁN SALICETI, B.B.A., Director of Marketing and Student Promotion
HÉCTOR MARTÍNEZ ECHEVARRÍA, M.Ed., Director of Service Center for University Integration
MARÍA M. SILVESTRINI RUIZ, M.L.S., Director of the Information Access Center
HILDA V. STELLA MUNERA, J.D., Director of External Resources
ANTONIO L. RAMOS COLÓN, M.B.A., Director of Informatics and Telecommunications
ISABEL ROSARIO TORRES, M.A. Executive Secretary of the Academic Senate

Registration Services Management

MIRIAM MARTÍNEZ CORREA, M.A., Manager of Registration
FRANCO L. DÍAZ VEGA, M.B.A., Director of Admissions
MARÍA DEL C. PÉREZ RODRÍGUEZ, M.A. Registrar
BRIAN HERNÁNDEZ SANTIAGO, B.B.A., Bursar
KAREN M. CAQUÍAS CRUZ, M.I.B.A., Financial Aid Director

Academic Services Management

RAFAEL SANTIAGO GÓÑEZ, M.B.A., Assistant Dean of the Management of Academic Services
DELMA O. SANTIAGO MELÉNDEZ, Ph.D., Academic Director of Graduate Studies
SANTY CORREA BERNIER, M.A., Academic Director of Humanistic and Educational Studies
LIDIS JUSINO, J.D., Academic Director of Social and Behavioral Sciences
HÉCTOR W. COLÓN ROSA, Ed.D., Academic Director of the Department of Science and Technology
VIVIEN MATTEI, M.A., Academic Director of Business Administration
ROLANDO MÉNDEZ FERNÁNDEZ, M.A., Academic Director of Online Studies
RAQUEL GONZÁLEZ HURTADO, M.S., Academic Coordinator of Speech-Language Therapy
JANET BERNARD LÓPEZ, M.Ed., Coordinator of Educational Program, Department of Health Sciences

San Germán Campus

AGNES MOJICA, M.A., Chancellor
NYVIA ALVARADO, Ph.D., Dean of Academic Affairs
FRANCES CARABALLO, M.B.A., Dean of Administration
RAÚL MEDINA, M.A., Dean of Student Affairs
VILMA S. MARTÍNEZ TORO, M.S., Associate Dean of Academic Affairs
MARÍA G. MARTÍNEZ, M.A., Manager of Registration and Student Services
EVELYN TORRES, Human Resources Official
MARÍA G. MARTÍNEZ, M.A., Manager of Registration and Student Services
EVELYN TORRES, Human Resources Officer
PABLO CARABALLO, M.Div., Director of Chaplaincy and Spiritual Welfare
ROGELIO TORO, M.B.A., Director of Information and Telecommunications Center
MARÍA MORALES, M.B.A., Director of Strategic Planning, Evaluation and Research
CARMEN I. RODRÍGUEZ, M.A., Director of InterAmerican San German School
ZULMA QUIÑONES, Ph.D., Director of the Graduate Studies Center
MILDRED DE SANTIAGO, M.A., Director of Development and Sponsored Programs
VÍCTOR BONILLA, Director of Security
MILDRED ORTIZ, M.A., Director of the Technical Studies Center INTERTEC
VACANT, Director of the Continuing Education Program
ENID CRUZ, M.A., Coordinator of the Adult Student Services Program
MILDRED CAMACHO, M.A., Director of Admissions

MARÍA INÉS LUGO, B.B.A., Financial Aid Director
ARLEEN SANTANA, M.A., Registrar
CARLOS SEGARRA, B.A., Bursar
DAISY PÉREZ, M.A., Director of the Professional Counseling Center
CELIA GONZÁLEZ, M.B.A., Director of Promotion, Recruitment and Marketing

Academic Departments

SAMUEL ROSADO NAZARIO, M.S., Director of the Department of Fine Arts
IRIS SEDA, M.S., Director of the Biology, Chemistry and Environmental Sciences Department
ILEANA ORTIZ Ed.D., Director of the School of Nursing and Health Sciences
AILÍN PADILLA, Ph.D., Director of the Department of Entrepreneurial and Management Sciences
JUAN R. GONZÁLEZ, Ph.D., Director of the Department of Social Sciences and Liberal Arts
MIRIAM PADILLA, Ed.D., Director of the Education and Physical Education Department
MARÍA D. BODEGA, Ph.D., Director of the Department of Languages and Literature
YVONNE AVILÉS, M.S.E.E., Director of the Department of Mathematics and Applied Sciences

School of Law

JULIO E FONTANET MALDONADO, Doctor in Law, LL.M., Dean
YANIRA REYES GIL, Ph.D., J.D. Dean of Academic Affairs
HERIBERTO SOTO LÓPEZ, J.D., Dean of Administration
IRIS M. CAMACHO MELÉNDEZ, Doctor in Law, J.D., Dean of Students
SONIA I. MONTALVO COLÓN, M.A., Registrar
LIN COLLAZO CARRO, J.D., M.A., Associate Dean of Students for Employment and Internationalization
ILEANA PIÑERO GONZÁLEZ, M.B.A., Bursar
RICARDO CRESPO NEVÁREZ, M.B.A., Financial Aid Director
ÁNGELA R. TORRES ORTIZ, M.B.A., Director of Admissions
SHEILA I. GÓMEZ QUIÑONES, M.B.A., Director of Development
LUIS A. BORRI DÍAZ, Ph.D., M.Div., Director/Chaplain of University Chaplaincy Office
CÉSAR ALVARADO TORRES, J.D., B.A. Associate Dean of Academic Affairs for the Legal Continuing Education Program and Graduate Programs
HECTOR RUBÉN. SÁNCHEZ FERNÁNDEZ, J.D., M.A., Director of the Information Access Center
RAFAEL E. RODRÍGUEZ RIVERA, J.D., Director of the Legal Assistance Clinic
EDITH C. PABÓN RODRÍGUEZ, M.S. Executive Assistant, Office of Planning, Evaluation and Development
JORGE E. RIVERA PEÑA, M.Ed., Counselor
PATRICIA OTÓN OLIVIERI, J.D. Director, Academic Support Program

School of Optometry

ANDRÉS PAGÁN FIGUEROA, O.D., M.P.H., Dean
ÁNGEL F. ROMERO AYALA, O.D., Dean of Academic Affairs
IRIS R. CABELLO RIVAS, O.D., Dean of Student Affairs
FRANCISCO RIVERA, M.B.A., Dean of Administration
DAMARIS PAGÁN O.D. M.P.H., Dean of Clinical Affairs
ILEANA VARGAS, M.D., Director of the Religious Life Office
ARLEEN E. CORREA, M.B.A., Executive Assistant to the Dean
WILMA MARRERO ORTIZ, M.L.S., Director of the Information Access Center
MARÍA JULIA AULET, M.S., Director of Development
LUZ OCASIO, B.B.A., Registrar
FERNANDO ACOSTA, M.B.A., Director of Admissions

SIRIMARIE MARTÍNEZ RAMOS, M.B.A., Director of Financial Aid
EDUARDO SALICHS, B.A., Bursar
DAMARIS SÁNCHEZ, Administrative Affairs Officer
HÉCTOR SANTIAGO CHAMORRO, O.D., Ph. D., Research Director
MAYRA RULLAN, O.D., Director of the Residency Program
JACKELINE MEJÍAS, B.A., Human Resources Officer
JACQUELINE PABÓN, M.B.A., Director of Marketing and Promotion
ELÍAS SANTIAGO, B.S.E.E.T., Administrator of the Information and Telecommunications Systems
DORIS ANTUNEZ O.D., Director of Continuing Education

Directory

CENTRAL OFFICE

Inter American University
Urb. Jardines Metropolitanos
399 Calle Galileo
San Juan, Puerto Rico 00927-4517
*PO Box 363255
San Juan, Puerto Rico 00936-3255
Tel. (787) 766-1912
www.inter.edu

AGUADILLA CAMPUS

Inter American University
Barrio Corrales, Sector Calero
Aguadilla, Puerto Rico
*PO Box 20000
Aguadilla, Puerto Rico 00605-9001
Tel. (787) 891-0925
www.aguadilla.inter.edu

ARECIBO CAMPUS

Inter American University
Highway #2, Km. 80.4
Bo. San Daniel, Sector Las Canelas
Arecibo, Puerto Rico
*PO Box 144050
Arecibo, Puerto Rico 00614-4050
Tel. (787) 878-5475
www.arecibo.inter.edu

BARRANQUITAS CAMPUS

Inter American University
Barrio Helechal, Highway 156
Intersection 719
Barranquitas, Puerto Rico
*PO Box 517
Barranquitas, Puerto Rico 00794-0517
Tel. (787) 857-3600
www.br.inter.edu

BAYAMON CAMPUS

Inter American University
Bo. Cerro Gordo
*500 Highway John Will Harris
Bayamón, Puerto Rico 00957-6257
Tel. (787) 279-1912
<http://bc.inter.edu>

FAJARDO CAMPUS

Inter American University
Calle Unión-Batey Central
Highway 195
Fajardo, Puerto Rico
*PO Box 70003
Fajardo, Puerto Rico 00738-7003
Tel. (787) 863-2390
<http://fajardo.inter.edu>

GUAYAMA CAMPUS

Inter American University
Barrio Machete
Highway 744, Km. 1.2
Guayama, Puerto Rico
*PO Box 10004
Guayama, Puerto Rico 00785-4004
Tel. (787) 864-2222
<http://guayama.inter.edu>

METROPOLITAN CAMPUS

Inter American University
Highway 1, Km. 16.3
Corner Francisco Sein St.
Río Piedras, Puerto Rico
*PO Box 191293
San Juan, Puerto Rico 00919-1293
Tel. (787) 250-1912
www.metro.inter.edu

Inter American University Trimester Program in English

Highway 1, Km. 16.3
Corner Francisco Sein St.
Río Piedras, Puerto Rico
*PO Box 191293
San Juan, Puerto Rico 00919-1293
Tel. (787) 758-0837
www.metro.inter.edu

PONCE CAMPUS

Inter American University
Turpeaux Industrial Park
Mercedita, Puerto Rico
*Turpeaux Industrial Park
Mercedita, Puerto Rico 00715-1602
Tel. (787) 284-1912
<http://ponce.inter.edu>

School of Aeronautics

Inter American University
Fernando L. Rivas Dominicci Airport
Isla Grande, Puerto Rico
Tel. (787) 724-1912
<http://bc.inter.edu>

SCHOOL OF LAW

Inter American University
170 Federico Costa
Sector Tres Monjitas
Hato Rey, Puerto Rico
*PO Box 70351
San Juan, Puerto Rico 00936-8351
Tel. (787) 751-1912
<http://www.derecho.inter.edu>

SAN GERMÁN CAMPUS

Inter American University
*PO Box 5100
San Germán, Puerto Rico 00683-9801
Tel. (787) 264-1912
<http://www.sg.inter.edu>

SCHOOL OF OPTOMETRY

Inter American University
*500 Highway John Will Harris
Bayamón, Puerto Rico 00957
Tel. (787) 765-1915
<http://www.optonet.inter.edu>

*Mailing address

General Information

History of the University

Inter American University of Puerto Rico is a private institution with a Christian heritage and an ecumenical tradition. It is a non-profit organization that provides college instruction to youth of both sexes. It was originally founded in 1912 as the Polytechnic Institute of Puerto Rico by the Reverend J. William Harris and offered elementary and secondary education on the land occupied today by the San Germán Campus. The first college level courses were started in 1921 and in 1927, the first group of students graduated with Bachelors' degrees. In 1944, the Institution was accredited by the Middle States Association of Colleges and Schools. It was the first four-year liberal arts college to be so accredited outside the continental limits of the United States. This accreditation has been maintained since then.

The University is approved for the training of students under the various GI Bill® programs. The programs of the University are authorized by the Puerto Rico Council on Education of the Commonwealth of Puerto Rico and by the Commonwealth's Department of Education, which certifies teachers for the public school system of Puerto Rico. Inter American University's School of Law is accredited by the American Bar Association and the School of Optometry, inaugurated in 1981, by the Council on Optometric Education. In March 1982, the first doctoral program was initiated.

Inter American University is the largest private university in Puerto Rico. Enrollment, in recent years, has been maintained at approximately 43,000 students. At the present time, about 21 percent of all the Island's college students and 35 percent of the students who go to the Island's private colleges attend Inter American University.

Inter American University's tradition of public service, the geographical location of its instructional units and its continuing attention to student needs make it especially attractive and accessible to students from all the municipalities of Puerto Rico. The increasing availability of both Federal and Commonwealth funds for student financial aid has enabled many students, who otherwise would not have been able to do so, to get a college education.

Governance

The highest governing body of Inter American University is a self-perpetuating Board of Trustees, whose members are elected by the Board itself without any outside intervention or tutelage of any kind.

The President is the chief executive and academic officer of the Institution. The Managerial Systemic Council is composed of the President of the University, Vice-Presidents, Chancellors, the Deans of the Schools of Law and Optometry, an Executive Secretary appointed by the President, the Executive Director of the Information System, the Executive Director of the Office of the Juridical Advisor, the Executive Director of the Office of Evaluation and Systemic Research, the Executive Director of the Human Resources Office, the Executive Director of the Office of Promotion and Recruitment. In addition, when affairs relevant to their functions are being considered by the Council, the following persons will attend as advisors: the President of the University Council, and the Director of Planning and Systemic Development of Physical Plant.

Subject to the approval of the President of the University and of the Board of Trustees, the administration and the faculties of the School of Law and of the School of Optometry are responsible for their own academic programs and standards. Nevertheless, in all other respects, these professional schools are also subject to university-wide policies, norms and procedures.

The Academic Senates of the instructional units and the University Council, heirs of the Academic Senate created in 1966 and succeeded by the University Senate in 1973, are primarily concerned with the academic well-being of the University through the process of academic articulation among the campuses.

The Academic Senates establish academic norms subject to the ratification of the University Council and the concurrence of the President. Both bodies formulate recommendations on affairs related to educational, administrative and research policy.

Vision

Inter American University of Puerto Rico is a top quality higher education institution in search of academic excellence, with emphasis on the formation of people with democratic and ethical values, framed in an ecumenical Christian context.

Institutional Mission

Inter American University of Puerto Rico has the mission to offer post-secondary and higher education in the arts and sciences, by means of teaching, research and community service, within an ecumenical Christian context. In addition, it offers educational programs at the pre-school, elementary and secondary levels.

The University, also, contributes to society, by educating people that come from different socioeconomic sectors, within and outside Puerto Rico. It incorporates in its offerings and services, innovating study modalities supported by informatics and telecommunications. The University aims to prepare its graduates to be responsible and cultured citizens, with democratic and Christian values, who are conscious of their social and environmental obligation, and are able to perform competently and exercise leadership in an occupational or professional context.

The University aims to maximize the educational potential of students in an environment without discrimination, in compliance with the law, the accreditation regulations and standards, and in harmony with the search for academic excellence. It, also, aims to make the best use of this environment to develop critical thinking, scientific knowledge, sensitivity towards the arts, ethical responsibility and the skills of social coexistence.

Goals of the University

The University faculty and the administration strive to achieve the following institutional goals:

1. To promote, in the university community, an environment oriented towards a culture of peace, based on ethical, democratic and institutional Christian-ecumenical values, directed to the integral development of the student.
2. To promote an integral education that leads to the formation of an educated person, well-versed in the different fields of the human knowledge, by means of the development of the capacity for critical thinking, the adequate use of the communication skills in Spanish and English, ethical and civic responsibility, environmental awareness, skills of social integration, and the knowledge of science, the arts and religious education within a Christian-ecumenical context.
3. To respond to the needs of the student population and society by offering a variety of both presential and online learning programs, within and outside Puerto Rico, at the different educational levels.
4. To foment academic excellence by means of the continuous development of the teaching staff in the mastery of their discipline, as well as in the application of techniques, modalities and teaching methods, in harmony with the nature of the student population.
5. To foment the development of knowledge through research and creative activities in the academic community.
6. To promote efficiency and effectiveness in the teaching, administrative and student processes and services, in harmony with the provisions in the applicable laws and regulations, as well as in the standards of the accrediting agencies.
7. To cultivate leadership of the university community so that it may contribute to social and cultural enrichment of our country and to its economic development, by means of participation in communitarian, business and professional projects.

Religious Life Policy

Inter American University of Puerto Rico is an ecumenically oriented institution, but does not adhere to any one particular theology or ecclesiastical body. Founded by Dr. John William Harris, a minister of the Presbyterian Church, Inter American University maintains a historic, friendly and enriching association with that communion as well as with other Christian groups in accordance with its ecumenical spirit.

Inter American University of Puerto Rico is a community of higher education dedicated to a comprehensive search for truth within an environment of responsible freedom and through the encouragement of a mature academic life which guarantees true freedom of investigation. Within this context, religion is studied in the University as an academic discipline designed to engage in fruitful dialog with other university disciplines.

In affirming its commitment to the Christian ecumenical ideal, the University dedicates itself to the renewal and reaffirmation not only of its own Christian heritage, but also the culture within which it is situated and which it serves. This does not oblige the acceptance of all the details of our Christian past nor of all the elements of modern Christianity. Nevertheless, the University has fostered and will continue to foster the convergence of all Christians in the one faith centered about the person of Jesus Christ as He is made known to us in the apostolic tradition of the Scriptures as the One whom Christians regard as decisive, definite and normative in man's relations with God and his fellow men and society. The University affirms its conviction that to be a Christian today implies, on the one hand, knowledge of and obedience to the Gospel and, on the other, identification with the Universal church by means of an individual commitment to a particular Christian communion.

The ecumenical posture of the University involves openness to society, science, technology and a plurality of faiths; it involves an integral education of each individual so he or she may exercise a vocation within his or her community in a responsible and productive way; it involves a commitment to serve though not to dominate society; and it involves the development of friendliness, fellowship and understanding to bridge human barriers.

The University promotes the following Christian-ecumenical values:

WE BELIEVE IN GOD AS A SUPREME BEING

God is the Supreme Being who created all that exists. His power and presence are revealed in the person of his Son Jesus, the Savior, and in the Holy Spirit, that guides the community of faith.

WE BELIEVE IN JESUS

We accept that the apostolic tradition of the Scriptures recognizes and accepts Jesus as decisive, definite and normative for humans' relations with God, their fellow men, family and society. Since He is the Savior and Mediator of Humanity, it is our commitment to continue fostering the convergence of all Christians through the one faith around the person of Jesus.

WE BELIEVE IN LIFE

We affirm that life is a gift of God. We foment that all human beings value their life so they may be able to give their best to the country, family and society. We promote the preservation of life, and therefore promote a Christian consciousness in education.

WE BELIEVE IN THE FAMILY

We believe that the family is the essential social nucleus where the initial values that shape the person are developed. We commit ourselves to reinforce these values, from their Biblical foundation, that help each human being to achieve the complete life and make it extensive to others.

WE BELIEVE IN SERVICE

We affirm our ecumenical Christian ideal and devote our efforts to renew and reaffirm service to our country, society, family and fellow men.

WE BELIEVE IN THE IDENTITY OF THE CHRISTIAN COMMUNITY OF FAITH

We affirm that the conviction of being Christian implies knowledge of and obedience to the Word of God and, also, identification and commitment to the Church and to the person's particular Christian community.

WE BELIEVE IN INTEGRAL EDUCATION

Our Christian ecumenical position provides openness to society, science and technology, with an integral mentality, an attitude of respect and a moral conduct in harmony with our values.

We foment the integral education of each person for carrying out his vocation in a responsible way and with a moral conduct and a productive performance in his community.

We are a community of higher education in an integral search of the truth, within an environment of freedom, through the encouragement of a mature academic life that guarantees the true freedom of investigation.

WE BELIEVE IN THE COMMITMENT WITH OUR FELLOW MEN

We believe that to be Christian it is to have and show a commitment of service to others based on love and not on the dominion of society, but rather on promoting friendship, solidarity, tolerance and understanding to bridge human barrier.

WE BELIEVE IN THE STUDY OF THE CHRISTIAN RELIGION

We promote the study of the Christian religion as an academic discipline in which a fruitful dialog with the other academic disciplines is maintained.

We will continue to strengthen the development of the religion studies program by providing all students the opportunity to acquire an understanding of the Christian faith and its implications for our culture.

To achieve this, Inter American University of Puerto Rico will continue and strengthen the development of its programs of religious studies and will provide to all its students an opportunity to understand the Christian faith and its implications for our culture; the University will furnish information about the most important aspects of the world's major religions to its students and will encourage them to appreciate these religions within their historic, theological and philosophic context. In this way, the search for faith and for the means to humanize mankind may be seen as a relevant option in a world striving for greater understanding and happiness.

The commitment of Inter American University to its Christian Heritage, as well as to its academic mission, will manifest itself through the development of an ecumenical program of religious life.

In accordance with this basic religious philosophy for the academic study of religion and for the development of religious activities, Inter American University, by its act and works, will:

1. Encourage the expression of the Christian principles here set forth,
2. Require the academic study of fundamentals of the Christian faith,
3. Require each instructional unit to establish an Office of Religious Life, which will serve the entire University community.

Accreditations

The eleven academic units of Inter American University of Puerto Rico are authorized by the Council on Education of Puerto Rico and accredited by the Middle States Commission on Higher Education to offer university studies of the undergraduate, graduate and professional levels, as the case may be. Likewise, the University is committed to the professional accreditation of its academic programs. For this reason, some academic units have programs accredited by organizations, such as:

- 1) Accreditation Board for Engineering and Technology (ABET)
 - Bayamón Campus
- 2) Accreditation Commission for Education in Nursing”) (ACEN)
 - Aguadilla, Arecibo and Metropolitan campuses (BSN)
 - Aguadilla and Metropolitan Campus (AAS)
- 3) Accreditation Council for Business Schools and Programs (ACBSP)
 - a. Bayamón Campus
- 4) Accreditation Council for Occupational Therapy Education (ACOTE)
 - Ponce Campus
- 5) Accreditation Council on Optometric Education (ACOE)
 - School of Optometry
- 6) American Bar Association (ABA)
 - School of Law
- 7) Aviation Accreditation Board International (AABI)
 - a. Bayamón Campus
- 8) Commission on Accreditation in Physical Therapy Education (CAPTE)
 - Ponce Campus
- 9) Commission on Collegiate Nursing Education (CCNE)
 - a. San Germán Campus
- 10) Council on Accreditation of Nurse Anesthesia Educational Program (CANAEP)
 - Arecibo Campus
- 11) Council on Social Work Education (CSWE)
 - Arecibo and Fajardo campuses (BA)
 - Metropolitan Campus (BA, MSW)
- 12) International Assembly for Collegiate Business Education (IACBE)
 - San Germán Campus: The San Germán Campus received a specialized accreditation for its Business Administration programs by the *International Assembly for Collegiate Business Education (IACBE)* located on 11374 Strang Line Road, Lenexa, Kansas, USA.
- 13) International Association for Continuing Education and Training (IACET)
 - Aguadilla, Arecibo, Barranquitas, Bayamón, Fajardo, Guayama, Metropolitan, Ponce and San Germán campuses
 - School of Law
 - School of Optometry
- 14) Joint Review Committee on Education in Radiologic Technology (JRCERT)
 - Ponce Campus (AAS)
 - San Germán Campus (AAS, BS)
- 15) National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
 - Metropolitan and San Germán campuses (BS, Professional Certificate)
- 16) Network of International Business Schools (NIBS)
 - Metropolitan Campus (Division of Economic and Administrative Sciences)
- 17) Teacher Education Accreditation Council (TEAC)
 - Aguadilla, Arecibo, Barranquitas, Fajardo, Guayama, Metropolitan, Ponce and San Germán campuses (Teacher Education Program)

Associations

Inter American University is member of the following professional organizations:

- American Council on Education (ACE)
- American Institute of Certified Public Accountants (AICPA)
- Asociación de Colegios y Universidades Privadas de Puerto Rico (ACUP)
- Asociación de Industriales de Puerto Rico
- Association of American Colleges and Universities (AACU)
- Association of Governing Boards of Universities and Colleges (AGB)
- Association of Presbyterian College and Universities (APCU)
- Broadcast Music, Inc.(BMI)
- College Board
- Council of Graduate Schools (CGS)
- Hispanic Association of Colleges and Universities (HACU)
- Hispanic Educational Telecommunications System (HETS)
- National Association of College and University Attorneys (NACUA)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Financial Aid Administrators (NASFAA)
- Organización Universitaria Interamericana (OUI)

Services for Veterans and Military Personnel

Graduate programs at this University are available to veterans, eligible dependents and military personnel, including DOD/CIV (Department of Defense/Civilians).

Detailed information may be obtained from the Website of the Department of Veterans Affairs or the Office of the Registrar of the Campus in which they desire admission. This office coordinates services to veterans and military personnel and serves as liaison between the University and government agencies concerned with Veterans' Affairs.

Academic-Administrative Calendars

The calendars for the academic terms are available on the website of each of the campuses and professional schools.

Instructional Units

Inter American University offers academic programs in the following eleven instructional units: The Aguadilla, Arecibo, Barranquitas, Bayamón, Fajardo, Guayama, Metropolitan, Ponce and San Germán campuses; and in two professional schools: Law and Optometry.

Academic Degrees

Inter American University offers pre-university, undergraduate, graduate and professional academic programs for obtaining certificates and Associate, Bachelors, Masters and Doctoral degrees in subject matters normally offered by institutions of higher education of a nature, educational mission and goals similar to those of this University. The School of Law of Inter American University grants the Juris Doctor degree and the School of Optometry, the Doctor of Optometry degree.

Language of Instruction

Graduate courses may be taught in either Spanish or English.

Publications

Inter American University has a variety of publications to facilitate communication within the University community, with alumni and with other academics and academic communities.

Interamericana is the official publication of Inter American University. It is published four times a year and its approximately 30,000 copies are distributed to students, faculty, administration, alumni and friends of the Institution. This publication covers activities from all instructional units and features special interviews and current events affecting education or the development of the Institution as well as general information regarding the faculty and administration.

Videoenlace Interactivo is a publication of the Vice-Presidency for Academic and Student Affairs and Systemic Planning. Its objective is to share the experiences of professors and students in the field of online learning. It serves as forum for dialog and the exchange of ideas in the use of technology in the educational process.

The *Law Review*, edited by students, is the official publication of the School of Law. Its articles are written by professors and students from the School of Law, judges and practicing lawyers. Because of the careful selection of its articles, the *Law Review* of Inter American University's School of Law is highly esteemed in the field of law.

Homines is published by the Metropolitan Campus. It contains critical analyses of current thoughts and events relevant to national and international affairs in the vast field of the social sciences. It is published twice a year.

Prisma is published annually by the Arecibo Campus. It has an interdisciplinary focus for the purpose of fomenting research and literary creativity in the University community. Essays, critiques, poems and short stories are published.

Surisla is published annually by the Ponce Campus. It transmits the literary works of the University community as well as the extramural contributions through an interdisciplinary focus.

Alumni Association

The Alumni Association Poly- Inter is an organization of graduates and former students who attended Inter American University or Polytechnic Institute. The Association keeps its members informed of University activities and involves them in its development. The Association is governed by a Board of Directors composed of 29 members, nine of which correspond to the alumni chapters of the different campuses and two members to the professional schools. In addition, the Association is represented on the Board of Trustees of the University by an Alumni Trustee. Each year the Alumni Association holds two primary activities: the celebration of Founders Day and the honoring of distinguished alumni.

Admission to Masters' and Doctoral Programs

All candidates for admission to the masters program, doctoral program or who are interested in taking graduate courses, must comply with the admission procedures. They must present documents that credit their identity for authentication aims purposes (identification with photo such as a passport or current driver's license). The applicants must send the admission forms to the units in which they are interested in studying. For their information the addresses of each unit are included below:

Director of Admissions
Aguadilla Campus
Inter American University
PO Box 20000
Aguadilla, Puerto Rico 00605-2000

Director of Admissions
Guayama Campus
Inter American University
PO Box 10004
Guayama, Puerto Rico 00785-4004

Director of Admissions
Arecibo Campus
Inter American University
PO Box 144050
Arecibo, Puerto Rico 00614-4050

Director of Admissions
Metropolitan Campus
Inter American University
PO Box 191293
San Juan, Puerto Rico 00919-1293

Director of Admissions
Barranquitas Campus
Inter American University
PO Box 517
Barranquitas, Puerto Rico 00794-0517

Director de Admisiones
Ponce Campus
104 Turpeaux Industrial Park
Mercedita, Puerto Rico 00715-1602

Director of Admissions
Bayamón Campus
Inter American University
Bo. Cerro Gordo
500 Highway 830
Bayamón, Puerto Rico 00957-6257

Director of Graduate Studies
San Germán Campus
Inter American University
PO Box 5100
San Germán, Puerto Rico 00683-9801

For information regarding the campuses authorized to offer the different masters programs consult this Catalog under their respective descriptions. This information is found before the presentation of the program requirements.

Applicants for Master's degrees should request that the registrars of colleges previously attended send transcripts directly to the appropriate Department Chairperson of the Campus at which they wish to enroll or to the Admissions Office, whichever applies. Requests by doctoral students should be sent to the Admissions Committee for Doctoral Studies at the appropriate aforementioned addresses. Transcripts and the applications for admission should be received by the appropriate Campus at least one month prior to the applicant's registration date. If a student is also applying for a graduate assistantship, all supporting papers for admission to the University should be received no later than April 30 for the first semester and September 30 for the second semester.

Admission of Special Students

Students from other institutions of higher education may take courses at this University to satisfy their home institution requirements if they have the proper authorization. These students must present evidence of registration in their home institution. Persons interested in taking courses for personal or professional improvement may also be admitted. Such persons should submit evidence of the academic preparation that qualifies them to take the courses.

Special students may take a maximum of twelve (12) credits.

Students, who later decide to continue their studies toward a degree, must have a minimum grade point index of 3.00 upon completion of twelve (12) graduate credits and must comply with admission procedures.

Admission of Audit Students

Students wishing to enroll in courses for audit must do so during the official registration period of the academic term or during the official period for changing courses. Such students must pay the course fee for auditing. Students who have not applied for admission should do so before registering as audit students.

Admission of Foreign Students

Foreign students should direct their inquiries to the campus they plan to attend. Generally, they are not admitted without a personal interview. University personnel will interview applicants in nearby countries where the number of applicants justifies the expense. If this arrangement is not justified, applicants are required to come to Puerto Rico on a tourist visa for an interview at their own expense. If an interview is necessary for online learning students studying outside Puerto Rico, the interview may be conducted through means available to the student. The interview will be supervised by a proctor from the student's locality, as determined by the University.

If the applicants are approved for admission, the Admissions Office fills out the I-20 Form A from the Immigration and Naturalization Service which enables them to obtain student visas. This Form will not be filled out for students admitted to study outside Puerto Rico through one of the online learning modalities.

Admission Requirements for Masters' Programs

To be considered for admission, students must:

1. Have a bachelor's degree from an accredited institution.
2. Have a grade point index of 2.50 or above in the last sixty credit hours of academic work at the undergraduate or graduate level or a combination of both levels, at students' discretion. Although generally these credits will be at the bachelor's level, students with graduate credits from an accredited university may combine these graduate credits with the last credits approved at the bachelor's level until completing the 60 stipulated credits. Applicants for admission to graduate programs who do not meet the required grade point index may count the grades of courses repeated after graduation for the admission index instead of the original grades.
3. Demonstrate, through an examination or other appropriate means as determined by the academic department or division, the ability to interpret professional material, both in Spanish and English, and the ability to express themselves correctly in writing in one of these languages.
4. Request an evaluation of their transcript by a specialized agency or by the academic unit where they are applying if their bachelor's degree or equivalent is from an accredited university that uses a grading system different from that in effect at this University.
5. Meet the test results of any test established by the program you are applying to.
6. Meet the admission criteria of the programs to which they are requesting admission. These criteria shall be established by the Department or Graduate Program and have prior approval of the Vice President for Academic and Student Affairs and Systemic Planning.

Provisional Admission to Masters' Programs

Students who have not met the baccalaureate course requirements for admission to a master's program may be provisionally admitted. Such students must complete these requirements, with a minimum grade of C or as determined by the program to which they have been admitted, before or during the term in which they pass their first 12 masters' credits. If students have not completed all the required bachelor level courses upon completion of their first 12 master level courses, they will be evaluated by the Department Director to determine if they may receive an extension of one academic term to continue with their graduate studies.

In addition, they will have until the beginning of the next registration period to comply with the other documents required in their provisional admission.

In case students have difficulty in obtaining the graduation certification or other official documents required by the Institution, they may be considered for provisional admission, if they meet the admission requirements and can submit a copy of the required documents or an electronically accessed version. Students may be admitted and granted a term of up to 30 days to submit the required documentation. The chief executive of the unit may extend that period for just cause. If students do not comply with the requirements by the end of the extension, they will be dropped from the University.

Admission of Transfer Students to Masters' Programs

Candidates for admission as transfer students to masters' programs will be considered if they meet the conditions presented in the section "Admission Requirements for Masters' Programs." Candidates must request that their university of origin send their official transcript to the officer or office indicated in the section of "Admissions Procedures for Masters' and Doctoral Programs" so that the credits to be granted for masters' level studies already taken may be determined.

Students that have begun studies for a master's degree in another accredited university may have up to 33% of the credits, of the requirements of the program to which they request transfer, accepted. Courses passed with grades of A or B may be considered for acceptance if they are equivalent to the corresponding courses offered by the master's program of Inter American University.

No academic work with credit taken earlier than 10 years or more before will be considered for acceptance. The expiration norm for masters' courses will be applied to such courses.

Provisional Admission of Transfer Students to Masters' Programs

Students who have not met the baccalaureate or masters course requirements for admission to a master's program may be provisionally admitted. Such students must complete these requirements, with a minimum grade of B, before or during the term in which they pass their first 12 masters' credits.

When students cannot provide some of official documents required by the University to complete the admission by transfer process, they will be admitted provisionally, if they provide a copy with these documents.

Student admitted provisionally will have thirty (30) calendar days from the date of admission to submit the required documents. The chief executive officer of the unit may extend that period for just cause. Students that do not comply with this requirement by the end of the extension will be dropped.

Admission of Undergraduates to Masters' Degree Courses

Undergraduate students at Inter American University who have a grade point index of 3.00 or higher and are within 30 credits of graduation may apply to the appropriate Department Chairperson for permission to enroll in Master's level courses. Undergraduate students with such permission are required at the time of enrollment to declare whether the credits obtained in such courses are to be applied toward an undergraduate or a graduate degree. The standard graduate tuition rate for those credits shall apply. Students receiving a grade of A or B in courses designated to be applied toward a graduate degree may request credit for those courses when applying for admission to the graduate program.

Readmission to Masters' Programs

Students previously enrolled in Masters' Degree Programs at this University and have not registered during the previous thirteen months, must apply for readmission through the Office of the Registrar of the campus to which they desire to continue their studies. Every application for readmission must be received at least three weeks before the first day of registration of the term in which students wish to resume their studies. An official transcript of any work taken while students were not enrolled at Inter American University should be submitted. Before being readmitted, students must receive an academic evaluation and orientation by the corresponding Program Director.

Readmitted students will be governed by the Graduate Catalog and other norms and regulations in effect at the time of their readmission.

Academic Admission Requirements for Doctoral Programs

To be considered for admission to doctoral programs, students, at least, must:

1. Have reasonable proficiency in Spanish and English.
2. Have taken one of the following tests, within five years immediately preceding the requested admission date and have received a score acceptable to the University if this test is an admission requirement of the specific program:
 - a. Graduate Record Examination (GRE).
 - b. Miller Analogy Test (MAT).
 - c. Examen de Admisión a Estudios de Posgrado (EXADEP)
 - d. Graduate Management Admission Test (GMAT)
3. Have requested that three letters of recommendation be sent to the University.
4. Be interviewed by the Admissions Committee of the program and have received a favorable recommendation.
5. Meet the admission requirements of the doctoral program for which admission is requested.

Provisional Admission to Doctoral Programs

Students who have not met the bachelors' or masters' course requirements for admission to a doctoral program may be provisionally admitted. Such students must complete these requirements, with a minimum grade of B, before or during the term in which they pass their first 12 doctoral credits.

In addition, they will have until the beginning of the next registration period to comply with the other documents required in their provisional admission.

In case students have difficulty in obtaining the graduation certification or other official documents required by the Institution, they may be considered for provisional admission, if they meet the admission requirements and can submit a copy of the required documents or an electronically accessed version. Students may be admitted and granted a term of up to 30 days to submit the required documentation. The chief executive of the unit may extend that period for just cause. If students do not comply with the requirements by the end of the extension, they will be dropped from the University.

Admission of Transfer Students to Doctoral Programs

Candidates for admission as transfer students to doctoral programs will be considered if they meet the conditions presented in the section "Admission Requirements for Doctoral Programs." Candidates must request that their university of origin send their official transcript to the officer or office indicated in the section of "Admissions Procedures for Masters' and Doctoral Programs" so that the credits to be granted for doctoral level studies already taken may be determined.

Students that have begun studies for a doctoral degree in another accredited university may have up to 33% of the credits, of the requirements of the program to which they request transfer, accepted. Courses passed with grades of A or B may be considered for acceptance if they are equivalent to the corresponding courses offered by the doctoral program of Inter American University.

No academic work with credit taken earlier than 10 years or more before will be considered for acceptance. The expiration norm for doctoral courses will be applied to such courses.

Provisional Admission of Transfer Students to Doctoral Programs

Students who have not met the bachelors' or masters' level course requirements for admission to a doctoral program may be provisionally admitted. Such students must complete these requirements, with a minimum grade of B, before or during the term in which they pass their first 12 doctoral credits.

When students cannot provide some of official documents required by the University to complete the admission by transfer process, they will be admitted provisionally, if they provide a copy with these documents.

Student admitted provisionally will have thirty (30) calendar days from the date of admission to submit the required documents. The chief executive officer of the unit may extend that period for just cause. Students that do not comply with this requirement by the end of the extension will be dropped.

Readmission to Doctoral Programs

Students who have registered previously in the Inter American University doctoral program, but have not completed their course requirements and have not attended class during a period of 13 months must apply for readmission through the Office of the Registrar of the Campus to which they desire to be readmitted. Every application for readmission must be received at least three weeks before the first day of registration of the term in which students wish to resume their studies. An official transcript of any work taken while students were not enrolled at Inter American University should be submitted. Before being readmitted, students must receive an academic evaluation and orientation by the corresponding Program Director.

Readmitted students will be governed by the Graduate Catalog and other norms and regulations in effect at the time of their readmission.

Online Learning

Inter American University of Puerto Rico recognizes that technology and information systems are essential in the transformation of experiences that promote learning. Likewise, they are strategic components of the institutional infrastructure for supporting academic development and facilitating management. In harmony with Vision 2012, Inter American University is moving toward the transformation of the teaching and learning processes by developing new educational emphases through the incorporation of technology. Students will assume more responsibility for their learning, the faculty will become facilitating agents and the curriculum will be made more flexible with multiple modalities.

In this way, the Institution increases the extent of its academic offering, maximizes its resources, reaches beyond the limits of the traditional classroom and promotes and provides new alternatives for continuous learning.

Online learning is conceived as formal educational process in which the major part of the instruction occurs when the student and the instructor are not in the same place at the same time. This is a planned experience in which the variety of synchronic and asynchronic technologies such as: email, videoconferences, interactive videoconference in audio and in video, and other modalities to promote learning when the student is at a different location from that of the professor. These experiences are designed to stimulate interaction and verification of learning.

Admission Requirements for Online Learning Students

The admission requirements for online learning students, including transfer and foreign students are explained in the corresponding sections of this Catalog applicable to students interested in studying by regular modalities.

Objectives of Online Learning

1. To utilize technology as an instrument to increase and strengthen the University Mission in its global context.
2. To develop new approaches so that students may assume greater responsibility for their learning and faculty may become better facilitating agents of the learning process.
3. To share and maximize academic offerings and institutional resources beyond the limits of the campuses.
4. To promote equal opportunity for information access beyond the limits of time and space.
5. To increase the student population to which Inter American University offers academic programs.
6. To facilitate the establishment of collaborative agreements and consortia with other educational institutions in an outside Puerto Rico with the purpose of strengthening and sharing academic offerings.
7. To strengthen and enrich developmental programs and professional update.
8. To meet the particular needs of students with disabilities.
9. To meet the multiple needs of a heterogeneous student population.
10. To meet the particular needs of the adult population.
11. To extend institutional services beyond geographic frontiers.

Technologies and Media Used in Online Learning

Online learning uses diverse technologies for the transmission of video, voice and data; thus, making possible a teaching and learning process beyond the limits of time and space. There are a variety of courses using these technologies as the basis for the learning experience, for example, interactive video conference courses, televised courses, radio courses, video courses, online courses, courses recorded on CD-ROM, desktop conferencing and courses in Internet. All courses differ in the means used to achieve teaching objectives: the teaching process for promoting the development of concepts and skills, the degree of interaction between faculty-student and student-student, the assessment and certification of learning.

Inter American University has incorporated the following technologies and media into its teaching and learning process.

Interactive Videoconference

These are courses offered by the synchronic modality that consists in interactive transmission of video, voice and data. The course originates in one place with participating students in remote localities. The faculty-student and student-student interaction occurs in a simultaneous or synchronic manner. The instructor may make use of electronic presentations and other computerized materials, as well as segments of video and other educational materials. This implies previous and extensive planning and development of such materials. In addition, the prior sending of materials for each session by means of fax, Web, or Internet is required. Also, the presence of a facilitator or official in charge of the discipline (for example, a teaching assistant or graduate student in an internship) and compatible videoconference equipment are required at the remote sites.

Courses On-Line

Courses are offered through the World Wide Web. Students have computers with access to Internet where they will receive materials and send their assignments and other work. The communication and interactivity between faculty-student and student-student is attained primarily through Internet, telephone and fax. This modality requires the development of all materials and their inclusion in a Web server prior to the initiation of the course offering. If students desire to access the courses from outside the University, the Institution guarantees them remote access to information resources but students are responsible for having their own computers.

Video Courses

These are courses prerecorded in video for loan, rent or sale to online learning students. The faculty-student interaction is accomplished by telephone, fax, Internet or other means designated by the faculty.

Email Courses

These are courses for which students are given the course syllabus, course materials and an e-mail account. Students have computers with access to Internet to communicate with the instructor. The communication and interactivity between faculty-student and student-student is attained primarily by e-mail. If students desire to have access to Internet from outside the University, the Institution guarantees them remote access to information resources but it will be the responsibility of the students to have their own computer.

In summary, the combination of media and technology and their complementary use in the traditional classroom promise to enrich learning experiences at the University.

Proctored Evaluations

This refers to the evaluations administered by authorized personnel other than the course professor in the online learning modality. The evaluations are administered in a locality accessible to the student.

Each campus will establish the rules and procedures for the administration of proctored evaluations in online courses.

Teleconference Center

The University has a Teleconference Center whose mission is the systemic coordination of the application of telecommunication tools as well as those of interactive videoconferences in online learning. This Center promotes faculty competence and interactive online learning through courses, teleconferences, meetings, seminars, and conferences. The Center provides simultaneous interaction with video, voice and data, which permits complete interaction between faculty members and students located at distant sites. At present, the Central Office of the System, as well as the Arecibo, Barranquitas, Bayamón (including the School of Aeronautics), Guayama, Metropolitan, Ponce and San Germán campuses have videoconference rooms equipped with advanced telecommunications technology which permits the integration of multimedia.

Tuition, Fees and Other Charges

Information related to registration fees, fees and other charges is published in the Costs Bulletins, which are available in the "Documents" section of the University portal, which can be accessed through www.inter.edu or <http://documentos.inter.edu/>.

Student Financial Aid

Federal Financial Aid Programs

Interested students should submit the Free Application Form (FAFSA) for federal financial aid in the year preceding the year for which the request is made.

Students from their home or in the campus of their preference will request the FSA ID. This is the password that will allow them to process the request of Federal Financial Aid FAFSA. In order to acquire this identification students must enter the Internet page WWW.FSAID.GOV or through the <https://fafsa.ed.gov/> page and select link FSA ID.

After acquiring their identification, students will complete the request of Federal Financial aid FAFSA through the page of Internet <https://fafsa.ed.gov/>. During the process they will select the code of the Inter American University campus in which they will study. The University will electronically receive the information about the eligibility of the applicant, will produce the "Institutional Student Information Record" (ISIR) and will communicate with the applicant. This form is advantageous because the process is made agile, errors are avoided and the applicant does not have to wait for the mail. Normally the answer is received in Inter American University within 72 work hours after the request is transmitted.

Federal Direct Loans

The Federal Direct Loan Program offers unsubsidized loans. An unsubsidized loan is not awarded on the basis of need and interest will be charged to the borrower from the moment of disbursement until it is paid in full.

Unsubsidized Federal Direct Loans must be requested directly to the University. The student can borrow up to \$20,500.00 each academic year.

The total amount that a student can borrow may not exceed \$138,500.

Students are required to complete an orientation on loans in the electronic page of the University and submit the certification with the required documents to the Financial Aid Office.

Federal Work Study Program

The funds provided by the Federal Government to this Program are supplemented by funds contributed by Inter American University. Participants are assigned employment for which they receive compensation and which will permit them to pay part of their educational expenses. When possible, students are assigned employment related to their field of studies.

Commonwealth Funds

State Financial Aid Program

The Commonwealth of Puerto Rico has created several programs of financial aid for students at the Graduate level. These are: the Program of Additional Graduate Financial Aid and the Program of Specific Academic Areas. The state is protected by the federal law for the granting of these aid. Therefore the completion of the federal request FAFSA is required to participate in these programs. The Financial Aid Office of each campus is prepared to provide information on the eligibility requirements for these programs.

Institutional Scholarship Program

Inter American University allocates funds for scholarships each year according to student needs.

General Institutional Scholarship

This is a scholarship with basic eligibility criteria that have the purpose of taking care of students' financial needs.

Institutional Graduate Assistantships

A limited number of assistantships are available each semester for students in both the Masters' and Doctoral programs. Applications for these should be submitted to the chairperson of the department from which the assistantship is desired by April 30 for the first semester and by September 30 for the second semester.

At the Master's level, the assistantships provide a stipend and tuition benefits for a maximum of six (6) credits per semester and four credits per trimester.

At the Doctoral level, the assistantships provide a stipend equivalent to the pay for teaching three (3) credits.

Study Benefit Time Limits for Veterans and Beneficiaries

The beneficiaries of educational services for veterans, including eligible family relatives, have the right to enjoy these benefits only for the required period of study to complete their academic degree as established in this Catalog and by the applicable legislation and regulations.

Services Related to the Office of the Registrar

The Office of the Registrar is responsible for the registration, and maintenance of all official academic records of students, the issuance of transcripts and certification of studies and certification that students have met graduation requirements. It also issues study certification upon student request. There is an Office of the Registrar at each University campus. Forms requesting services of the Registrar are also available through Internet.

Intra-University Transfers

All graduate students who wish to transfer from one campus to another must meet the admission norms of the program that they are applying to. Student will notify their intention to the Office of the Registrar of the campus to which they wish to transfer. This office will verify that the student does not have restrictions in the system, such as debts, incomplete documents or others. In case of having restrictions these will be referred to the corresponding department for its evaluation and recommendation, so that the transfer process may be completed.

Registration, Program Changes and Partial Withdrawal

Students will register on the day and time designated for this purpose. After registration, a designated period will be given on the Academic Calendar to make changes in program schedule, to add or drop courses or to change course sections.

1. Program modifications during the period of changes:
To add or drop a course or change a course section during the period of change designated on the Academic Calendar, the student should complete a change of program form. The student will then pay the fee set by the Business Office and will present the form to the Registrar's Office to be processed.
2. After the period of change of program has ended, a student will be able to drop one or more courses (partial withdrawal or total withdrawal). For partial withdrawal, the student will first consult the professor of the course and will present a completed partial withdrawal form to the Registrar's Office. When the professor is not available, the director of the department will sign the partial withdrawal form. After dropping the course, the student will be able to continue attending the course with the instructor's permission. For total withdrawal from the University, please consult the section "Withdrawal from the University" of this Catalog. A student who drops a course or completely withdraws from the University during the period designated on the academic calendar will receive a grade of W. The periods for partial or total withdrawal from courses will be:
 - a. Semester: last day of class.
 - b. Trimester: last day of class.
 - c. Summer: last day of class.
3. When a student stops attending a course, (see the definition of UW en the section of Administrative Action Symbols) and does not qualify for the grade of Incomplete or F, the professor will enter the symbol UW in the column "Grade" and will indicate the student's last date of class attendance or the student's last activity related to the course in the column "Last Attend Date", following the format of the BANNER System: DD/MM/YYYY (day, month, year).
4. All students, who have not attended class or participated in an academic activity related to the course during the first weeks of class, according to the stipulated date in the appropriate academic administrative calendar, will receive, from the professor, the administrative annotation AW. (Refer to the section Class Attendance of this Catalog).

Audit Students

Students who wish to register in courses as audit students must do this during the registration or the class program change periods.

Withdrawal of a Course from the Class Schedule

The University will make every reasonable effort to offer courses as announced, but it reserves the right to withdraw a course from the schedule, when it deems it necessary.

University Policy Regarding Students and Alumni Directory

The University, in compliance with federal law “Family Educational Rights and Privacy Act (FERPA), provides students and alumni access to their academic files, the right to request that the information contained in those files be amended and certain control over the disclosure of academic information.

1. Students and alumni have the right to inspect and review their academic files. They may request this in writing to the file custodian and indicate the file they wish to review. The file custodian will make the necessary arrangements so that the student or alumni may review the files within a period of time no greater than 45 days from the date in which the student or alumni presented the written request. If the person receiving the request from the student or alumni does not have the file, this person will indicate the correct place for the request to be presented.
2. Students and alumni have the right to request that incorrect information contained in their academic files be corrected. Interested students or alumni must present a written request to the University official in charge of the file, indicate the part of the file to be corrected and explain the mistake. If the University decides not to correct the file, the student or alumni will be notified of this decision in writing and the person will be informed of the right to request an informal hearing.
3. Students or alumni have the right to prevent the University from disclosing personal information found in the academic files, except in those cases where FERPA authorizes disclosure. These cases include the following:
 - a) Disclosure of information to Institution officials. Institutional officials are taken to mean administrative or teaching employees, persons contacted by the University, members of the Board of Trustees and student members of special committees.
 - b) Disclosure of Directory information. The University has designated the following data as Directory information: student or alumni name, address, major and year of study.

Students and alumni have the right to prevent the University from disclosing Directory information to third parties. The disclosure to third parties includes the release of information to the Armed Forces. If students or alumni wish to prevent their information from being disclosed to the United States Armed Forces, it is necessary that they express their desire that no information be disclosed to third parties.

To prevent information from being disclosed to third parties, it is necessary that students or alumni submit their request to this effect, in writing, to the Office of the Registrar of their academic unit. In order for the request to be effective for the academic year, it is important that students submit the request in or on September 1st of that year.

- c) Information to other universities. The University will release student or alumni information to those universities to which they request admission.
- d) Exceptional circumstances. The University will disclose student or alumni information if they are economically dependent upon their parents. The University assumes undergraduate students and alumni are economically dependent upon their parents; therefore, in some cases it may disclose information without the consent of the student

or alumni to parents that request it. Undergraduate students or alumni who are not economically dependent upon their parents must present this evidence to the Office of the Registrar to prevent information from being released to their parents. Information on graduate students or alumni will not be given to parents without their consent.

- e) Emergency cases. These are cases in which the health or security of a student, alumni or other person is in danger.
- f) Immigration and Naturalization Service. The University is obliged to give information to Immigration Service regarding certain foreign students or alumni.

If students or alumni believe that the University has not complied with these obligations, they have the right to file a claim to Department of Federal Education, Family Policy Compliance Officer, 400 Maryland Avenue SW, Washington D.C. 20202-4605.

Solomon-Pombo Act

Inter American University established its institutional policy regarding the student and alumni directory for the academic year 1999-2000. This measure was adopted to incorporate the new changes in the federal laws known as the Solomon-Pombo Act. This federal law permits third parties to request from the Institution all personal data that is included by the University as Directory information.

Inter American University establishes the following data as Directory information:

1. Name
2. Major
3. Address
4. Year of study

The University exhorts all students not in agreement that these data be included in the Directory to contact the Dean of Academic Affairs of their Campus.

Student Records

Students requiring information concerning records or issuance of transcripts should contact the Office of the Registrar in the unit where they were registered.

Upon completion of each academic term, students will verify their grades in the electronic system (WEB). All students who consider that some error has been made in their grades must notify this to the proper Academic Department in writing. The time limit to initiate all claims related to the grade reports will be the time limit established for the partial and total withdrawals of the next academic term of the same type.

Student Academic and Personal Files

Student academic and personal files are confidential and the release or handling of information contained in them is limited to certain faculty and administrative personnel who, in the regular exercise of their functions, have to work with these files. Students have the right to examine their academic or personnel file at any moment in the presence of an official of the Office of the Registrar. They may not make copies of the documents contained in their files, except in the cases explained below.

The information contained in the academic or personal files may be released to parents of dependent students. Parents must present evidence of their condition as father or mother, as well as the dependency of the student through the presentation of relevant documentation. The information contained in the academic or personal files may not be released to students' parents in any other cases.

The release of information contained in the academic or personal files of students to third parties, to any type of institution, to government or judicial agencies will only be made with written authorization from the student or in compliance with an order to this effect issued by the competent authority.

Transcripts, study certification and certification of degrees are available to students who may obtain them in the Office of the Registrar. The cost of each transcript is \$6.00.

Transcripts requested for transfer to another educational institution, for continuing graduates studies, completing the requirements of certifying agencies or for the purpose of employment are sent directly to the address provided by the student in the request. In no case will transcripts requested for these purposes be delivered to the student.

The request for transcripts by students whose files are active will be processed within a reasonable time that under normal circumstances should not exceed ten days from the date on which the request was received in the Office of the Registrar. The requests for transcription of students whose files are inactive require a longer time to be processed.

Change of Address

At the moment of registration it is required that students submit their mailing address to the Office of the registrar. If a change of address is required, students must visit this office or they will make the change by using the self-service of BANNER (Inter Web). If they do not maintain this address updated, the University will not be responsible for the notifications sent to the students.

Any notice, official or otherwise, mailed to a student's address as it appears on the records shall be deemed sufficient notice.

Class Attendance

Regular class attendance and meeting the requirements established for courses offered by non-traditional modalities are considered by the University as essential elements of the educational process. For this reason, class attendance is required of every student registered in courses requiring their presence and in online learning courses. Class attendance is defined as the presence of the student by means of an official communication with the professor, as has been determined, to carry out an academic activity related with the course. In the same manner, the fulfillment of requirements is compulsory for all courses offered by non-traditional modalities. Student participation in institutional activities will be considered a valid excuse for not attending class. Students are responsible for completing course requirements as stipulated in the course syllabus.

Students, who during the period established in the academic calendar, have never attended a course, will be dropped administratively. This includes courses offered by nontraditional modalities. The professor will identify in final grade in the electronic registry, the students who have never attended or participated in an activity academically related to the course. The annotation AW will be used to identify these students. For administrative purposes, these administrative drops will be considered the same as withdrawals requested by the student, as established in the Adjustments and the Reimbursements section. Inter American University requires its faculty to report the last day of attendance, or of any other course-related activity of students who stop attending class in each academic term. For this, the faculty must keep a record of class attendance of the students, or of their participation in the other activities of the course. The faculty will access the list of students in their courses in Inter Web and will assign UW to every student that has stopped attending class and will write the date of the student's last day of attendance or his last academic activity of the course, without having withdrawn officially, see the section of Administrative Action Symbols, UW.

The last date of class attendance will be used to determine the applicable refund for students who stop attending class without officially withdrawing. This arrangement is established in harmony with University regulations.

Withdrawal from the University

Students wishing to withdraw from the University must report to a professional advisor or to the person designated by the Chief Executive Office of the academic unit. Then, they should report to the Office of the Registrar to fill out the withdrawal form and proceed as directed. For withdrawal from the University by students who are completely online learning students or for withdrawals not requested in person, students

should inform their desire to withdraw by regular or electronic mail to the Registrar of the academic unit. When a student withdraws from the University, the criteria for determining grades will be those outlined in "Registration and Program Changes."

Undergraduate Prerequisites

Undergraduate course prerequisites may be taken concurrently with graduate courses if the Department Chairperson gives permission.

Course Load

A normal course load of a regular graduate student is from eight (8) to twelve (12) credits per semester or be registered in a thesis or dissertation course. In order to take more than twelve (12) credits; students must have special permission recommended by the appropriate Department Chairperson and the approval of the Dean of Academic Affairs.

In the case of a trimester program a normal course load is from six (6) to nine (9) credits or be registered in a thesis or dissertation course. In order to take more than nine (9) credits; students must have special permission recommended by the appropriate Department Chairperson and the approval of the Dean of Academic Affairs.

Students are classified as fulltime or part-time according to the number of credits they are enrolled in. Under the semester, trimester and bimester calendars these classifications are as follows:

- Fulltime - six or more credits
- Three-fourth-time - from four to five credits
- Half-time - from two to three credits
- Less than half-time - one credit

Thesis or dissertation courses will be considered as a full-time academic load.

Repeating Courses

Students will have the right to repeat courses when not satisfied with their grades. In case a course is no longer offered by the University, students may substitute it with an equivalent course approved by the Vice President for Academic and Student Affairs and Systemic Planning. The highest grade and its corresponding credit will remain on the student's transcript and the lower grade will be changed to an R (repeated course). The administration action symbol, R, and its corresponding credits will not be considered in determining if a student has satisfied the graduation requirements. Courses repeated after graduation are not considered in the computation of the graduation grade point index.

Grading System

In harmony with the score obtained by students in each course they take, Inter American University of Puerto Rico normally uses the following scale to award their grades:

| Score | Grade |
|--------|-------|
| 100-90 | A |
| 89-80 | B |
| 79-70 | C |
| 69-0 | F |

There are other grading scales for certain academic programs and for certain courses.

Course grades indicate the degree of a student's achievement in any given course. The University has established a quality point system to be used in accumulating and summarizing these grades. This quality point system is used to determine the minimum degree of general competence for graduation and for continuing in the Program at any level and to assign special honors to students who excel. Grades are reported in accordance with the following grading system:

- A-** Superior academic achievement; 4 honor points per credit hour.
- B-** Above average academic achievement; 3 honor points per credit hour.
- C-** Average academic achievement; 2 honor points per credit hour.
- F-** Failure in academic achievement; no honor point per credit hour.
- P-** Passing; this grade is assigned to students satisfying the requirements in courses taken by proficiency examinations and for courses in which such a grade is required. This grade is not included in the computation of the grade point index.
- NP-** Not passing; this grade is assigned to students who fail in the courses indicated under the grade P. This grade is not included in the computation of the grade point index.
- DP-** Dissertation in progress
- PP** Project in progress. This grade is assigned to students that continue a research project after the term in which they were registered.
- TP-** Thesis in progress

Only courses completed at Inter American University are included in the computation of the grade point index. The grade point index is determined by dividing the total number of honor quality points by the total number of credits completed with grades A, B, C, or F. The grade of D is not given at the graduate level.

Change of Grades Request

Students who believe that their final grade in a course is erroneous must notify this, in writing, to the course instructor, with a copy to the proper department chairman. This faculty member will be responsible for discussing the evaluations with the student and if necessary will submit an amendment to the student's final grade according to the process established by the Institution.

If students are not satisfied with the attention given to grade change request, they may resort to the procedure established in Article 2, Part A, number 8, of the General Student Regulations.

The deadline for requesting a change of grade will be the deadline for withdrawal with a grade of W of the academic term following the term of the same type in which the grade was given.

Administrative Action Symbols

The following symbols are used to indicate administrative action taken in regard to student status in courses for which they registered:

- W-** Course Withdrawal: Assigned when the student withdraws from a course after the end of the period for class changes and no later than the date established on the academic calendar for withdrawals with W.
- DC-** Course Withdrawal: Assigned when the student withdraws from a course before the end of the period for class changes. This symbol does not appear on the student transcript.
- AD-** Administrative Drop: Assigned when the University drops the student for reasons such as death, suspension or other situations warranting a drop.
- AW-** Assigned in the electronic register when the professor informs, no later than the date established in the academic administrative calendar, that the student never attended the course or any related academic activity. The courses to which the annotation is assigned do not form part of the academic record of the student.
- MW-** Symbol used to indicate total withdrawal for military reasons

I- Incomplete: When students have not completed a course requirement and the professor determines that there are valid reasons for it, the symbol "I" (Incomplete) may be assigned. Together with the symbol "I", the professor will include a provisional grade, after assigning zero for the unfinished work. When faculty members assign an "I", they shall report to their immediate supervisor the grade that the student has earned up to that time, the evaluation criteria and a description of the unfinished work if applicable. A student who receives an "I" must remove it by the date specified on the Academic Calendar. The professor will have five workdays after the date for the removal of incompletes, as established in the academic-administrative calendar of the corresponding term, to inform the student's grade to the director of the department. The responsibility for removing the "Incomplete" rests on the student. If the "Incomplete" is not removed within the time specified, the student will receive the informed provisional grade. This norm will apply whether or not the student enrolls the following semester.

The School of Law and School of Optometry will adjust this norm to their respective needs.

UW- Assigned in the electronic registry on the date to inform the grades, as established in the academic administrative calendar, when the student:

1. Has stopped attending classes for at least three consecutive weeks in a semester or its equivalent in other academic terms, without presenting a justification to the professor or dean of students.
2. Has not participated in any academic activity related to the course (including the final examination) after the time period established in number one above.
3. Does not qualify for the grade of incomplete or (F).

When the annotation UW is given, the professor will inform the last date of attendance or participation in an academic activity related to the course.

This annotation will form part of the academic record of the student.

AU- Symbol used to indicate on student transcripts that the course was audited. No honor points or University credit are awarded.

R- Symbol used to indicate the course was repeated.

T- Symbol used to indicate the course was transferred from another institution.

Veterans Services

The services for veteran students are explained in the General Information section.

Support Services and Student Life

Academic Counseling

The University offers academic counseling services to all students. Once students have selected their specialization, the academic advisor assigned will guide them in the process of maximizing their potential for study.

Students should meet with their academic advisors to plan their program of studies during the semester/trimester. The responsibility for planning the program of studies rests on the student.

Professional Counseling

The professional counseling services facilitate the adjustment of students to the university environment through professional counselors. These services include academic guidance and counseling and vocational and personal counseling. Help is provided to students in the development of educational, vocational and personal goals and in the achievement of a greater integration and participation in the university community.

Audiovisual Center

Each Center offers a variety of audiovisual services to assist in the teaching-learning process. These use the most modern technological resources available. The Audiovisual Center has two main functions: the production of audiovisual and related materials to complement the educational process and the offering of direct services to faculty and students.

The Centers design and produce their materials in facilities for sound and television recordings and for photography and the graphic arts. Projection services for individuals and groups as well as exhibitions are offered.

In general, these Centers gear their efforts towards facilitating the imparting of knowledge. The Centers contain collections of current materials in all curricular areas.

Information Access Center (Library)

Each campus has an Information Access Center (IAC) with properly capable human resources, educational resources and appropriate physical spaces.

These Centers are organized as a system that works in co-ordination. An online catalog provides access to all bibliographical resources that the Institution owns, as well as to audio-visual materials, printed magazines and electronic books available for study and research.

The Information Access Center provide remote access to the electronic data bases that the Institution subscribes to, and those prepared internally, and to others of scientific interest that are available free of charge.

Each Information Access Center is considered an integral part of the development of the library programs of the University, among which the development of information and research skills stands out.

The System has a collection that exceeds a million printed and non-printed items, such as printed and electronic books, educative data bases of academic magazines, educational videos, microfiches and microfilms.

Educational Resources System

The University stresses the importance of developing educational resources that complement the teaching function. As a result, several programs have been implemented to integrate the latest technological advances to the University's educational services.

Medical Services

The academic units, except the School of Optometry, have a First Aid Center that offers first aid and offers guidance on the health care.

Residence Halls - San Germán Campus

At the San Germán Campus, there are separate but equal dormitory facilities for men and women. A deposit of \$25.00 for a room in one of the residence halls should be made at the time the student applies for admission. The \$25.00 deposit will be reimbursed in full upon request if the student is not accepted for admission. Application for a room should be filed as early as possible because accommodations are limited.

The application form, as well as further information about dormitories, can be obtained from the Office of the Dean of Student Affairs at the San Germán Campus.

Rooms will be reserved until the day the student is scheduled to register. If the room is not claimed by that day, the reservation will be canceled.

When students are accepted, they receive a copy of the dormitory regulations. It is their responsibility to read such regulations carefully and to follow them for their own welfare and that of other students residing at the dormitories. Students who violate dormitory rules may be required to vacate the residence or, in the case of serious violation, may be suspended or expelled from the University.

Student Activities

During the academic year, the University and the Student Council of the various instructional units sponsor a variety of cultural, social and recreational activities in which all students and the University community are invited to participate. Such participation fosters personal growth and provides leadership training by encouraging mutual understanding and cooperation and by emphasizing the ideals of service, good citizenship and respect for human values. The University, within the limits of its resources, endeavors to provide such activities.

There are many clubs and organizations at the instructional units. These organizations may be academic, professional, cultural, recreational, social, sports or religious in nature. The Office of the Dean of Student Affairs at the various instructional units will provide, upon request, up-to-date information on clubs and organizations and their current officers and membership.

Religious Activities

Reflecting the commitment of the University to its Christian roots, each campus has a Religious Life Office that responds to the Institutional Pastoral Plan promoting faith experiences from an ecumenical and Christian perspective. Each instructional unit also offers pastoral care services, spiritual enhancement and reflective experiences, in addition to the established celebrations during the liturgical year. The participation of the University community is encouraged in the different events, but is completely voluntary.

Student Councils

Student councils, as provided by the General Student Regulations, may be organized at all the instructional units of the University. Their members are elected from the student bodies according to the established procedures. These procedures provide for direct participation of the largest number of students possible from all the units.

Only full-time students in good standing are eligible to hold office in student organizations. The Student Council is given funds for organizing activities promoting student life and the academic endeavors of the unit. Students on disciplinary probation are not eligible to hold posts in the Student Council.

Through the Student Council the wide-concerns of students are canalized. This body meets regularly with university authorities and receives relevant information about the University development.

Student Participation

The University advocates student participation at all levels and in various forms. A total of 39 students with voice and vote participate in the Academic Senates of the individual campuses. Three students, one graduate and two undergraduate, participate in the University Council. All of these students are elected by the student bodies of their respective instructional units. The procedures for the election of these students provide for direct participation of the greatest number of students possible from all the units.

Student Centers

The instructional units have student centers that meet the needs of the University community: students, faculty, administration, alumni, parents and friends. These centers provide appropriate areas for social, educational, artistic, cultural and recreational activities.

Parking Service and Traffic Rules on Campuses

The Traffic Laws of Puerto Rico are complimented by the Campus' internal rules related to on-campus traffic. All students interested in access to the campuses with a motor vehicle must obtain a permit to these effects. The permit and the payment for parking should not be interpreted as a guarantee of a parking space.

Students are responsible for observing traffic rules and driving properly. The University is not responsible for damage that vehicles parked on the premises may suffer or for articles left inside the vehicles. Any personal or property damage caused by students while driving inside University installations will be their responsibility.

Study Modalities and Learning Experiences

Study by Contract

This option offers students the opportunity of taking courses through a written agreement with a professor which specifies the manner in which students will complete course objectives and content. The agreement stipulates the learning activities that students promise to carry out on an individual basis. Faculty members serve as facilitators in the learning process, evaluate the accomplishments and certify completion of course requirements.

To qualify for a course by contract graduate students must abide by the following guidelines:

1. This modality is available to students taking the course for the first time and who have completed 50% of the total credits required for the graduate degree with a general grade point average of no lower than 3.30.
2. Only those courses whose very nature will permit it can be offered through contract. Laboratories, conference /laboratories, practicums, and courses similar to these cannot be offered by contract. The faculty of the specialization of each Campus will decide which courses may be offered by this modality. In the case of shared programs, the specialized faculty will meet to reach an agreement as to which courses may be offered by this modality.
3. The contract between the student and the professor will require the endorsement of the Department Director.
4. The agreement between the student and the professor will require the approval of the Dean of the Division or the Dean of Academic Affairs.

The Department should abide by the following norms:

1. The Study by Contract modality can not be used to repeat a course.
2. Faculty, who have been assigned Study by Contract courses, should have additional office hours reserved for their students.
3. Students in a Master's Program will be able to complete a maximum of two required courses for the degree in the contract modality. The Department Director, for valid reasons, may authorize additional courses to be taken by contract.

Portfolio

Graduate students have the option of completing a course by using the Portfolio course of study modality. In this modality graduate students present evidence of their experience and achievements which are equivalent to the skills and competencies to be offered in the university course. Candidates offer evidence of their experience and achievements in their Portfolios in such a way that they identify, organize, and establish evidence to support course accreditation.

1. This modality will be available to all students at any moment according to the specifications of the Program.
2. The faculty of each graduate program will determine the courses to be accredited through the Portfolio Modality. Laboratories, Conference/laboratories, practicums and other similar courses will not be offered in this modality.
3. The Dean of the Division or Dean of Academic Affairs will approve all students' requests for Portfolio courses, and will ratify a signed agreement between the student and the professor.
4. "Accreditation of Learning Experiences through Portfolio" will be recorded on the official transcript to complete the administrative process.

Graduate students will be allowed to take one third of the total credits of the graduate program in these non-traditional study modalities.

Special Topics

Special topics permit the offering of courses that enrich the student's academic development. These offerings may be made when special circumstances or rare events occur or when an outstanding specialist in the field is available for teaching the course.

Special Topics are governed by the following norms:

1. Special Topics may be offered with a value of from 1 to 6 credits per course.
2. The course must be authorized by the Department Chairperson, Division Dean and, finally, by the Dean of Academic Affairs.
3. The title of the course will appear on student transcripts.
4. Special Topics in all disciplines are identified by the combination 597 or 797 in the first three digits (597 Master's degrees; 797 Doctoral degrees).
5. Regular courses described in this catalog may not be taken as Special Topics.

Experimental Courses

Designating courses as "Experimental" permits the temporary offering of new courses not appearing on the official course lists of the University, thus making it possible for these courses to be offered experimentally while being evaluated. Experimental courses may be offered in accord with the following norms:

1. Experimental courses may be offered with a value of from 1 to 6 credits per course.
2. Experimental courses must be authorized by the director of the department, the dean of faculty, if applicable, the the Dean of Academic Affairs.
3. After an experimental course has been offered for two academic years, the course must be evaluated by the department, dean of faculty, if applicable, and by the Dean of Academic Affairs.
4. If the recommendation is favorable to include this course as a regular one, the resolution to this effect will be sent to the Academic Senate.
5. The title of experimental courses will appear on student transcripts.

Internship Programs

Students that have approved 12 credits or more and are interested in applying and enriching what they have learned in the classroom through real work experiences related to their specialization may apply to participate in internship programs if they qualify. University credits may be received for the internship according to the criteria established by the program of study faculty.

The faculty of the program or specialization will recommend the credits to be awarded. This experience does not replace the Internship required by the program of studies

Information on internship programs may be obtained from the Dean of Students or the Dean of Academic Affairs of each campus

Satisfactory Academic Progress Requirements for Professional Certificates, Masters & Doctoral Programs

Inter American University of Puerto Rico requires that all graduate level students demonstrate satisfactory academic progress throughout their study program. The eligibility to receive federal, state and institutional financial aid, will depend on this academic progress.

Requirements to Achieve Satisfactory Academic Progress

The requirements to achieve satisfactory academic progress are divided into two components: qualitative and quantitative.

A. Qualitative Component

The general academic index that students who are studying a Post-Baccalaureate Professional Certificate or a master's degree must achieve is:

- a. a minimum of 2.50 in the credits approved in the first year of study, and
- b. 3.00 in the credits approved in the remaining years until they finish their study program.

Students who study a Post-Masters Professional Certificate or a program at the doctoral level must attain an academic index of 3.00 or more in the credits approved while they are in their study program.

B. Quantitative Component

1. Approval of Tempo Requirements: relation between approved credits and attempted credits

Students, who are in a Post-Baccalaureate Professional Certificate or a program at the master's level, must approve 50% of the credits attempted in their first year of studies and 66.67% in the remaining years.

Students, who are in a Post-Master's Professional Certificate or a program at the doctoral level, must approve 66.67% of the credits attempted in the study program beginning with their first year of studies.

2. Maximum Period of Eligibility Requirements

Students, who are in a Post-Baccalaureate Professional Certificate program, will have a maximum of two calendar years to complete the program, while for the master's level programs they will have a maximum of seven calendar years to complete the degree requirements, from the date on which they begin to take their first graduate course.

Students, who are in a Post-Master's Professional Certificate program will have a maximum of two calendar years to complete the program, while for the doctoral level programs, they will have a minimum of four academic sessions and a maximum of eight calendar years to complete the requirements of their program, from the date on which they begin to take their first course at the doctoral level.

Students of the post-baccalaureate and graduate levels accumulate time of study for transferred credits. This accumulates at the rate of one year of studies for each sixteen transferred credits. If students do not complete their study program within the established maximum time, they may be evaluated to determine if they can continue with their studies. If an extension of time is granted to finish their studies, these students must present an Appeal Request to determine if they may be eligible to receive financial aid.

Probationary Period and Requirements to Maintain Eligibility for Federal and State Financial Aid

All students who do not fulfill the requirements of the qualitative or quantitative components will not be achieving satisfactory academic progress, therefore they will be placed under a first academic probationary period of two semesters, three trimesters or four bimesters, during which they will be able to register in courses. Students in academic probation or suspension are not eligible to receive federal and state financial aid. However, they may initiate an appeal process to restore their eligibility.

Appeal Process to Restore Financial Aid

Students interested in appealing the loss of eligibility to receive financial aid must submit an Appeals Request to the Dean of Academic Affairs or the person that the dean designates, after having received the notification of their loss of eligibility. The students must base their appeal on a worthy cause and must indicate at the time of presenting the appeal how their circumstances, which have changed, will allow them to achieve satisfactory academic progress. Among the justified causes to request an appeal are the following, without being limited to them:

1. the suffering of a serious and severe illness,
2. the death of a member of the familiar nucleus,
3. the death of the spouse or
4. a military assignment.

The student's request will be referred to the Appeals Committee, a work party designated by the chief executive officer, comprised of the Dean of Academic Affairs or his representative, the director or coordinator of the graduate program, a professional adviser and the director of financial aid or his representative. This last person will participate in the committee, in case the eligibility to receive financial aid is evaluated. The committee will deal with all appeal requests of graduate level students. When evaluating the request, the committee will determine if the student will be able to obtain the required academic progress upon finishing the next academic term or when concluding the academic probationary period.

If the committee concludes that the student will be able to achieve satisfactory academic progress, his appeal will be approved, and a financial aid probationary period will be granted to him during the next academic term in which he registers.

Evaluation of Students in Academic Probation

Students in the first academic probation will be evaluated in all terms in which they register, and at the end of the probationary period. If at the end of one of the terms under the first academic probation, students manage to attain satisfactory academic progress, they will be considered to be in compliance with this norm, and, therefore, will regain their eligibility to receive federal and state financial aid. In case students do not attain satisfactory academic progress, their academic performance in the term will be evaluated and if they manage to obtain an academic index of 3.00 and an approval tempo of 66.67% in this term, they will maintain their classification in first academic probation. However, they must present an Appeal Request to determine if they may be eligible to receive financial aid.

If, at the conclusion of all terms of the first academic probationary period, students do not manage to attain satisfactory academic progress, they will be suspended academically for the first time. The first academic suspension will last six months. Students may appeal this determination and if the appeal is approved they will be granted a second academic probation for two semesters, three trimesters or four bimesters. Students who do not appeal the academic suspension may resume their studies in the University when the six-month suspension period ends and they will be granted a second academic probation for two semesters, three trimesters or four bimesters.

Students in the second academic probation will be evaluated in all terms in which they register, and at the end of the probationary period. If at the end of one of the terms under the academic probationary period, students manage to attain satisfactory academic progress, they will be considered to be in compliance with this norm, and, therefore, will regain their eligibility to receive federal and state financial aid. In case students do not attain satisfactory academic progress, their academic performance in the term will be evaluated and if they manage to obtain an academic index of 3.00 and an approval tempo of 66.67% in this term, they will maintain their classification in second academic probation. However, they must present an Appeal Request to determine if they may be eligible to receive financial aid.

If, at the conclusion of all terms of the second academic probation, students do not manage to attain satisfactory academic progress, they will be suspended academically for the second time. The second academic suspension will last for one year and the student may not appeal this determination.

Other Provisions of the Satisfactory Academic Progress Norm

1. The University will evaluate all graduate level students at the end of the academic year. The evaluation will include all the terms that the student has studied.
2. For students classified in academic probation, progress will be measured at the end of each academic term until the probationary period concludes.
3. The University will notify students, by means of a letter or e-mail, their academic status and their eligibility to receive federal and state financial aid.
4. The credits of the courses in which grades and annotations of A, B, C, F, P, NP, AD, W, UW or T are obtained will be considered as attempted credits.
5. The credits of courses in which grades of A, B, C, P, or T are obtained will be considered as approved credits.
6. The academic load of students in academic probation will be limited to nine credits per semester, six per trimester or three per bimester. The Dean of Academic Affairs will evaluate the exceptions to this provision considering the merits of each case.
7. The evaluation to determine the academic progress of students will not consider the courses in which students have received the annotation of incomplete (I), dissertation in progress (DP), thesis in progress (TP), and project in progress (PP), until this annotation has been removed.
8. After graduation, the transcript will not reflect the student's probationary and suspension periods.
9. Students suspended for the second time in their study program may request readmission to the institution in another academic program different from the one they were studying. The Dean of Academic Affairs will evaluate the exceptions to this provision considering the merits of each case.
10. Students may not obtain a financial aid probation for the same circumstances in more than one occasion.

Academic Norms for Masters' Programs and Professional Certificates

Maintenance of Active Status in Masters' Degree Programs

Students, who have completed all requirements for a Master's Degree, except the comprehensive examinations or the other options and /or thesis must pay each semester, a fee established by the Administration in order to maintain their ties with the University between the completion of course requirements and the awarding of the degree within the established seven-year period.

Residency Requirements for Masters' Programs

A minimum of twenty-one (21) of the required credits for a Master's Degree must be earned in residence at Inter American University.

Institutional Graduation Requirements for Master's Programs

The University establishes as an academic policy that all students demonstrate the capacity to integrate the developed competencies and to apply them to their specialization area as a requirement to obtain the Master's Degree. The University recognizes different ways through which students can demonstrate the mastery of the competencies of their discipline as part of the graduation requirements: thesis, comprehensive examination, integration seminar, research project, creative work and graduation average.

For this reason all master's candidates, of a program that does not require Thesis, must pass one of the following four (4) modalities, as determined by their academic program:

1. Comprehensive Examination

The comprehensive examination will be the option available for those academic programs whose accrediting agencies require this modality. If this is not the case, the academic program will determine if this option will be available for its students.

The comprehensive examination consists of two parts, when applicable. One part will include general material related to the field of studies and the other will examine specific material related to the specialization or program areas. All master level students must be evaluated by the Director of the Graduate Program to determine their eligibility to take the comprehensive examination. The specific number of credits as well as the courses students must have passed will be established according to the requirements of each graduate program. Students will take the entire examination on the first occasion. The minimum passing grade is 75% in each part, when applicable. A student that passes only one of the parts must repeat the part that was failed.

2. Integration Seminar

Three-credit interdisciplinary Integration Seminar (SEMI 697_), in the program specialization, in which general and specific material required for the degree will be presented proportionally to their composition of the totality of credits required for the degree.. If the academic program has an equivalent Integration Seminar, it may be used instead of SEMI 697_. Students will receive a final grade of Pass (P) or Not Pass (NP).

3. Research Project

Students will take a three-credit (3) course where they will carry out a Research Project. Throughout this Project, students will demonstrate their capability to interpret and integrate theoretical concepts for the

practical solution of problems related to their field of studies. Students will have up to one consecutive academic year to complete their Project. The student will receive a final grade of Pass (P) or Not Pass (NP) or Project in Progress (PP).

4. Creative work

Students will take a three-credit (3) course where they will have to carry out a creative work that demonstrates their mastery of the competencies developed in their specialization area. They will receive a final grade of Pass (A) or Not Pass (NP).

The options of Integration Seminar, Research Project and Creative Work are equivalent to three (3) additional credits for those students whose academic program does not include such options as part of the courses required for the degree.

All students requesting eligibility to fulfill the requirement for the granting of the master's' degree must be evaluated before starting the modality required by the program. The number of credits passed as a requisite to become eligible will be established by each specialization.

If students fail in the first attempt to complete this requirement, they will have two (2) additional opportunities to repeat the same option or take another of the available ones. All students interested in more than one specialization within a degree program and who wish that these be certified on their transcript, must take the option chosen in every area for which certification is requested.

The different options will be offered in agreement with the norms in effect for the academic program. In those cases in which the norms of the academic program do not specify the options available, the academic units will determine which they will offer in agreement with their needs.

All applications for one of the options herein described should be made within the time limit stipulated by the academic program to which the student belongs.

The general average to complete the master's degree will be that established in the norms of the academic program. In case the program does not specify this, the average will be that minimum established by University, which is 3.00.

All students must complete their degree within the period of time established for each academic program. In case the program does not specify this, the maximum time will be that established by the University.

Graduation Requirements for Masters' Programs and Professional Certificates

Students will graduate under the program and the norms established in the Graduate Catalog of the University under which they were admitted or in any subsequent Graduate Catalog at the student's request, but never in a combination of catalogs. Re-admitted students will graduate under the rules of the program in the Graduate Catalog in effect at the time of their readmission or under any subsequent Graduate Catalog.

Graduation Requirements for the Master's Degree and Professional Certificates

In order to satisfy the Graduation Requirements of the Master's Degree at Inter American University, students must:

1. Be regular students.
2. Have completed the program required courses established in the Graduate Catalog.
3. Obtain a general academic index of 3.00 or more.
4. Obtain an academic index of 3.00 or more in the courses required for their degree.

Expiration Norm for Master's Level and Professional Certificate Courses

All work with academic credit will be valid for a period of ten (10) years. Courses to which the expiration norm is applied will appear in the student's academic record, but they will not be considered for the general grade point index.

Academic Norms for Doctoral Programs

Maintenance of Active Status in Doctoral Programs

Doctoral students completing the course requirements before passing the comprehensive examination or completing their dissertation must enroll each academic term in the corresponding Dissertation or Continuation of Dissertation course, until the dissertation has been approved.

Residency Requirements for Doctoral Programs

Students in doctoral programs, except those in psychology or education, must complete at least fifteen (15) credits of the corresponding doctoral program in two successive academic terms (two terms or one term and the two summer sessions) at Inter American University. For the doctoral program in psychology, students must complete a minimum of 60 percent of their courses at Inter American University. They must also complete one year of residence as full-time students or its equivalent. The doctoral degree in education does not have a residency requirement.

Comprehensive Examination Requirements for Doctoral and Specialist Programs

All doctoral students must pass a comprehensive examination after having passed at least 30 credits (9 credits must be basic required courses and 21 credits in specialization courses) in the selected doctoral program to be admitted to degree candidacy or in the case of the Specialist Program to meet the requirements for the diploma.

Expiration Norm for for Doctoral Program Courses

No work for academic credits realized more than ten (10) years before, will be considered for the purpose of obtaining the doctoral degree. The courses to which this expiration norm is applied will appear in students' academic records, but they will not be considered for the grade point index.

Graduation and Diplomas

Application for Graduation

Application for graduation should be made and the graduation fee paid when candidates for a masters or doctoral degree have completed three fourths of the credits required in their program. This application will be made no later than the date specified on the Academic Calendar. The application forms may be obtained at the Office of the Registrar and should be returned to that Office after they have been filled out and stamped by the Business Office showing that the non-refundable graduation fee has been paid. Failure to comply with this procedure may result in the postponement of the granting of the diploma.

The payment of graduation fees of any kind, the listing of the students as candidates for graduation in any document and/or invitation either to the graduation ceremonies or to any other activity related to graduation exercises shall not be interpreted as an offer to graduate or a covenant to that effect. Only the completion of all requirements listed in this catalog or in any other official University directive entitles a student to graduation irrespective of any representation of any kind made by any official of this University.

Candidacy for graduation will be attained when the Office of the Registrar has determined that the student has met the requirements for graduation.

Any student who does not complete the requirements to obtain his academic degree and interrupts his studies, but has paid his graduation fee, will have the right for this to remain in effect for the next the two (2) academic years from the last academic term in which he studied. Once this period has passed, the student will pay the difference, if there is a difference, of the cost of the current graduation fee.

Any alleged error in the evaluation of the application for graduation should be reported to the appropriate Registrar within five calendar days after the receipt of the evaluation.

Candidates for graduation must meet the current regulations and laws to practice their profession.

Diplomas

Diplomas must be claimed by graduates at the Office of the Registrar no later than one year following graduation. The University will not be responsible for diplomas after that date.

Posthumous Degree

In case of death of a student who has fulfilled the graduation requirements, such student may be considered by the appropriate university authorities for the granting of a posthumous degree.

Academic Norms of Compliance

Credit-Hours

The University defines one (1) credit for an academic term, as indicated below:

- 1) 15 hours of presential contact and 30 hours of academic, course related activities, which the student carries out outside the classroom; or their equivalent in academic, online activities
- 2) 15 hours of presential contact in the integrated modality of lecture-lab and a minimum of 30 hours of academic, course related activities, which the student carries out outside the classroom; or their equivalent in academic, online activities
- 3) 30-45 hours in a presential or virtual, closed laboratory
- 4) 45-60 hours of supervised practice

Course Offerings and Scheduling

This Catalog includes the courses that comprise the academic offerings authorized for Inter American University by the Council on Education of Puerto Rico. However, for reasons of enrollment a course may not be offered in one campus, but offered in another. Students have the option of taking courses that form part of their academic program or authorized equivalent courses in another campus that has them scheduled for the academic term of their interest. In addition, there are academic programs that include a component of "Prescribed Distributive Requirements" that, generally, require students to select courses from among a list of courses or options. In these cases, students will select from among those courses that the campus has scheduled. However, students also have the option of taking Prescribed Distributive courses in another campus that has scheduled the courses of their interest in accord with the requirements of their study program.

Special Requirements of Practice and Internship Centers

Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements. These external centers may be state and federal agencies, hospitals, and nongovernmental organizations, among others.

It is students' responsibility to comply with the external center's requirements in order to complete their practice or internship. Depending on the practice center, these requirements may be doping tests, HIV tests, an immunization certificate against hepatitis, a health certificate, a negative criminal record, or any other requirement that the institution or practice center may stipulate. If students refuse or are not able to meet any of the requirements, they will be unable to complete their practice or internship and, therefore, will not pass the practice or internship course or meet the graduation requirements of their academic program.

Compliance with Requirements of Regulated Professions and Employment

Some professions have licensing, certification, or professional association requirements or a combination of these in order for a person to practice the profession. Therefore, students and graduates who hope to practice a regulated profession must meet the current requirements of the organization that confers the license, certification, professional association or combination of these before initiating the corresponding proceedings with the agency or organization that applies to their profession. The licensing, certification, professional association requirements or a combination of these may vary from one jurisdiction to another. Therefore, compliance with the requirements in one area does not imply that the student also complies with the requirements of another region. Students are forewarned that the agencies that regulate the professions may change the requirements to practice these at any time.

Some employers of the private sector or government agencies have revalidation, examination or test requirements in order to choose a job. It is for this reason that, in these cases, students or graduates applying for work must meet the additional requirements beyond the studies or diplomas that Inter American University of Puerto Rico offers and confers.

Responsible Conduct in Research Projects

Any student registered in courses that require carrying out research projects or who works in a research project must comply with the laws, regulation and policies applicable to that activity. The student must take the training required by the Institution and by the applicable state and federal regulations, in harmony with the type of research project.

Institutional Review Board (IRB)

The IRB is responsible for seeing to it that the University complies with the state and federal laws and regulations, as well as with the applicable institutional norms and procedures for the protection and rights of the human beings who participate in these projects.

Once a student completes the required training, and before beginning research activities with human beings, such as their identification, recruitment, or the acquisition of information about the participants, and before contacting them and requiring their participation in the project, the student must obtain the approval of the Institutional Review Board (IRB).

Responsible Conduct in Research Projects (RCR)

Any student who works in research projects supported with external resources, or who collaborates as a research assistant to a professor in charge of a research project supported with external funds, must take the training related to responsible conduct in research required by the University and the applicable federal regulations. In addition, the student must provide evidence of having approved these trainings.

Other Research Projects

Research projects that do not involve human beings must also present evidence of compliance with institutional norms and the applicable state and federal regulations.

Warning on Compliance with Copyright Laws and Regulations

The unauthorized distribution or reproduction, by any means, of material protected by the copyright laws and regulations may entail the imposition of civil and criminal sanctions. The *General Student Regulations* contains provisions on academic honesty that cover the protection of this type of material and the breach of the provision may lead to the imposition of disciplinary sanctions.

There are legitimate ways to obtain and distribute protected materials. For more information, click here www.educase.edu/legalcontest.

Discontinuation of Academic Offerings

The University is committed to the renewal of its academic offerings, which includes the expansion, review, modification or discontinuation of academic programs offerings authorized by the Council on Education of Puerto Rico. In case any academic unit of the University decides not to continue offering some academic program, students will have options available to them to complete the degree requirements. Courses on line, study by contract, independent study tutoring or other nontraditional modalities may be among the options.

Graduate Academic Offerings

Institutional Codes y CIP Code

The following table presents the graduate programs authorized by the Council of Education of Puerto Rico (CEPR) with the code assigned by the University to identify the academic program and the minor specializations. It also includes the Classification of Instructional Programs or CIP Code, according to the taxonomic scheme of the U.S. Department of Education.

| Academic Program | IAUPR Code | CIP Code |
|---|------------|----------|
| Masters, Doctorates and Minor Specializations | | |
| Anesthesia (MS) | 363 | 51.3804 |
| Applied Mathematics (MA) | 381 | 27.0301 |
| Biology (MS) | | |
| Molecular Biotechnology | 412 | 260.204 |
| Ecological and Environmental Science | 413 | 26.1305 |
| Biotechnology (MS) | | |
| Plants Biotechnology | 423 | 26.1201 |
| Industrial Biotechnology | T882 | 26.1201 |
| Business Administration (MBA) | | |
| Accounting | 315 | 52.0301 |
| Finance | 314 | 52.0801 |
| General | 316 | 52.0201 |
| Industrial Management | 328 | 52.0299 |
| Marketing | 312 | 52.1401 |
| Human Resources | 327 | 52.1001 |
| Managerial Information Systems | 361 | 52.1201 |
| Tourism | T001 | 52.0901 |
| Minor in Knowledge Management | 316M | |
| Minor in Economic and Social Dimensions of Globalization | 377G | |
| Business Administration and Law (MBA / JD) Consortium with the School of Law | 501 | 22.0101 |
| Business Administration for Executives (MBA) | 414 | 52.0201 |
| Business and Entrepreneurial Education (MA) | T006 | 13.1303 |
| Minor in Business and Entrepreneurial Education with Exceptional Populations | T06M | |
| Computer Science (MS) | 406 | 11.0701 |
| Computer Science with Specialization in Network and Security (MS) | 409 | 11.0901 |
| Criminal Justice (MA) | 302 | 43.0199 |
| Criminal Justice and Law (MA / JD) Consortium with the School of Law | 504 | 22.0101 |
| Education (EdD) | | |
| Business Education | 587 | 13.1303 |

| Academic Program | IAUPR Code | CIP Code |
|--|-------------------|-----------------|
| Counseling | 530C | 13.1101 |
| Curriculum and Teaching | 540C | 13.0301 |
| Special Education and Transition Services | 589 | 13.1099 |
| Education Management and Leadership | 520C | 13.0401 |
| Higher Education | 525 | 13.0406 |
| Education in Mathematics (EdD) | D001 | 13.1311 |
| Education (MA) | | |
| Educational Management and Leadership | 402 | 13.0401 |
| Counseling | 309A | 13.1101 |
| Physical Education | | |
| Teaching of Physical Education | 401 | 13.1314 |
| Sport Training and Performance | 400 | 13.1314 |
| Special Education | 329 | 13.1001 |
| Teaching of Mathematics | 376 | 13.1311 |
| Education (MEd) | | |
| Bilingual Education | 417 | 13.0201 |
| Interdisciplinary Special Education | 416 | 13.1099 |
| Teaching at the Elementary Level | 395 | 13.1202 |
| Information and Library Science Technology | 411 | 25.0101 |
| Teaching of Biology | T451 | 13.1316 |
| Teaching of Chemistry | T452 | 13.1316 |
| Education in Curriculum and Teaching (MEd) | | |
| Biology | 386 | 13.1322 |
| Chemistry | 387 | 13.1323 |
| English as a Second Language | 383 | 13.1401 |
| History | 384 | 13.1328 |
| Mathematics | 385 | 13.1311 |
| Spanish | 382 | 13.1320 |
| Educational Computing (MA) | 355 | 13.0501 |
| Educational Neuroscience (MA) | 410 | 13.9999 |
| Electrical Engineering (ME) | | |
| Control Systems | T005 | 14.1099 |
| Potency Systems | T004 | 14.0101 |
| Entrepreneurial and Managerial Development (PhD) | | |
| Human Resources | 580 | 52.1101 |
| Interregional and International Business | 581 | 52.1101 |
| Environmental Evaluation and Protection (MS) | 378 | 03.0104 |
| Environmental Sciences (MS) | | |
| Environmental Biology | 362A | 03.0104 |
| Environmental Chemistry | 362B | 03.0104 |
| Water Resources and Unit Operation | 362C | 03.0104 |
| Finance (DBA) | 588 | 52.0801 |
| Fine Arts (MFA) | | |

| Academic Program | IAUPR Code | CIP Code |
|--|-------------------|-----------------|
| Ceramics | 372 | 50.0711 |
| Drawing | 368 | 50.0705 |
| Painting | 370 | 50.0708 |
| Photography | 373 | 50.0605 |
| Printmarking | 369 | 50.0710 |
| Sculpture | 371 | 50.0709 |
| Gerontology (MS) | T883 | 30.1101 |
| Government and Public Policy (MA) | T002 | 45.1001 |
| History (MA) | 336 | 54.0101 |
| History of America (Combined MA-PhD) | 586C | 54.0199 |
| History of America (PhD) | 586 | 54.0102 |
| International Business (MIB) | 377 | 52.1101 |
| Minor Specialization in International Marketing | 377B | |
| Minor Specialization in International Relations | 377A | |
| Minor in Economic and Social Dimensions of Globalization | 377G | |
| International Business and Law (MIB / JD) Consortium with the School of Law | 502 | 22.0101 |
| International Business Administration (MIBA) | | |
| International Accounting | 396 | 52.0301 |
| International Finance | 397 | 52.0806 |
| International Human Resources | 399 | 52.1001 |
| International Marketing | 398 | 52.1403 |
| Labor Relations (MA) | 322 | 52.1002 |
| Labor Relations and Law (MA / JD) Consortium with the School of Law | 503 | 22.0101 |
| Library and Information Sciences (MLS) | 342 | 25.9999 |
| Mechanical Engineering (MS, ME) | | |
| Energy (MS) | 419 | 14.9999 |
| Aerospace (MS) | 420 | 14.0201 |
| Energy (ME) | 421 | 14.9999 |
| Aerospace (ME) | 422 | 14.0201 |
| Molecular Microbiology (MS) | | |
| Bioinformatics | T003 | 26.0502 |
| Molecular Diagnostic | T881 | 26.0502 |
| Music (MM) (Metropolitan Campus) | T996 | 50.0903 |
| Music Education (MA) (San Germán Campus) | 393 | 50.0903 |
| Nursing (MSN) | | |
| Critical Care Nursing | 407 | 51.3814 |
| Maternal Child Nursing | 425 | 51.3806 |
| Medical-Surgical Nursing | 408 | 51.3812 |
| Mental health and Psychiatry | T981 | 51.3810 |
| Open Information Computer Systems (MS) | 364 | 11.0802 |

| Academic Program | IAUPR Code | CIP Code |
|--|-------------------|-----------------|
| Psychological Counseling in Family (MS) | 405 | 42.2803 |
| Psychology (MA) | | |
| Industrial /Organizational Psychology | 359 | 42.2804 |
| Psychological Counseling | 323 | 42.2803 |
| School Psychology | 324 | 42.2805 |
| Psychology (PhD) | | |
| Psychological Counseling | 583 | 42.2803 |
| School Psychology | 584 | 42.2805 |
| Psychology (PsyD) | | |
| Clinical and Counseling Psychology | D702 | 42.2899 |
| Clinical and School Psychology | D701 | 42.2899 |
| Religious Education | 426 | 39.0401 |
| Social Work (MSW) | | |
| Administration in Social Work (Regular) | 351 | 44.0799 |
| Administration in Social Work (Advanced) | 351A | 44.0799 |
| Clinical Social Work (Regular) | T991 | 51.1503 |
| Clinical Social Work (Advanced) | T91A | 51.1503 |
| Clinical Social Work (DSW) | D801 | 51.1503 |
| Speech Pathology (MS) | 429 | 51.0203 |
| Teaching English as a Second Language (MA) | 300 | 13.1401 |
| Teaching of Reading and Writing (MA) | 418 | 13.9999 |
| Theology | 577 | 39.0601 |
| Professional Certificates | | |
| Bilingual Education (Post Baccalaureate) | 417C | 13.0201 |
| Clinical Social Work (Post Masters) | 675 | 51.1503 |
| Database Technology and Administration (Post Baccalaureate) | 365 | 11.0802 |
| Education in Diabetes (Post Baccalaureate) | 061C | 51.0001 |
| Family Counseling (Post Masters) | 676 | |
| Risk Management in Health Care (Post Masters) | 655 | 51.0701 |
| Online Learning: Masters and Doctoral Programs | | |
| Business Administration (MBA) | | |
| Accounting | 315D | 52.0301 |
| Finance | 314D | 52.0801 |
| General | 316D | 52.0201 |
| Human Resources | 327D | 52.1001 |
| Managerial Information Systems | 361D | 52.1201 |
| Computer Science (MS) | 406D | 11.0701 |
| Computer Science with Specialization in Networks and Security (MS) | 409D | 11.0901 |
| Criminal Justice (MA) | 302D | 43.0199 |
| Education in Curriculum and Teaching (MEd) | | |
| Biology | 386A | 13.1322 |
| English as a Second Language | 383A | 13.1401 |

| Academic Program | IAUPR Code | CIP Code |
|--|-------------------|-----------------|
| Mathematics | 385A | 13.1311 |
| Spanish | 382A | 13.1320 |
| Educational Computing (MA) | 355 | 13.0501 |
| Educational Management and Leadership (MA) | 402D | 13.0401 |
| Information Security (MS) | 440D | 11.1003 |
| International Business Administration (MIBA) | | |
| Global Logistics | 430D | 52.0203 |
| International Accounting | 396D | 52.0301 |
| International Finance | 397D | 52.0806 |
| International Human Resources | 399D | 52.1001 |
| International Marketing | 398D | 52.1403 |
| Leadership and Instruction in Online Education (EdD) | 521D | 13.9999 |
| Second Language Research (pHD) | 590D | 16.0109 |
| University Teaching (MA) | 404 | 13.0406 |

Subject Codes Used in Catalog and in the System

| <i>Subject</i> | <i>Subject Codes</i> |
|---|----------------------|
| Accounting..... | ACCT |
| Anesthesia..... | ANES |
| Bilingual Education..... | BLED |
| Biology..... | BIOL |
| Biotechnology..... | BIOT |
| Business Administration..... | BADM |
| Business Education..... | BUED |
| Chemistry..... | CHEM |
| Computer Science..... | COMP |
| Computer Science in Networks and Security..... | CSNS |
| Criminal Justice..... | CJUS |
| Economics..... | ECON |
| Education..... | EDUC |
| Education in Diabetes..... | DIAB |
| Educational Computing..... | ECMP |
| Educational Neuroscience..... | NEUR |
| Electrical Engineering..... | ELEN |
| English..... | ENGL |
| Environmental Science..... | EVSC |
| Family Counseling..... | FACO |
| Finance..... | FINA |
| Fine Arts..... | ARTS |
| Geography..... | GEOG |
| Global Logistics..... | GLLO |
| Health, Physical Education and Recreation..... | HPER |
| History..... | HIST |
| Human Resources..... | HURS |
| Information Security..... | INSE |
| International Business Administration..... | IBAD |
| International Businesses..... | INBS |
| Interregional and International Businesses..... | INBU |
| Leadership and Instruction in Online Education..... | LIDE |
| Labor Relations..... | LARE |
| Library and Information Sciences..... | LISC |
| Linguistics..... | LING |
| Marketing..... | MKTG |
| Mathematics..... | MATH |
| Mechanical Engineering..... | MECN |
| Music..... | MUSI |
| Music Education..... | MUED |
| Music Technology..... | MUTE |
| Nursing..... | NURS |
| Open Information Computer Systems..... | COIS |
| Physics..... | PHYS |
| Psychology..... | PSYC |
| Quality Organizational Design..... | QODS |
| Religious Education..... | RELI |
| Social Work..... | SOWO |
| Spanish..... | SPAN |
| Speech-Language Pathology..... | SPLP |
| Theological Studies..... | THEO |

Course Codification System

This system consists of a four letter alphabetical section that identifies the discipline, and a four digit numerical section that identifies the course level, the course itself and the course sequence if such exists. The first digit indicates the level of complexity of the course. This is closely associated with the year of university studies in which students would normally take the course. The digits from 5 to 8 are used to identify the complexity of the graduate courses as follows:

- 5 - Foundation or introductory courses at the Master's level.
- 6 - Advanced Master's Degree courses.
- 7 - Foundation or introductory courses at the Doctoral level.
- 8 - Advanced Doctoral level courses.

The second and third digits are used to identify courses within the same level.

The fourth digit indicates the course sequence of two courses within the same level or indicates that no sequence exists. Sequence is indicated by the digits 1 and 2.

In addition to the meaning ascribed to individual digits, combinations in the first three digits indicate a special type of course as explained below:

a. Master's Degree

- 1. The combination 597 is used to identify Special Topics in all disciplines.
- 2. The combination 691 is used to identify supervised practicums or internships.
- 3. The combination 697 is used to identify Seminars whose titles are not specified in the catalog.
- 4. The combination 699 is used to identify the Thesis in all disciplines.

b. Doctoral Degree

- 1. The combination 797 is used to identify Special Topics in all disciplines.
- 2. The combination 891 is used to identify supervised practicums or internships.
- 3. The combination 899 is used to identify the Thesis in all disciplines.

Masters' and Doctoral Programs

Anesthesia (MS)

The program for the Master of Science Degree in Anesthesia has as its goal the preparation of a professional in nursing in anesthesia who will be able to perform activities related to the administration of anesthesia under the supervision of a physician for all types of surgical procedures.

The program aims to develop a professional in anesthesia that will be able to:

1. Acquire knowledge and skills inherent in the specialty that allow the performance of quality anesthesia care.
2. Acquire attitudes, communication and interpersonal relationship skills that facilitate the intervention with the patient, the family and the health team.
3. Utilize the nursing process in problem solving and decision making in the practice of nurse anesthesia.
4. Utilize the results of scientific research to strengthen the quality of anesthesia service.

Admission Requirements

Candidates for admission must:

1. Meet the requirements established in the section "Admission Requirements for Masters' Programs" of this Catalog.
2. Have a Bachelor's Degree in Nursing from an accredited institution.
3. Have a grade point index of 3.00 or above in the last sixty (60) credit hours of academic work.
4. Have a professional license and membership in a professional nursing association.
5. Have at least one (1) year's experience in a critical care setting.
6. Send two (2) letters of recommendation from individuals who have supervised the candidate in the work setting.
7. Be interviewed by an Admissions Committee.
8. Present the following documents:
 - a) A health certificate.
 - b) Vaccination certificates Hepatitis B.
 - c) A Good Conduct Certificate issued by the Puerto Rico Police Department.
 - d) A copy of a professional license and current professional association.
 - e) Updated resume of professional experience.
9. Present in writing a commitment to take the National Certification Examination (NCE) within 120 days after having completed the graduation requirements established in the Graduate Catalog.
10. Pass a test in anatomy and physiology with a minimum of 75%.
11. Pass a test in English with a minimum of 75%.
12. In the case of not obtaining the required minimum score for each test, the student will have to pass the following courses according to each case:
 - a) BIOL 3106: Anatomy and Physiology
 - b) ENGL 397E: Special Topic course in the English area.
13. Have passed a three or more credit course with laboratory in chemistry.

Time Limit to Complete the Degree

Full-time Students: 28 months
Part-time students: 40 months

Graduation Requirements

1. Complete the graduation requirements for a Master's Degree established in the Graduate Catalog of the Inter American University of Puerto Rico.
2. Present official evidence of having administered anesthesia in six hundred and fifty (650) surgeries in different specialties and a minimum of 2,000 hours of clinical experience.
3. The student must approve the SEE with a minimum score of 450.
4. In cases in which the student does not achieve SEE required score after a third attempt, the student can request in writing to the Program Director to present a verbal exam before the Curriculum Committee. This exam must be approved with a minimum score of 90%.

The Arecibo Campus is authorized to offer this Program. The Program is accredited by the "Council on Accreditation of Nurse Anesthesia Educational Programs" (<http://home.coa.us.com>).

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN ANESTHESIA

Specialization Requirements

52 credits

Specialization Requirements - 52 credits

| | | | |
|------|------|--|---|
| ANES | 5105 | Biochemistry and Physics | 3 |
| ANES | 5110 | Introduction to Anesthesia | 2 |
| ANES | 5111 | Pathophysiology I: Cellular | 3 |
| ANES | 5112 | Pathophysiology II: Blood, Cardiovascular, Respiratory and Renal | 3 |
| ANES | 5113 | Advanced Pathophysiology | 3 |
| ANES | 5121 | Principles of Anesthesia I | 2 |
| ANES | 5122 | Clinical Practice I: Advanced Assessment of Health in Anesthesia | 1 |
| ANES | 5131 | Pharmacology Anesthetics I | 3 |
| ANES | 5132 | Advanced Pharmacology Anesthetics | 3 |
| ANES | 5221 | Principles of Anesthesia II | 2 |
| ANES | 5222 | Clinical Practice on Principles of Anesthesia II | 2 |
| ANES | 5307 | Regional Anesthesia | 2 |
| ANES | 5331 | Principles of Anesthesia III: Obstetrics and Pediatrics | 2 |
| ANES | 5332 | Clinical Practice on Principles of Anesthesia III | 2 |
| ANES | 5431 | Principles of Anesthesia IV: Cardiothoracic and Neurological | 2 |
| ANES | 5432 | Clinical Practice on Principles of Anesthesia IV | 2 |
| ANES | 5497 | Trends and Controversies in Anesthesiology | 2 |
| ANES | 6390 | Clinical Analysis | 1 |
| ANES | 6395 | Research Process | 3 |
| ANES | 6397 | Administration and Supervision | 2 |
| ANES | 6911 | Integrated Supervised Practice I | 2 |
| ANES | 6912 | Integrated Supervised Practice II | 2 |
| ANES | 6970 | Seminar | 3 |

Applied Mathematics (MA)

The Master of Arts in Applied Mathematics develops professional mathematicians in the theoretical base and in the applications of the main areas of this discipline, to perform their roles in society as creative and sound individuals. The Program prepares students for employment in the industry, government, and commerce, in areas such as statistics, scientific computing, insurance, investments, the formulation of mathematical models and others.

The curriculum of this Program includes a core component consisting of calculus, algebra, discrete mathematics, probability and mathematical computation; and another, including the elective courses, in one or several of the areas of applied mathematics such as computer science, mathematical models of science, statistics, operational research, economics, and insurance mathematics. The Program is available to students of any major who have approved courses equivalent to Calculus II and Linear Algebra in the baccalaureate level with a minimum grade of "C".

Profile of the Competencies of the Graduate

The Master of Arts in Applied Mathematics is designed to develop the competencies enabling the student to:

Knowledge

Demonstrate knowledge and understanding of:

1. different aspects and approaches of a problem to obtain a comprehensive solution.
2. mathematical representations of the theories or problems of one or more of the following areas: natural sciences, computer sciences, economics, insurance, operations research or cryptography and apply the appropriate solving methods to linear, non-linear, statistical models, combinatorial and graph theory.

Skills

1. Develop mathematical models or applications.
2. Design and solve mathematical models for different problems in the industry and in the sciences.
3. Use available modern technology for the solution of mathematical problems, by reading and analyzing manuals, catalogs or references independently, as necessary.

Attitudes

1. Confront the challenges presented by a dynamic and high-tech work environment and take advantage of the opportunities for professional success offered by the market.
2. Show ethical behavior and moral responsibility in the exercise of their profession.
3. Appreciate participation in the mathematical community and be a valuable professional for society.

Admission requirements

To be admitted to the Master of Arts in Applied Mathematics, the student must meet the admission requirements for Graduate Programs established in the Graduate Catalog in effect at the moment of admission. In addition, the student must:

1. Present the results of the "Examen de Admisión a Estudios de Posgrado (EXADEP)" or the Graduate Examination Record (GRE).
2. Have passed the following courses or their equivalent at the baccalaureate level in a recognized university, with a minimum grade of "C":
 - Calculus II
 - Linear Algebra

Graduation Requirements

All students who aspire to obtain the Master of Arts degree in Applied Mathematics, in addition to meeting all the requirements of Comprehensive Examinations and Other Options that appear in the current Graduate Catalog, must satisfy the following specific requirement:

1. Pass the comprehensive examinations or develop satisfactorily a Creative Project, as outlined in the course MATH 6900.

The San Germán Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED MATHEMATICS

| | |
|--------------------------------------|------------|
| Core Course Requirements | 18 credits |
| Prescribed Distributive Requirements | 15 credits |
| Degree Project (Optional) | 3 credits |
| Total | <u>33</u> |

Core Course Requirements - 18 credits

| | | | |
|------|------|----------------------------------|---|
| MATH | 5100 | Intermediate Calculus | 3 |
| MATH | 5200 | Computational Mathematics | 3 |
| MATH | 5400 | Probability | 3 |
| MATH | 5500 | Advanced Discrete Mathematics | 3 |
| MATH | 5800 | Topics in Abstract Algebra | 3 |
| MATH | 6400 | Advanced Mathematical Statistics | 3 |

Prescribed Distributive Requirements - 15 credits

Five (5) courses selected from the following:

| | | | |
|------|------|--|---|
| MATH | 5900 | Mathematical Logic and Applications | 3 |
| MATH | 6100 | Introduction to Real Analysis | 3 |
| MATH | 6150 | Mathematical Models of Physical Sciences | 3 |
| MATH | 6151 | Mathematical Models of Biological Sciences | 3 |
| MATH | 6200 | Graphs and Applications | 3 |
| MATH | 6300 | Actuarial Mathematics and Risk Theory | 3 |
| MATH | 6350 | Mathematical Methods in Research | 3 |
| MATH | 6420 | Data Analysis | 3 |
| MATH | 6450 | Statics Regression Models | 3 |
| MATH | 6470 | Time Series | 3 |
| MATH | 6600 | Econometrics and Finance Models | 3 |
| MATH | 6800 | Cryptography | 3 |
| MATH | 6810 | Information Theory and Codification | 3 |
| MATH | 6900 | Creative Project | 3 |

Biology (MS)

The Master of Science Degree in Biology offers two specializations: Molecular Biotechnology and Environmental and Ecological Sciences. The emphasis of the Program is to present an interdisciplinary curriculum focused on scientific reasoning to prepare students for work in the field of Biology dealing with the molecular aspects of biotechnology, ecology or the environmental sciences.

Graduates of this program will be able to emit technical and scientific judgments related to their area of specialization and to general aspects of Biology. They will obtain experience in the use and application of available technologies to understand and to answer questions of a scientific nature. The program will reinforce ethical aspects in research and will promote the development of an integral knowledge of biological sciences on which the student's specialization is based.

Admission Requirements

In addition to meeting the admission requirements established in this Catalog, students must:

1. Have a Bachelor's degree in Natural Sciences or related areas.
2. Have passed the bachelor's level, a minimum of three (3) credits in each of the following courses or equivalents:
 - a. Cellular-Molecular Biology
 - b. Statistics
 - c. Calculus
3. Present two (2) letters de recommendation, preferably from Natural Science professors.
4. Present evidence of the results of the Graduate Record Examination (GRE) or the Examen de Admisión a Estudios de Posgrado (EXADEP).

The Bayamón Campus is authorized to offer this Program. The Aguadilla Campus is authorized to offer the specialization in Molecular Biotechnology.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY

| | |
|--------------------------------------|-------------------|
| Core Course Requirements | 11 credits |
| Specialization Requirements | 12 credits |
| Prescribed Distributive Requirements | <u>12 credits</u> |
| Total | 35 |

Core Course Requirements - 11 credits

| | | | |
|------|------|-----------------------|---|
| BIOL | 5001 | Integrated Biology I | 3 |
| BIOL | 5002 | Integrated Biology II | 3 |
| BIOL | 6971 | Seminar I | 1 |
| BIOL | 6972 | Seminar II | 1 |
| EVSC | 5020 | Biostatistics | 3 |

Specialization in Molecular Biotechnology (Biology)

Requirements for the Specialization in Molecular Biotechnology - 12 credits

Required Courses

| | | | |
|------|------|------------------------------------|---|
| BIOL | 6005 | Biotechnology and Bioinformatics | 3 |
| BIOL | 6006 | Biomolecular Techniques Laboratory | 3 |

Select two (2) courses from the following:

| | | | |
|------|------|----------------------------|---|
| BIOL | 6003 | Molecular Immunology | 3 |
| BIOL | 6004 | Molecular Genetics | 3 |
| BIOL | 6007 | Plant Biotechnology | 3 |
| BIOL | 6008 | Advanced Virology | 3 |
| BIOL | 6009 | Bioremediation | 3 |
| BIOL | 6010 | Protozoology | 3 |
| BIOL | 6013 | Environmental Microbiology | 3 |
| BIOL | 6014 | Bacterial Diagnosis | 3 |
| BIOL | 6016 | Evolutionary Processes | 3 |
| BIOL | 6109 | Developmental Biology | 3 |
| BIOL | 697_ | Special Topics in Biology | 3 |
| BIOL | 6990 | Scientific Writing | 3 |

Specialization in Environmental and Ecological Sciences (Biology)

Requirements for the Specialization in Environmental and Ecological Sciences - 12 credits

Required Courses

| | | | |
|------|------|---------------------------------------|---|
| BIOL | 6102 | Environmental and Ecological Sciences | 3 |
| BIOL | 6204 | Research Methods in Ecology | 3 |

Select two (2) courses from the following:

| | | | |
|------|------|--|---|
| EVSC | 5105 | Geographic Information Systems and Applications in Environmental Science | 3 |
| BIOL | 6006 | Biomolecular Techniques Laboratory | 3 |
| BIOL | 6007 | Biotechnology in Plants | 3 |
| BIOL | 6012 | Biology and Conservation of Marine Mammals | 3 |
| BIOL | 6013 | Environmental Microbiology | 3 |
| BIOL | 6016 | Evolutionary Processes | 3 |
| BIOL | 6103 | Tropical Ecology of Islands | 3 |
| BIOL | 6105 | Island Biogeography | 3 |
| BIOL | 6107 | Pollution and Ecological Systems | 3 |
| BIOL | 6108 | Environmental Physiology of Animal | 3 |
| BIOL | 697_ | Special Topics in Biology | 3 |
| BIOL | 6990 | Scientific Writing | 3 |

Prescribed Distributive Requirements - 12 credits

Students will have two (2) options to complete the 12 credits of Prescribed Distributive Courses.

Option A: with a Research Project (Thesis)

Students must pass 12 credits in courses BIOL 6991, 6992 and 6993.

Option B: without Research Project (Thesis)

The student will approve 12 additional credits of this program; six (6) of which will be in courses of their own specialization.

Biotechnology (MS)

The Master of Science Program in Biotechnology with Specializations in Biotechnology of Plants and Industrial Biotechnology has as its goal the formation of professionals who possess the knowledge, skills, attitudes and the social commitment, which allow them to make responsible contributions to the scientific development for our society and to the advancement of biotechnology. It aims to facilitate the development of graduates that can handle the basic technologies of biosciences and emit judgments related to their area of specialization and to related areas.

Profile of the Competencies of the Graduate for the Specialization in Biotechnology of Plants

The program is designed to develop the competences that will permit the student to:

Knowledge

Demonstrate knowledge and understanding of:

1. The principles and technologies associated with the use of plants to produce substances with biomedical, agricultural, and biofuel value.
2. The principles of selective and programmed alteration of microorganisms through genetic manipulation technologies and their potential industrial use.
3. The theoretical aspects of biomolecule analysis through instrumental analysis.
4. The technologies and commercial strategies required in the biotechnology industry.
5. The principles associated with the use of biotechnology in cell culture improvement.
6. The principles and procedures of the scientific method applied in biotechnology.

Skills

1. Apply the basic molecular and cellular technologies for the handling of plant material and microorganisms.
2. Analyze the flow of genetic information in molecular terms using bioinformatics tools.
3. Critically analyze the principles and technologies associated with the micropropagation of plants.
4. Analyze the principles and technologies associated with the use of plants as expression systems and means for producing substances with biomedical and agricultural value.
5. Apply the instrumental analysis of proteins, carbohydrates, lipids and nucleic acids.
6. Critically analyze the technologies involved in the production of biological products and the strategies for the planning and organization of biotechnological companies.
7. Analyze the theoretical aspects and practical applications of biotechnology methods for cell culture improvement.
8. Apply the scientific method in solving problems relating plant biotechnology.

Attitudes

1. Value the potential in the use of microorganisms and plants in biotechnology as solutions to problems pertaining to health, the environment, and the production of goods for society.
2. Assume a critical attitude towards ethical issues related to the use of biotechnology for cell culture improvement.
3. Conduct (the) research project development in an ethical manner.
4. Express appreciation for interdisciplinary teamwork as an effective problem-solution means in the industrial biotechnology field.

Profile of the Competencies of the Graduate for the Specialization in Industrial Biotechnology

The program is designed to develop the competences that will permit the student to:

Knowledge

Demonstrate knowledge and understanding of:

1. The principles of selective and programmed alteration of microorganisms and animal organisms through genetic manipulation technologies and their potential industrial use.
2. The theoretical aspects of biomolecule analysis through instrumental analysis.
3. The principles of animal tissue culture in the biotechnology industry.
4. The technologies and commercial strategies required in the biotechnology industry.
5. The principles and procedures of the scientific method used in biotechnology.
6. The principles of bioprocesses applied in biotechnology.

Skills

1. Apply the basic molecular and cellular technologies for the handling of animal origin material and microorganisms.
2. Analyze the flow of genetic information in molecular terms using bioinformatics tools.
3. Analyze the principles and technologies associated with the use of microorganisms and animal cells as expression systems and means to produce substances with biomedical and agricultural value.
4. Critically examine the genetic basis of characters associated with health and animal production.
5. Apply the instrumental analysis of proteins, carbohydrates, lipids and nucleic acids.
6. Apply methods for the culture of cells coming from mammals, birds, and insects.
7. Critically analyze the technologies involved in the production of biological products and the strategies for the planning and organization of biotechnological companies.
8. Apply the scientific method in solving problems related to industrial biotechnology.

Attitudes

1. Value the potential in the use of microorganisms and animal cells in biotechnology as solutions to problems pertaining to health, the environment, and the production of goods for society.
2. Conduct the research project development in an ethical manner.
3. Express appreciation for interdisciplinary teamwork as an effective problem-solution means in the industrial biotechnology field.

Admission Requirements

In addition to meeting the admission requirements for masters' studies, in agreement with the provisions of this Catalog, students requesting admission to this program, must:

1. Hold a Bachelor's degree in Natural Sciences or in related areas with a minimum grade point index of 2.50.
2. Present evidence of the test results of *Graduate Record Examination* or of the "*Examen de Admisión a Estudios de Posgrado*" (EXADEP).
3. Have approved a minimum of three (3) credits in each one of the following areas:
 - Cellular-Molecular Biology or Biochemistry
 - Statistics
 - Calculus I
 - Analytical Chemistry
4. Present two (2) letters of recommendation from the Faculty or the employer.

Graduation Requirements

To meet the institutional graduation requirements for masters programs, the student may select one of the following options:

Option A: with a Research Project

1. Approve 36 credits in the Program with a minimum average index of 3.00 (18 core course credits, 9 specialization credits, and 9 prescribed distributive credits).
2. Prepare the Proposal of the Research Project and approve its defense.
3. Complete the Thesis Project and approve its defense.

Option B: without a Research Project

1. Approve 36 credits in the Program with a minimum average index of 3.00 of (18 core course credits, 9 specialization credits, and 9 prescribed distributive credits).
2. Pass the Comprehensive Examination with a minimum of 75 percent, as stipulated in the current Graduate Catalog.
3. To take the Comprehensive Examination it is required to have completed 27 credits and the authorization of the Program Coordinator.

The Barranquitas Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN BIOTECHNOLOGY WITH SPECIALIZATIONS IN BIOTECHNOLOGY OF PLANTS AND INDUSTRIAL BIOTECNOLOGY

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 18 credits |
| Specialization Requirements | 9 credits |
| Prescribed Distributive Requirements | <u>9 credits</u> |
| Total | 36 |

Core Course Requirements - 18 credits

| | | | |
|------|------|---|---|
| BIOT | 5011 | Cellular and Molecular Biotechnology | 3 |
| BIOT | 5100 | Molecular Genetics and Bioinformatics | 3 |
| BIOT | 6100 | Bio-security | 2 |
| BIOT | 6115 | Biotechnology of Plants | 3 |
| BIOT | 6125 | Instrumental Analysis of Biomolecules | 3 |
| BIOT | 6200 | Industrial and Commercial Biotechnology | 3 |
| BIOT | 6970 | Seminar | 1 |

Specialization in Biotechnology of Plants

Specialization Requirements in Biotechnology of Plants: - 9 credits

| | | | |
|------|------|---|---|
| BIOL | 6116 | Micro-propagation of Plants | 3 |
| BIOT | 6117 | Plants as Biofactories | 3 |
| BIOT | 6210 | Biotechnology and Improvement of Cultures | 3 |

Specialization in Industrial Biotechnology

Specialization Requirements in General Biotechnology: - 9 credits

| | | | |
|------|------|---|---|
| BIOT | 6120 | Animal Biotechnology | 3 |
| BIOT | 6130 | Animal Tissue Culture in Industrial Biotechnology | 3 |
| BIOT | 6230 | Bioprocesses | 3 |

Prescribed Distributive Requirements - 9 credits

Students will have two (2) options to complete the degree.

Option A: With a Research Project (Thesis)

| | | | |
|------|------|--------------------------------------|---|
| BIOT | 6220 | Research Methods in Biotechnology I | 3 |
| BIOT | 6221 | Research Methods in Biotechnology II | 3 |
| BIOT | 6990 | Thesis in Biotechnology | 3 |

Option B: Without a Research Project (Thesis)

Student will approve 9 additional credits in biotechnology from either of the specializations or from the following courses. In addition, they will take a comprehensive examination. They will not take the Research Methods and Thesis courses.

Elective Courses

| | | | |
|------|------|---------------------------------|---|
| BIOT | 6105 | Biotechnology of Microorganisms | 3 |
| BIOT | 6225 | Marine Biotechnology | 3 |
| BIOT | 6240 | Special Topics in Biotechnology | 3 |

Business Administration (MBA)

A program of studies leading to the Master's Degree in Business Administration is offered. It consists of a General program and seven specialties: Accounting, Finance, Human Resources, Industrial Management, Marketing, Management Information Systems, and Tourism.

Students who want a second specialty in the Master of Business Administration must approve an additional fifteen (15) credits required for the first field, including the corresponding Integration Seminar.

The goal of this program is to provide a broad base and a solid preparation in the management field and in the organization's commercial activities. In addition, it provides an opportunity for the students to specialize in one of the existing functional areas within this discipline.

The core courses include general principles, as well as the necessary training applicable to all organizations. These cover decision theory, management processes, application of the quantitative analysis to management problems, contribution of behavioral sciences to functional areas of business management, research and the relationship between commercial organizations and political-socioeconomic environments. Another objective is the study of special problems related to local and global business management.

Students must pass 45 credits, of which 15 credits pertain to the specialty. The corresponding Integration Seminar is included within the 15 specialty credits.

Graduate Profile Competencies for the Core Component and the General Program

The Master's degree in Business Administration is designed to develop the competencies that allow the students to:

Knowledge

Demonstrate knowledge and understanding of:

1. the concepts, practices and managerial processes related to the area of the Business Administration.
2. the main qualitative and quantitative models used in the decision-making processes and problem-solving in the business context.
3. the business environment and their involvement in financial planning.

Skills

1. Integrate concepts and managerial processes in their professional performance in the business management scenario.
2. Use quantitative and qualitative methods and methodology of research to substantiate decision making in the organization.
3. Use creativity and innovation to achieve the company's goals and objectives.

Attitudes

1. Recognize the importance of becoming an agent of change in the development and application of innovative practices and policies to achieve the organizational objectives and goals while integrating diversity in companies.
2. Recognize the importance of entrepreneurial thinking in business administration.
3. Demonstrate commitment in the performance of their duties, and be aware of the ethical and legal aspects that govern the profession.

Accounting Graduate Profile

The Master's Degree in Business Administration (MBA) with a specialty in Accounting is designed to develop skills that enable students to:

Knowledge

Demonstrate knowledge and understanding of:

1. the principles, current laws, and developing norms that govern the accounting profession in the national and international environment.
2. the different systems available for an enterprise to determine the cost of their products or services.
3. the generally accepted audit standards.
4. the relevant sections of the Federal Internal Revenue Code or the Internal Revenue Code of Puerto Rico applicable to individuals, partnerships, and corporations.
5. the research methodology in the accounting field.

Skills

1. Apply accounting principles and standards and developing that govern the accounting profession in the national and international environment.
2. Analyze the information related to the cost of a company's services and products.
3. Develop cost systems that provide the necessary information for decision-making by the management.
4. Apply the generally accepted auditing principles in the services provided by the auditor.
5. Apply the Federal Income Tax Act and that of Puerto Rico.
6. Prepare concise and accurate documents and presentations for decision-making of internal and external users.

Attitudes

1. Demonstrate a commitment of ethical conduct that governs the profession in a professional, global and diverse environment.
2. Evaluate the importance of continued education as a way to achieve personal and professional development and offer relevant responses to the demands of the environment.

Finance Graduate Profile

The Master's Degree in Business Administration (MBA) with a specialty in Finance is designed to develop skills that enable students to:

Knowledge

Demonstrate knowledge and understanding of:

1. the theoretical principles and practice of finance.
2. the accounting, economic and financial principles in decision making in enterprises or in the government.
3. the variables that influence or determine the financial decisions in the company, the government or in investment markets.

Skills

1. Use accounting, economic and financial terminology accurately in their relationships or profession.
2. Apply necessary information to be able to make the best financial and business decisions.

3. Work as a team in the search for solutions and contribute effectively to the achievement of the company's goals.

Attitudes

1. Recognize the importance of ethical and socially responsible behavior in all of its dimensions.
2. Assess the economic and financial situation of the current world and its impact on daily life of citizens and companies.
3. Recognize the importance of having a global vision of business, of management, of government and to perceive the challenges of the future.

Industrial Management Profile

The Master's Degree in Business Administration(MBA) with a specialty in Industrial Management is designed to develop skills that enable students to:

Knowledge

Demonstrate knowledge and understanding of:

1. the principles of operations management in a global environment.
2. the competitiveness variables to develop the business strategy.
3. the elements that affect the operations of the company in the local and global environment.

Skills

1. Apply concepts of operations management in the productive administration of a company.
2. Use the competitiveness variables to determine the competitive advantage of the company.
3. Use the analysis of the global elements that affect the implementation of the business strategy.

Attitudes

1. Recognize the importance of operations management to foster innovation and the competitiveness of enterprises.
2. Recognize the importance of operations science of as a tool for development of entrepreneurial thinking in business administration.
3. Assess the performance of managerial functions considering the ethical and legal aspects that govern the profession.

Marketing Graduate Profile

The Master's Degree in Business Administration (MBA) with a specialty in marketing is designed to develop skills that enable students to:

Knowledge

Demonstrate knowledge and understanding of:

1. the concepts, theories and practices that serve as a basis for efficient and effective decision making in marketing-related fields.
2. the concepts, theories and practices and its relationship with strategic decision making in marketing companies.
3. trends in the domestic and international marketing environment that affect decision making.

Skills

1. Identify the information and the knowledge necessary for making strategic decisions in marketing.
2. Prepare quantitative and qualitative analysis in solving marketing problems.

3. Use critical thinking and analysis in decision-making.

Attitudes

1. Evaluate the importance of ethical behavior in decision-making.
2. Demonstrate a global vision and openness towards international markets.

Human Resources Graduate Profile

The Master's Degree in Business Administration (MBA) with a specialty in Human Resources is designed to develop skills that enable students to:

Knowledge

Demonstrate knowledge and understanding of:

1. human resources practices related to the analysis and design of work, the recruitment and selection, training and development, performance evaluation, the compensation and relations with employees, considering their involvement in the strategic administration of organizations.
2. the main theories of human behavior associated with the environment organizations and their involvement in the management of human resources.
3. the legal framework, as well as of the different regulations and bylaws associated with the practices of human resources both domestically and internationally.

Skills

1. Implement effective human resource management strategies to the solution of problems considering the dynamics of the changing environment around organizations.
2. Integrate different human resource practices with a strategic approach and considering the development of competitive advantages.
1. Develop a strategic approach to decision making supported by research and avant-garde technologies applied to the human resource management field.

Attitudes

1. Demonstrate commitment to values, and ethical and moral principles with an emphasis on diversity and inclusion.
2. Demonstrate a professional attitude towards teamwork as an effective means of solving problems related to the management of human resources.

Management Information Systems Graduate Profile

The Master's Degree in Business Administration (MBA) with a specialty in management information systems is designed to develop skills that enable students to:

Knowledge

Demonstrate knowledge and understanding of:

1. the concepts of emerging technology that may apply to the management field.
2. the processes of evaluation, planning and selection of different managerial information systems.
3. the processes of evaluation and measurement of the different managerial areas with an emphasis on the in management information systems

Skills

1. Evaluate and select the appropriate technology to develop a management information system according to the needs of the organization to which they belong.
2. Design management information strategies that meet current and future information processing needs of the organization to which they belong.

3. Demonstrate compliance with the moral and ethical principles that govern the profession.

The San Germán Campus received a specialized accreditation for its programs in Business Administration through *International Assembly for Collegiate Business Education (IACBE)*, located on 11374 Strang Line Road, Lenexa, Kansas, USA. Among the accredited Business Administration Programs are the following:

Master of Business Administration with specializations in:

- Accounting
- Finance
- General
- Human Resources Management
- Industrial Management
- Managerial Information Systems
- Marketing

The Specialization in Human Resources in the Bayamón Campus is accredited by the *Accreditation Council for Business Schools and Programs (ACBSP)* (<https://www.acbsp.org/>).

Admission Requirements

Students applying for admission to the master's degree in business administration must:

1. Comply with the requirements for admission to master's programs set forth in section "Admission requirements to MBA programs" of the current UIPR catalogue.
2. Hold a baccalaureate in Business Administration (BBA) or
3. Have a baccalaureate in another discipline and provide proof of having passed the following courses or equivalent, at the baccalaureate level with a minimum grade of C
 - Statistics: 3 credits
 - Economics: 3 credits
 - Accounting: 3 credits

In addition to the above requirements, students who choose any of the following specialties must comply with the following courses at the baccalaureate level with a minimum grade of C

Accounting

- Intermediate Accounting I and II (or equivalent)

Management Information Systems

- Introductory course in the computer area (or its equivalent)
- Computer programming course (or its equivalent)

If you have not taken all required courses, candidates for admission may receive a provisional admission as established in the "Provisional Admission" section of this Catalogue.

4. Present the results obtained in the Admission Examination for Postgraduate Studies (EXADEP), or the *Graduate Management Admission Test (GMAT)* or its equivalent, with a minimum score of 300 points or meet any test measurement established by the Program, except for candidates of a 3.00 or more G.P.A. in their baccalaureate or in the last 60 credits of studies.

Additional Requirements for the program in the Metropolitan Campus

1. Students applying for admission to the Metropolitan Campus must have a minimum of 3 years working experience.
2. Students requesting transfer to the Metropolitan Campus must demonstrate having a minimum work experience of 3 years and take at least 70% of the courses in the Metropolitan Campus.

Graduation Requirements

As graduation requirements, the student must:

1. Have admission as a regular student of the program.
2. Have a general academic index of not less than 3.00.
3. Comply with the satisfactory academic progress standard at the graduate level.

Requirements for a Minor Specialization in the Graduate Business Administration Programs

A minor specialization will consist of a minimum of nine (9) credits and a maximum of twelve (12) credits, according to the applicable academic program. All students may opt for a minor specialization within their graduate program, as specified in this Catalog.

To obtain a minor specialization that is not within their study program, students must meet the requirements established in this Catalog in the section Student Financial Aid, as well as with the academic norms of the program to which this minor specialization belongs.

If students want the minor specialization to appear on their transcripts, they must formally request this by means of the appropriate form. The declaration of a minor specialization requires the approval of the Academic Adviser and the Directors of the appropriate Departments. This declaration must be made prior to the application for graduation. Students must make sure they meet the academic progress norms and the minimum time required to complete their study program. A minimum academic index of 3.00 in the minor specialization is required for certification.

The campuses authorized to offer the specializations of this Program are:

- 1) Accounting: Aguadilla, Arecibo, Metropolitan, San Germán
Accounting Online: San Germán
- 2) Finance: Aguadilla, Arecibo, Metropolitan, San Germán
Finance Online: Metropolitan
- 3) Industrial Management: Aguadilla, Metropolitan, San Germán
- 4) Marketing: Aguadilla, Fajardo, Guayama, Metropolitan, San Germán
- 5) Human Resources: Aguadilla, Arecibo, Barranquitas, Bayamón, Fajardo, Metropolitan, San Germán
Human Resources Online: Fajardo
- 6) Management Information Systems: Aguadilla, Fajardo, Metropolitan, San Germán
Management Information Systems Online: San Germán
- 7) General Program: Fajardo, Metropolitan, San Germán
General Program Online: Fajardo, Metropolitan
- 8) Tourism: Fajardo

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

| | |
|-----------------------------|-------------------|
| Core Course Requirements | 30 credits |
| Specialization Requirements | <u>15 credits</u> |
| Total | 45 |

Core Course Requirements - 30 credits

| | | | |
|------|------|---|---|
| BADM | 5010 | Quantitative Methods for Decision Analysis | 3 |
| BADM | 5020 | Business Economics | 3 |
| BADM | 5030 | Research Methodology | 3 |
| BADM | 5040 | Accounting for Managers | 3 |
| BADM | 5060 | Management Information Systems | 3 |
| BADM | 5090 | Business Marketing | 3 |
| BADM | 5100 | Organizational Theory and Behavior | 3 |
| BADM | 5190 | Corporate Finance | 3 |
| BADM | 6295 | Global Operations | 3 |
| BADM | 6500 | Integration Seminar in Entrepreneurial Strategies | 3 |

Specialization Requirements - 15 credits

Fifteen (15) credits in the selected area of specialization:

Specialization in Accounting

Required Courses:

| | | | |
|------|------|---|---|
| BADM | 6180 | Advanced Cost Accounting | 3 |
| BADM | 6300 | Advanced Auditing | 3 |
| BADM | 6310 | Advanced Financial Accounting | 3 |
| BADM | 697A | Integration Seminar in Research in Accounting | 3 |

One courses selected from following:

| | | | |
|------|------|-------------------------------------|---|
| BADM | 6320 | Federal Income Taxes - Advanced | 3 |
| BADM | 6330 | Puerto Rico Income Taxes - Advanced | 3 |

Specialization in Finance

Required Courses

| | | | |
|------|------|--|---|
| BADM | 6190 | Advanced Corporate Finance | 3 |
| BADM | 6230 | Investments | 3 |
| BADM | 697B | Integration Seminar in Research in Finance | 3 |

Two courses selected from following:

| | | | |
|------|------|----------------------------------|---|
| BADM | 6150 | Public Finance and Fiscal Policy | 3 |
| BADM | 6200 | International Finance | 3 |
| BADM | 6220 | Monetary Theory and Policy | 3 |
| BADM | 6240 | Financial Markets | 3 |

Specialization in Human Resources

Required Courses

| | | | |
|------|------|---|---|
| BADM | 6070 | Human Resources Management | 3 |
| BADM | 697C | Integration Seminar in Research and Consulting in Human Resources | 3 |

Three courses selected from following:

| | | | |
|------|------|---|---|
| BADM | 6020 | Training and Development of the Human Resource | 3 |
| BADM | 6080 | Administration of Compensation and Benefits | 3 |
| BADM | 6090 | Supervision and Leadership | 3 |
| BADM | 6910 | Practice in Human Resources | 3 |
| LARE | 5010 | Labor Relations and Collective Bargaining Legislation | 3 |
| LARE | 5400 | Labor Legislation | 3 |

Specialization in Industrial Management

Required Courses

| | | | |
|------|------|--|---|
| BADM | 6100 | Introduction to Operations Management | 3 |
| BADM | 697D | Integration Seminar in Research in Industrial Management | 3 |

Three courses selected from following:

| | | | |
|------|------|---|---|
| BADM | 6130 | Production Planning and Control | 3 |
| BADM | 6140 | Quality Management and Control | 3 |
| BADM | 6170 | Management Science Applied to Operations Management | 3 |
| BADM | 6290 | Transportation Systems and Supply Chain | 3 |

Specialization in Managerial Information Systems

Required Courses

| | | | |
|------|------|--|---|
| BADM | 6030 | Database Systems | 3 |
| BADM | 6040 | System Analysis and Design | 3 |
| BADM | 6045 | Telecommunications and Networking | 3 |
| BADM | 6957 | Integration Seminar in Research in Information Systems | 3 |

Prescribed Distributive Requirements for this Specialization - 3 credits

One course selected from the following:

| | | | |
|------|------|--|---|
| BADM | 6260 | Advanced Programming | 3 |
| BADM | 6265 | Knowledge Management and Business Intelligence | 3 |
| BADM | 6275 | Internet in Organizations | 3 |
| BADM | 6285 | Information Security, Privacy and Compliance Normative | 3 |

Specialization in Marketing

Required Courses

| | | | |
|------|------|--|---|
| BADM | 6350 | Strategic Marketing | 3 |
| BADM | 697E | Integration Seminar in Research in Marketing | 3 |

Three course selected from the following:

| | | | |
|------|------|---|---|
| BADM | 5480 | Digital Marketing | 3 |
| BADM | 6160 | Marketing Research | 3 |
| BADM | 6360 | Marketing Communication | 3 |
| BADM | 6370 | Sales Analysis and Forecasting | 3 |
| BADM | 6380 | Consumer Behavior | 3 |
| BADM | 6390 | Global Marketing | 3 |
| BADM | 6480 | International Pricing | 3 |
| BADM | 6550 | Seminar in Contemporary Topics in Marketing | 3 |

Specialization in General Program

Students interested in pursuing the General Program must approve: the Core Course Requirements in Business Administration, twelve (12) credits from the other specialization courses or from other related programs with the approval of their academic advisor, and BADM 697K (Integration Seminar in Research in the General Program).

Specialization in Tourism

Profile of the Competencies of Graduates

The Program of Masters in Business Administration with a specialization in Tourism is designed to develop the competencies that will permit students:

Knowledge

To demonstrate knowledge and understanding of:

1. the concepts and practices related to the area of administration of tourist companies.
2. the managerial processes that allow them to perform as administrator of a tourist company.
3. the main quantitative and qualitative models used in the processes of decision making and solution of problems in the tourist enterprise context.
4. the tools for strategic planning in the enterprise organization.
5. the social, economic, political and global environment in which the tourist organizations operate.

Skills

1. Integrate managerial concepts and processes in their professional performance in the enterprise administration in the tourist scenario.
2. Apply the quantitative and qualitative methods in the critical analysis of the processes of decision making and solution of problems related to the operation of the tourist company.
3. Use the research methodology on which to base the decision making in the organization.
4. Master the communication skills in the tourist enterprise context.
5. Demonstrate leadership in the tourist company.
6. Foment team work in the tourist enterprise organization.
7. Master technology as a tool in handling information in the tourist enterprise.

Attitudes

1. Demonstrate sensitivity to achieve the organizational goals and objectives in the matters related to cultural diversity.

2. Demonstrate the qualities of an enterprising professional who integrates collaboration, responsibility, ethics and dedication.

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE WITH SPECIALIZATION IN TOURISM

| | | |
|--------------------------------------|-------|------------------|
| Core Course Requirements | | 21 credits |
| Specialization Requirements | | 21 credits |
| Prescribed Distributive Requirements | | <u>3 credits</u> |
| | Total | 45 |

Core Course Requirements - 21 credits

| | | | |
|------|------|--|---|
| BADM | 5010 | Quantitative Methods for Decision Analysis | 3 |
| BADM | 5020 | Business Economics | 3 |
| BADM | 5040 | Accounting for Managers | 3 |
| BADM | 5070 | Public Policy toward Business | 3 |
| BADM | 5090 | Business Marketing | 3 |
| BADM | 5100 | Organizational Theory and Behavior | 3 |
| BADM | 5190 | Corporate Finance | 3 |

Specialization Requirements - 21 credits

Required Courses:

| | | | |
|------|------|---|---|
| TURI | 6010 | Analysis of the Tourist Industry | 3 |
| TURI | 6110 | Culture as a Sustainable Tourist Development | 3 |
| TURI | 6200 | Statistics Applied to the Field of Tourism | 3 |
| TURI | 6210 | Administration and Marketing of Tourist Companies | 3 |
| TURI | 6310 | Tourist Policies | 3 |
| TURI | 6410 | Planning and Administration of Tourist Destinies | 3 |

Select a course from the following:

| | | | |
|------|------|--------------------------------|---|
| TURI | 697G | Integration Seminar in Tourism | 3 |
| TURI | 6990 | Thesis | 3 |

Prescribed Distributive Requirements - 3 credits

| | | | |
|------|------|----------------------|---|
| BADM | 5030 | Research Methodology | 3 |
|------|------|----------------------|---|

Minor Specialization in Knowledge Management

The Minor Specialization in Knowledge Management is designed for the graduate student of Business Administration. This minor specialization is aimed to develop the knowledge and skills in the areas of management and administration of intellectual capital, as assets of the company, contributing to its profitability.

The Metropolitan Campus is authorized to offer this minor specialization.

Requirements for the Minor Specialization in Knowledge Management - 9 credits

| | | | |
|------|------|--|---|
| BADM | 5470 | Foundations of Knowledge Management | 3 |
| BADM | 6430 | Administration of Intellectual Capital | 3 |
| BADM | 6470 | Strategies of Knowledge Management | 3 |

Minor Specialization in Economic and Social Dimensions of Globalization

The minor specialization is designed to reflect on the meaning of the economic policy in the new context that defines the process of the globalization in the economic, social, and business activities. This process, driven by ideological reasons as well as by technological reasons, has substantially modified the effectiveness of the mechanisms of public intervention offered by economic literature.

The Metropolitan Campus is authorized to offer this minor specialization.

Requirements for the Minor Specialization in Economic and Social Dimensions of Globalization - 12 credits

Students will take the following 9 credits:

| | | | |
|------|------|---|---|
| BADM | 6555 | Introduction to Research in Social Sciences | 3 |
| BADM | 6580 | Globalization: International Trade, Capital Flow, New Governance and Fairness | 3 |
| BADM | 6590 | Dimensions of the globalization and Incidences in Economic, Political and Socio Labor Relations | 3 |

Select a course from the following:

| | | | |
|------|------|--|---|
| BADM | 5776 | Transformation of the Liberal State in Current Globalization | 3 |
| BADM | 6559 | Analysis of Regression Applied to Social Sciences | 3 |
| BADM | 6577 | Introduction to Econometry | 3 |
| BADM | 6600 | Policy of Innovation in Globalization | 3 |
| BADM | 6610 | Culture, Identity and Policy in the Context of Globalization | 3 |

Minor Specialization in Business Management and Compliance

The minor specialization in Business Management and Compliance was designed for Metropolitan Campus Business Administration graduate students who wish to study the interrelationship between business management and governance principles and their relationship with business compliance

La especialidad menor en Gerencia y Cumplimiento en las Empresas se diseñó para aquellos estudiantes graduados de Administración de Empresas del Recinto Metropolitano que quieran estudiar la interrelación entre los principios gerenciales y de Gobernanza empresarial y su relación con la gestión de cumplimiento en las empresas, específicamente con el control y la prevención del fraude en las empresas.

The Metropolitan Campus is authorized to offer this minor specialization.

Requirements for the Minor Specialization in Business Management and Compliance - 12 credits

| | | | |
|------|------|--|---|
| ICRE | 5110 | Risk Management, Prevention and Compliance | 3 |
| ICRE | 5220 | Occupational Fraud | 3 |
| INSE | 5140 | E-Commerce Security | 3 |
| ACCT | 6440 | Forensic Accounting | 3 |

Business Administration for Executives (MBA)

The Master of Business Administration Program for Executives (Executive MBA) has the mission of developing business leaders in the Puerto Rican and global community. These leaders will be able to meet the highest standards of excellence and will acquire up-to-date knowledge and personal and professional competencies to improve their directive effectiveness and the competitiveness of their organizations. This accomplishment will be achieved together with ethical principles for the benefit of the community and society. The Master of Administration Degree for Executives or Executive MBA is the highest level program oriented towards the formation of business executives.

Admission Requirements

Students seeking admission to the Master in Business Administration Program for Executives must meet the admission requirements established for Masters' Programs in the current Graduate Catalog. In addition, they must meet the following specific Program requirements:

1. Occupy or have occupied a managerial position at the top or middle levels and have a minimum of five years of experience.
2. Have at least eight years of professional work experience.
3. If the student is in one of the following situations: a) has a Professional License issued by an entity of the Commonwealth of Puerto Rico, b) has a Professional License of some state of the United States or of a foreign State that is properly legalized and related to Business Administration disciplines or, c) has a professional certification issued by a recognized entity in business disciplines, will be granted, at the time of admission, two years of work experience for each license or professional certification.

Graduation Requirements

In addition to fulfilling the graduation requirements of the Graduate Catalog, students of this Program must meet the following requirement.

1. Pass the seminars of the specialization INBS 6970 and BADM 697F with a minimum grade of B.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE FOR EXECUTIVES (EXECUTIVE MBA)

Specialization Requirements 36 credits

Specialization Requirements – 36 credits

| | | | |
|------|------|---|---|
| BADM | 5060 | Management Information Systems | 3 |
| BADM | 5140 | Legal and Social Environment in Business | 3 |
| BADM | 6450 | Decision-Making | 3 |
| BADM | 6500 | Integration Seminar on Entrepreneurial Strategies | 3 |
| BADM | 6780 | The Manager in an International Economy | 3 |
| BADM | 6971 | Seminario de Responsabilidad Social Empresarial | 3 |
| BADM | 697F | Seminario Integrador Empresarial para Gerentes | 3 |
| INBS | 6970 | Seminar: Business Environment and Administrative Practices of the Caribbean and Latin America | 3 |
| LARE | 6430 | New Working Patterns and Personal Values | 3 |
| QODS | 5010 | Strategic Management: Innovation and Change | 3 |
| QODS | 6020 | Accounting as a tool for Executive Action | 3 |
| QODS | 6035 | Voice of the External Client | 3 |

Course BADM 697F (Integration Enterprise Seminar for Managers) replaces the Integration Seminar that this Catalog includes in Institutional Graduation Requirements for Masters' Programs.

Business and Entrepreneurial Education (MA)

The Master of Arts in Business and Entrepreneurial Education has the mission to create teachers and administrators trained in teaching, administration, supervision, and in leadership of Business and Entrepreneurial Education. This program will strengthen the teaching-learning process through the effective use of methodologies in the field of Business and Entrepreneurial Education. It will integrate avant-garde technologies as learning tools, as well as train graduates to assume leadership in the development of highly qualified educational programs.

Profile of the Competencies of Graduates

The Program is designed to develop the competencies that will permit students to:

Knowledge

Demonstrate knowledge and understanding of

1. the theories and principles that govern pedagogy, administration and supervision of Business and Business Education programs.
2. the methods, the techniques and the integration of technology in the area of Business and Entrepreneurial Education.
3. the different models that govern the curricular design and its implications in the development of educational programs and training business staff
4. the most recent methods and techniques in the field of pedagogical research and business.

Abilities

1. Apply methodologies and strategies to both face-to-face and virtual training technological environments.
2. Use the appropriate methodology in Business and Entrepreneurial Education courses at the secondary and postsecondary level.
3. Apply the appropriate techniques when evaluating the student's achievements in Business and Entrepreneurial Education.
4. Evaluate and manage assistive technology to meet the specific needs of the students.

Attitudes

1. Recognize individual differences in students and their potential.
2. Create awareness towards intellectual activity and research of existing problems in Business and in Entrepreneurial Education.
3. Demonstrate ethical behaviors compatible with the demands of the societal knowledge.
4. Promote the development of business initiatives among its students.

Admission Requirements

In addition to satisfying the requirements of admission to the graduate study program that appear in this Catalog, students who request admission to the program must:

1. Have passed the following courses or their equivalents:
EDUC 2021 History and Philosophy of Education
EDUC 2031 Developmental Psychology
MAEC 2212 Economic Principles (Macro)
MAEC 2221 Basic Statistics I
2. Possess a Bachelor's Degree in Business Education, in Administration of Office Systems, in Entrepreneurial Administration or in Business Administration of a recognized university.

The Metropolitan and San Germán campuses are authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BUSINESS AND ENTREPRENEURIAL EDUCATION

| | |
|--------------------------------------|------------|
| Core Course Requirements | 12 credits |
| Specialization Requirements | 24 credits |
| Prescribed Distributive Requirements | 3 credits |
| Total | <u>39</u> |

*Students who take course BUED 6970 Integrating Seminar to meet the Comprehensive Examination Requirements and other Masters Program Options must complete a total of 39 credits.

Core Course Requirements - 12 credits

| | | | |
|------|------|------------------------|---|
| EDUC | 5111 | Educational Research I | 3 |
| EDUC | 6046 | Curriculum Development | 3 |

Students will select six (6) credits from the following courses:

| | | | |
|------|------|--|---|
| EDUC | 5013 | Sociological Foundations of Education | 3 |
| EDUC | 5024 | Psychological Foundations of Education | 3 |
| EDUC | 6058 | Legal Aspects of Education | 3 |
| EDUC | 6079 | Instructional Leadership | 3 |

Specialization Requirements – 24 credits

| | | | |
|------|------|--|---|
| BUED | 6010 | Curricular Design in Business and Entrepreneurial Education | 3 |
| BUED | 6020 | Assessment, Measurement and Evaluation in Business and Entrepreneurial Education | 3 |
| BUED | 6970 | Integration Seminar | 3 |

Select six (6) credits from the following courses:

| | | | |
|------|------|---|---|
| BUED | 5010 | Methodology in the Teaching of Keyboard and Processing of Information | 3 |
| BUED | 5015 | Methodology in the Teaching of Entrepreneurial Development, Business Administration and Marketing | 3 |
| BUED | 5020 | Methodology in the Teaching of Accounting | 3 |
| BUED | 5030 | Methodology in the Teaching of Shorthand and Transcription or other System of Abbreviated Writing | 3 |
| BUED | 5055 | Methodology for the Teaching of Courses Related with Health Services | |

Select nine (9) credits from the following courses:

| | | | |
|------|------|---|---|
| BUED | 5035 | The Computer in the Teaching of Business and Entrepreneurial Education | 3 |
| BUED | 5040 | Curricular Innovations in Teaching | 3 |
| BUED | 5050 | Fundamentals of Virtual Education | 3 |
| BUED | 5060 | Preparation of Materials for Virtual Education | 3 |
| BUED | 6000 | Administration and Supervision of Business and Entrepreneurial Education | 3 |
| BUED | 6050 | Strategies for Office Personnel Training | 3 |
| BUED | 6060 | Integration of Technology in Business and Entrepreneurial Education | 3 |
| BUED | 6910 | Practicum in the Teaching of Business Education Courses at the Secondary and/or Postsecondary Level | 3 |

Prescribed Distributive Requirements - 3 credits

| | | | |
|------|------|--|---|
| BUED | 5000 | Administration of Occupational and Technical Programs | 3 |
| BUED | 6911 | Supervised Practicum in Business and Entrepreneurial Education | 3 |
| BADM | 6440 | Advanced Personnel Administration | 3 |
| EDUC | 5740 | Education of the Exceptional Population | 3 |
| EDUC | 6024 | Educational Measurements and Evaluation | 3 |
| EDUC | 6057 | Teaching Models and Strategies | 3 |

Students will follow the required course sequence, according to the guidance they receive from the program director or coordinator.

Students interested in obtaining a certificate as a school teacher, supervisor or director of regular or vocational schools must take the courses required by the Teachers Certification Regulation of the Department of Education that is in effect at the date of graduation.

Minor Specialization in Business and Entrepreneurial Education with Exceptional Populations

The Minor Specialization in Business and Entrepreneurial Education with Exceptional Populations is designed for the graduate student of the Master of Arts in Business and Entrepreneurial Education. This minor specialization aims to develop knowledge and skills in the education of exceptional students, students with specific learning disabilities, and those with superior or talented intelligence. The student will be trained in the application of technology in Business and Entrepreneurial Education.

Requirements for the Minor Specialization in Business and Entrepreneurial Education with Exceptional Populations – 15 credits

| | | | |
|------|------|---|---|
| BUED | 6060 | Integration of Technology in Business and Entrepreneurial Education | 3 |
| BUED | 6070 | Virtual Learning Environments for Exceptional Students | 3 |
| EDUC | 5740 | Exceptional Student Education | 3 |
| EDUC | 6044 | Students with Specific Learning Disabilities | 3 |

Select three (3) credits from the following courses:

| | | | |
|------|------|---|---|
| BUED | 5040 | Curricular Innovations in Teaching | 3 |
| EDUC | 6045 | Students with Superior Intelligence and Talents | 3 |
| EDUC | 6270 | Evaluation and Teaching Design for Exceptional Students | 3 |

The student who has approved any of the required courses must complete the 12 credits with any of the other courses required for the minor specialization.

The Metropolitan and San Germán campuses are authorized to offer this minor specialization.

Computer Science (MS)

The program of studies for this degree has been designed to provide students a real option to the immediate demands of the labor market. It represents a formal higher education alternative in the computer field, with emphasis on programming at the master's level, through the most sophisticated and accessible networks in any company.

The program follows the path of a masters without specializations, which should be developed according to the technological advances. This program aspires to prepare graduates as specialists in the distributed system area, software engineering specialized in communication networks, operating systems and high-level languages. These capacities will permit the graduates to be incorporated into the industrial sector as constituents capable of promoting the adoption of new technologies as well as developing basic or applied research with the aim of continuing doctoral studies.

Admission Requirements

In addition to fulfilling the admission requirements for master's degree studies appearing in this Catalog, candidates desiring to enter this Program must meet the following requirements:

1. Have completed a Bachelor's degree in: (a) Computer Programming, (b) Information Systems or other disciplines. Students from other disciplines must have approved nine (9) credits in Computers. These courses must be authorized by the academic adviser or the person designated.
2. Have obtained a minimum average of 250 in the major, as well as in the general average of the bachelor's degree.

The Fajardo Campus is authorized to offer this Program through both classroom and online learning.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

| | |
|--------------------------------------|------------------|
| Specialization Requirements | 31 credits |
| Prescribed Distributive Requirements | <u>6</u> credits |
| Total | 37 |

Specialization Requirements - 31 credits

| | | | |
|------|------|--------------------------------------|---|
| COMP | 5100 | Algorithms Design | 3 |
| COMP | 5110 | Automata Theory and Formal Languages | 3 |
| COMP | 5120 | Artificial intelligence | 3 |
| COMP | 5325 | Programming Languages | 3 |
| COMP | 5510 | Software Development and Design | 3 |
| COMP | 5525 | Seminar I | 3 |
| COMP | 6300 | Networks I | 3 |
| COMP | 6315 | Operating Systems | 3 |
| COMP | 6400 | Networks II | 3 |
| COMP | 6970 | Integrated Seminar | 4 |

Prescribed Distributive Requirements

Students will select one course from the following:

| | | | |
|------|------|---------------------------|---|
| COMP | 6010 | Operations Research | 3 |
| COMP | 6200 | Multimedia and Hypermedia | 3 |
| COMP | 6250 | Communication Protocols | 3 |

Students will select one course from the following:

| | | | |
|------|------|--|---|
| COMP | 6500 | Database Workshop | 3 |
| COMP | 6525 | Programming Workshop | 3 |
| COMP | 6615 | Seminar on Computation and Society | 3 |
| COMP | 6650 | Administration and Function of Information | 3 |

Computer Science with Specialization in Networks and Security (MS)

The Masters Program in Computer Sciences with Specialization in Networks and Security aims to prepare professionals in the areas of analysis, design, implementation and development of efficient and secure computer network systems. This Program seeks to have students attain advanced, updated and research knowledge in the new technologies.

As part of the philosophy of the program, it is expected that a professional (graduate) possessing the following competencies and characteristics will be prepared as:

1. An authority in the theories, principles, techniques, methods and technological trends in the area of networks and security of computerized systems;
2. Qualified to apply research methodologies for problem solving;
3. An authority in the problems that will affect the operation of computer networks; and
4. Qualified to apply research methodologies for problem solving and analysis of situations.

Admission Requirements

In order to enter the Masters Program in Computer Science with a Specialization in Networks and Security students must meet the admission requirements of Inter American University of Puerto Rico, as established in the current Graduate Catalog, and in addition, must have passed the following courses or their equivalents:

1. Information and Computer Literacy
2. Introduction to Data Communication
3. Network Management I and II
4. Computerized Systems Analysis and Design

Graduation Requirements

1. Comply with the satisfactory academic progress norms at the graduate level.
2. Approve the thirty-nine (39) credits of the program with a minimum grade point index of 3.00.
3. Have approved the research project.

Profile of the Competencies of Graduates

This program is designed to develop the competencies that will permit students to:

Knowledge

Demonstrate knowledge and understanding of:

1. The characteristics and the fundamental technological elements of a computer network.
2. The principles of security for computerized systems and their interrelation with the computer networks.
3. The theoretical and technical principles that explain the movement of data in different types of networks.
4. The importance of security methods for computerized systems and their interrelation with computer networks.
5. The process of research in the network and security areas.

Skills

1. Design the necessary infrastructure for the development of safe and reliable network systems.
2. Use the techniques and method of evaluation, measurement and assessment, of traffic in a network.
3. Apply the communication protocols that govern the operation of computer networks.

4. Use the method of problem solving (“troubleshooting”) in situations related to the practice of the profession.
5. Integrate the technological changes related to the area of networks and security of computerized systems.
6. Apply to the principles of research in the area of networks and security.

Attitudes

1. Show interest in research to improve the practice of the profession.
2. Recognize the importance of applying ethical principles in the network and security of computerized systems areas.

The Guayama Campus is authorized to offer this Program through both classroom and online learning.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTERS WITH SPECIALIZATION IN NETWORKS AND SECURITY

| | | |
|--------------------------------------|-------|------------------|
| Specialization Requirements | | 33 credits |
| Prescribed Distributive Requirements | | <u>6 credits</u> |
| | Total | 39 |

Specialization Requirements - 36 credits

| | | | |
|------|------|-------------------------------------|---|
| CSNS | 5100 | Network Analysis and Design | 3 |
| CSNS | 5110 | Principles of Research | 3 |
| CSNS | 5121 | Routing Technologies I | 3 |
| CSNS | 5131 | Network Switching Technologies I | 3 |
| CSNS | 5222 | Routing Technologies II | 3 |
| CSNS | 5232 | Network Switching Technologies II | 3 |
| CSNS | 6100 | Firewalls | 3 |
| CSNS | 6110 | Security and Forensic Computing | 3 |
| CSNS | 6220 | Hacker Detection Systems | 3 |
| CSNS | 6230 | Security Design in Networks | 3 |
| CSNS | 6240 | Assessment of Security in Nertworks | 3 |
| CSNS | 6330 | Research Project | 3 |

Prescribed Distributive Requirements - 3 credits

| | | | |
|------|------|------------------------------------|---|
| CSNS | 5220 | Cryptography in Neworks | 3 |
| CSNS | 6310 | Network Troubleshooting Techniques | 3 |
| CSNS | 6320 | Satellite Communications Systems | 3 |

Criminal Justice (MA)

The Masters of Arts in Criminal Justice aims to provide an education of excellence to students interested in the field of Criminal Justice, so that they can perform effectively in public, private, state and federal agencies.

The Program aims to prepare the student to do research in the field of criminal justice; respond to the need for maintaining highly qualified professionals that master the competencies required in this discipline; and to train professionals to get involved with the different populations and problems that society faces.

Profile of the Competencies of Graduates

The Program is designed to develop the competencies that will permit students to:

Knowledge

1. Know the existing interaction between the state and federal legal systems, and between individuals and society.
2. Know the stages of the penal procedural right and the right of proof related to the Puerto Rico Justice System.
3. Know the social and legal aspects of juvenile delinquency.
4. Know the social-scientific research method.

Skills

1. Apply the criminological theories to the comprehensive study of the relation between laws, individuals and society.
2. Analyze the social and legal aspects of juvenile delinquency, as well as the theories, factors and conditions associated with this social problem.
3. Analyze the factors and conditions that lead people to create dependency on psycho addictive or illegal substances and to criminal conduct.
4. Apply the social-scientific research method to the development of research in the area of criminal justice.
5. Evaluate the effectiveness of the prevention, treatment and rehabilitation strategies used with people with deviant behavior.

Attitudes

1. Demonstrate a critical attitude towards the study of the interaction of the Puerto Rico legal system, individuals and society.
2. Demonstrate a positive attitude towards the people with deviant behavior who are in the rehabilitation process.
3. Recognize the importance of research as an effective means for the production and construction of knowledge in the area of criminal justice.
4. Recognize the importance of an ethical-legal conduct in the field of criminal justice.

Graduation Requirements

1. Have a minimum general average of 3.00.
2. Approve one of the following options, as determined by the campus:
 - a. A comprehensive examination, which those students who have approved 30 credits including the Specialization Requirements, may request. Students will graduate with a total of 33 credits.
 - b. The course CJUS 6970 Integration Seminar results in 3 additional credits, therefore the student will graduate with a total of 36 credits.*

The Aguadilla, Barranquitas, Metropolitan and Ponce campuses are authorized to offer this Program. In addition, the Barranquitas Campus is authorized to offer this Program online.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN CRIMINAL JUSTICE

| | |
|--------------------------------------|------------------|
| Specialization Requirements | 21 credits |
| Prescribed Distributive Requirements | 9 credits |
| Elective Courses | <u>3 credits</u> |
| Total | *33-36 |

Specialization Requirements - 21 credits

| | | | |
|------|------|--|---|
| CJUS | 5010 | Law and Society | 3 |
| CJUS | 5055 | Criminology | 3 |
| CJUS | 5060 | Social Scientific Research Methodology | 3 |
| CJUS | 5070 | Social Scientific Research Applied to Criminal Justice | 3 |
| CJUS | 5080 | Public Policy and State and Federal Justice Systems | 3 |
| CJUS | 5310 | Criminal Procedure and Evidence Law | 3 |

Select one course from the following:

| | | | |
|------|------|---|---|
| CJUS | 5237 | Juvenile Justice | 3 |
| CJUS | 5613 | Addiction, Criminality and Rehabilitation | 3 |

Prescribed Distributive Requirements - 9 credits

Select nine (9) credits from the following courses:

| | | | |
|------|------|------------------------------|---|
| CJUS | 5023 | Elements of Criminal Justice | 3 |
| CJUS | 5299 | Law and Correction | 3 |
| CJUS | 5900 | Special Assignment | 3 |
| CJUS | 5970 | Special Topics | 3 |

Teaching of Reading and Writing (MA)

The Master of Arts program in Teaching of Reading and Writing aims to form teachers of different disciplines in the processes of reading and writing. Graduates of the Program will master the concepts of this field of study and their teaching in such a way that they can upgrade the acquisition processes of reading and writing at all academic levels.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TEACHING OF READING AND WRITING

Specialization Requirements - 33 credits

| | | | |
|------|------|---|---|
| EDUC | 5111 | Educational Research I | 3 |
| EDUC | 5122 | Critical Analysis of Children's Literature at the Elementary Level | 3 |
| EDUC | 5130 | Fundamentals of the Acquisition of Reading and Writing | 3 |
| EDUC | 5250 | Teaching of Reading and Writing | 3 |
| EDUC | 5320 | Promotion of Reading | 3 |
| EDUC | 5410 | Evaluation of Reading and Writing | 3 |
| EDUC | 597_ | Special Topics | 3 |
| EDUC | 6220 | Human Development Processes and Diversity | 3 |
| EDUC | 6300 | Strategies, Methods and Techniques for Teaching Reading and Writing to the Exceptional Population | 3 |
| EDUC | 697_ | Integration Seminar | 3 |
| SPAN | 5140 | Text Production | 3 |

Education (MA, MEd and EdD)

Master of Arts Program in Education

The Master of Arts Program offers graduate students a wide variety of specializations. Applicants for admission to these programs, besides meeting the admission requirements for studies at the Master's level, must be capable of reading and interpreting professional matter in both Spanish and English and possess the ability to express themselves correctly in writing in one of these languages. This ability will be determined through an examination or other appropriate means. For specialization in a teaching field, the applicant must have an undergraduate major in the field of specialization.

Comprehensive Examination

Students may take the comprehensive examination or one of the other options explained in this Catalog after having passed all of their program's foundation and specialization courses.

Specialization in Counseling (MA)

The specialization in Counseling is oriented toward the training of high quality professionals who can perform in organizations, corporations, institutions, government agencies, and educational institutions, both public and private.

The program has the following objectives:

1. Develop a counseling and health professional with self-identity, and the knowledge, skills, sensitivity, and ethics that allows for efficient performance in the functions stipulated by the laws and codes of ethics that regulate the profession.
2. Prepare counseling professionals equipped with research skills and who can implement counseling programs that facilitate the academic progress and development of the biopsychosocial dimensions of students.
3. Train students to use different assessment tools in personal and vocational decision making processes.

Profile of the Competencies of Graduates

The graduate of the Master of Arts in Education with a specialization in Counseling will be able to:

Knowledge

1. Integrate the theoretical and ethical knowledge of the discipline as a professional counselor in the different educational levels
2. Evaluate counseling programs according to research findings and the needs of the population to be served.

Skills

1. Demonstrate the required skills during the case management data collection process that includes the intervention and evaluation plan.
2. Develop therapeutic interpersonal skills appropriate for professional practice.
3. Design a counseling program that incorporates technology and that responds to the needs identified in the educational community.

Attitudes

1. Value personal, psychological and social development that encourages the optimal use of human potential.
2. Act in accordance with the ethical standards of respect and sensitivity in working with the needs of diverse populations.

Admission Requirements

In addition to meeting the admission requirements for Master's Degree studies established by the University, candidates for admission to the Master of Arts in Education with a Specialization in Counseling Program must satisfy the following requirements:

Have approved the following courses or equivalents with a minimum grade of B:

1. EDUC 2022 Society and Education (3 credits)
2. EDUC 2060 Integration of Technology in Education (2 credits)
3. EDUC 2870 Exceptional Student Population (4 credits)
4. PSYC 1051 General Psychology I (3 credits)
5. PSYC 3001 Statistical Methods I (3 credits)

Note: Candidates interested in becoming certified as a school counselor must comply with the general requirements stipulated by the Puerto Rico Department of Education.

The Arecibo, Metropolitan and San Germán campuses are authorized to offer this Specialization.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION WITH A SPECIALIZATION IN COUNSELING

| | | |
|-----------------------------|-------|-------------------|
| Foundation Requirements | | 9 credits |
| Specialization Requirements | | <u>43 credits</u> |
| | Total | *52 |

Foundation Requirements - 9 credits

| | | | |
|------|------|---|---|
| EDUC | 5047 | Psycho-Social Foundations of Education | 3 |
| EDUC | 6220 | Human Development Processes and Diversity | 3 |
| EDUC | 6931 | Research or Application Project In The Area Of Specialization I | 3 |

Specialization Requirements - 43 credits

| | | | |
|------|------|--|---|
| EDUC | 5370 | Principles of Counseling and Professional Ehtics | 3 |
| EDUC | 6420 | Life and Career Transition Counseling | 3 |
| EDUC | 6451 | Counseling Theories | 3 |
| EDUC | 6452 | Individual Counseling | 3 |
| EDUC | 6455 | Assessment of the Individual | 2 |
| EDUC | 6457 | Assessment and Evaluation in Counseling | 2 |
| EDUC | 6460 | Child and Adolescent Counseling | 3 |
| EDUC | 6470 | Group Counseling | 3 |
| EDUC | 6472 | Family Counseling and Consultation | 3 |
| PSYC | 6090 | Psychopathology | 3 |
| EDUC | 6912 | Practicum in Counseling | 2 |
| EDUC | 6918 | Internship in Counseling I | 5 |
| EDUC | 6919 | Internship in Counseling II | 5 |
| EDUC | 697G | Integration Seminar in Counseling | 3 |

*The course EDUC 697G should be taken after having approved the specialization courses and prior to the practical experiences.

Specialization in Educational Management and Leadership (MA)

The specialization in Management and Instructional Leadership aims to form excellent professionals in the field of administration of educational programs. This specialization contributes to the development of educational managers and leaders who demonstrate mastery in the solution of problems inherent to the contemporary professional environment at the different teaching levels. This specialization focuses on the study of theoretical foundations, the use and promotion of scientific research, the integration of technology to practice, the application of the highest ethical principles of the profession and participation in practical experiences in teaching scenarios.

Profile of the Competencies of Graduates

This Program is designed to develop the competencies that will permit students to:

Knowledge

1. Know useful strategies that contribute to improve the management of the fiscal, administrative and human resources operations of the teaching scenario.
2. Know the principles of educational management considering the social changes, recent laws, the rules, the regulations, and the current educational-labor jurisprudence.
3. Know the due process of law applicable to the educational scenarios.

Skills

1. Design plans based on principalship that contributes to the professional development of teaching and non-teaching personnel.
2. Develop teaching environments of quality and excellence for the development of innovating teaching strategies, with a scientific and inclusive base to attend to the diversity of learning styles and needs of the students.
3. Use the information and communications technologies (ICT's) as a means to improve the educational, instructional, administrative and fiscal processes of educational scenarios.
4. Make administrative-participative decisions considering the opinions and suggestions of the parents, students and the teaching personnel in the instructional processes.
5. Apply the scientific method to solve problems inherent to management and educational leadership, and to the teaching strategies.

Attitudes

1. Respect the ethical and moral values related to the good administration of the institution's fiscal, human, technological, and educational management.
2. Promote collaborative environments that contribute to the development of learning communities.
3. Appreciate the development of innovating activities that contribute to the achievement of the educational philosophy, vision, goals, and the objectives of the institution.

In addition to meeting the admission requirements for Master Degree studies established in this Catalog, candidates for admission to this Program must satisfy the following requirements:

1. Bachelor's Degree in Education or a Bachelor's Degree and Teacher Certification or
2. A Bachelor's Degree, three credits in Teaching Methodology and six (6) additional credits in Education
3. Three (3) credits in statistics are also required.

The Aguadilla, Arecibo, Barranquitas, Fajardo, Metropolitan and San Germán campuses are authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

| | | |
|-----------------------------|-------|-------------------|
| Foundation Requirements | | 9 credits |
| Specialization Requirements | | <u>27 credits</u> |
| | Total | 36 |

Foundation Requirements - 9 credits

| | | | |
|------|------|---|---|
| EDUC | 6931 | Research or Application Project In The Area Of Specialization I or | |
| EDUC | 5111 | Educational Research I | 3 |
| EDUC | 6004 | Information Systems in Educational management | 3 |
| EDUC | 6058 | Legal Foundations of Education | 3 |

Specialization Requirements - 27 credits

| | | | |
|------|------|---|---|
| EDUC | 6000 | Human Resources Management and Labor Relations in Educational Scenarios | 3 |
| EDUC | 6001 | Fiscal Management | 3 |
| EDUC | 6013 | Organizational Behavior in Educational Institutions | 3 |
| EDUC | 6046 | Curriculum Development | 3 |
| EDUC | 6057 | Teaching Models and Strategies | 3 |
| EDUC | 6079 | Instructional Leadership | 3 |
| EDUC | 6380 | Administration of Special Education Programs | 3 |
| EDUC | 6915 | Practice in Management and Educational Leadership | 3 |

Requirements for completing the degree

| | | | |
|------|------|---------------------|---|
| EDUC | 697D | Integration Seminar | 3 |
|------|------|---------------------|---|

Specialization in Physical Education (MA)

The Master of Arts Program in Education with a specialization in Physical Education enables the student to study the complexities of movement of the human body in its diverse manifestations. Graduates will be able to design, to implement and evaluate programs that promote active and healthy life styles in the context of formal as well as in informal education. The courses of this Program promote research and the integration of technology related to the field. Two subspecializations are offered: Teaching Physical Education and Sports Training and Performance. The subspecialization in Teaching Physical Education is oriented towards excellence in the preparation of effective professionals at the graduate level that have a formation in research, the design and implementation of the teaching and learning process in physical education. The subspecialization in Sports Training and Performance is directed to the development of physical training and sports programs in schools, sports and recreation.

In addition to meeting the master studies admission requirements established by Inter American University, candidates desiring to enter this Program must comply with the following requirements: A Bachelor's Degree in Physical Education, health or related areas and a course in statistics for both subspecializations: Teaching of Physical Education and Sport Training and Performance.

Profile of the Competencies of Graduates

The subspecialization in Teaching of Physical Education is designed to develop the competencies that will allow students to:

Knowledge:

1. Know the concepts, terms and epistemological principles related to the processes of teaching and learning.
2. Identify the general standards for physical education of the Physical Education Program assigned to the Department of Education of Puerto Rico, the national standards NASPE and their application in the planning and development of learning experiences.
3. Know the philosophical, conceptual and theoretical framework that undergirds the Physical Education Program assigned to the Department of Education of Puerto Rico and to apply it to the design and implementation of educational programs.
4. Demonstrate knowledge of models and theories applicable to the design of curriculum in Physical Education.
5. Identify appropriate methods of evaluation and assessment to evidence the students' psychomotor, affective and cognitive skills.

Skills:

1. Evaluate Public Policy documents established by the State and National educational agencies and to propose changes in harmony with current needs.
2. Use different methods of evaluation and assessment to identify students' needs in the development of cognitive capacities.
3. Apply different models, methods and teaching techniques in educational scenarios that respond to the cognitive needs.
4. Use theoretical knowledge in the revision of Physical Education programs.
5. Use models for the development of the curriculum in the physical education that respond to the social, psychological and physical needs.
6. Put the scientific method into practice for the analysis, understanding and development of educational projects that benefit the quality from life of human beings.

Attitudes:

1. Appreciate the advance of the communication technologies and their impact in the dissemination of scientific and nonscientist information.
2. Foment the modeling and the clarification of universal values that promote physical education and sports.

3. Model a practice as a health professional framed in principles of respect and esteem for the study of physical education.

The subspecialization in Training and Sport Performance is designed to develop the competencies that will allow the student to:

Knowledge:

1. Know the concepts, terms and epistemological principles related to the function and movement of the human body.
2. Identify the trends of the discipline and their application in the planning and development of sport training programs.
3. Know the main current declarations of the American Sport Medicine School and apply them to the design and implementation of sport training programs.
4. Demonstrate knowledge of the laws, models and theories applicable to the development of the physical activity and physical exercise in different athletic populations.
5. Identify appropriate methods of evaluation and assessment to evidence athletic performance.
6. Recognize indicators of over training and its impact in sport performance.

Skills:

1. Evaluate of Public Policy documents established by the State and National sport and recreational agencies and propose changes in harmony with the current needs.
2. Use different methods of evaluation and assessment to identify needs in the development of the athlete's physical capacities.
3. Apply different models and sport methods of training that respond to the needs of the athlete.
4. Apply different models of prevention and techniques for the rehabilitation of athletic injuries.
5. Use theoretical knowledge in the revision of sport training programs.
6. Use models for the development of physical training programs that respond to the social, psychological and physical needs.
7. Put the scientific method into practice for the analysis, understanding and development of functional aspects of the human body in physical exercise.

Attitudes:

1. Recognize the advance of communication technologies and their impact in the dissemination of scientific and nonscientist information.
2. Foment the modeling, clarification and practice of universal values that promote health, the integral well-being and the quality of life.
3. Model a practice as a health a professional framed in the principles of respect and esteem for the study of the sport training.

The San Germán Campus is authorized to offer the Masters of Arts Program in Physical Education with both subspecializations.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION WITH SPECIALIZATION IN PHYSICAL EDUCATION

| | |
|--|------------------|
| Core Course Requirements in Education | 9 credits |
| Core Course Requirements in Physical Education | 9 credits |
| Subspecialization Requirements | 12 credits |
| Elective Courses | <u>6 credits</u> |
| Total | 36 |

Core Course Requirements in Education - 9 credits

| | | | |
|------|------|------------------------|---|
| EDUC | 5111 | Educational Research I | 3 |
|------|------|------------------------|---|

Six credits from the following orientations (Sociological EDUC 5013 or EDUC 5046; Psychological EDUC 5024 or EDUC 5047; Philosophical EDUC 5035):

| | | | |
|------|------|---|---|
| EDUC | 5013 | Sociological Foundations of Education | 3 |
| EDUC | 5024 | Psychological Foundations of Education | 3 |
| EDUC | 5035 | Philosophical Values and Perspectives in Contemporary Education | 3 |
| EDUC | 5046 | The Individual, Society and Education | 3 |
| EDUC | 5047 | Psycho-Social Foundations of Education | 3 |

Core Course Requirements in Physical Education - 9 credits

| | | | |
|------|------|---|---|
| HPER | 5000 | Selected Bibliography in Physical Education | 3 |
| HPER | 6440 | Motor Learning | 3 |
| HPER | 6910 | Practicum | 3 |

Subspecializations

Students will select one of the following subspecializations:

Subspecialization in Teaching of Physical Education

Requirements in the Subspecialization Teaching of Physical Education - 12 credits

| | | | |
|------|------|---|---|
| HPER | 5040 | Curriculum Development in Physical Education | 3 |
| HPER | 5050 | Evaluation, Assessment and Measurements in Physical Education | 3 |
| HPER | 5070 | Models and Strategies for Teaching Physical Education | 3 |
| HPER | 6010 | Supervision of Physical Education | 3 |

Subspecialization in Sports Training and Performance

Requirements in the Subspecialization Sports Training and Performance - 12 credits

| | | | |
|------|------|---|---|
| HPER | 5300 | Sports Psychology | 3 |
| HPER | 6030 | Prevention and Rehabilitation of Athletic Injuries | 3 |
| HPER | 6100 | Training Theory and Scientific Methodology of Sports Training | 3 |
| HPER | 6110 | Physiology of Sports | 3 |

Thesis Option

Students may substitute a thesis for six (6) elective credits. In such cases, they must take:

| | | | |
|------|------|----------------|---|
| EDUC | 6900 | Thesis Seminar | 3 |
| EDUC | 6990 | Thesis | 3 |

Specialization in Special Education (M.A.)

The Program leading to the Master of Arts Degree in Special Education prepares teachers to work with exceptional students.

Goals of the Program:

The Master of Arts in Special Education aspires to:

1. Prepare special education teachers who perform with excellence in the teaching of exceptional students who know and make good use of the theories, principles, concepts and norms that govern the educational processes.
2. Prepare teachers with the necessary competencies for scientific research, design of creative and innovating projects and use of technology in the educational processes.
3. Train special education teachers with leadership who contribute in a proactive way to accomplish significant changes in the teaching of exceptional students.

Objectives of the Programa

The objectives of the Masters of Arts in Special Education are to:

1. Prepare professional personnel in the field of Special Education with an ample knowledge of the nature and needs of students of an exceptional nature from the level of infants to the secondary level.
2. Develop competent professionals able to comply with the prevailing legal requirements of the federal and state legislation, as well as in the areas of diagnosis, evaluation and educational assessment in the teaching of students of an exceptional nature.
3. Develop a human resource with the appropriate knowledge and competencies to offer educational services from the level of infants to the secondary level.
4. Prepare a human resource with the skills and methods of quantitative and qualitative research and their implications in the educational task related to the teaching and learning of students of an exceptional nature.

Requirements for Admission to the Program

In addition to satisfying the requirements of admission to masters' studies established by the University, the candidate who wishes to be admitted to the Master of Arts in Special Education must have a Bachelor's degree in Education or another discipline from an accredited university and have approved a course of statistics.

Certification of Teaching Personnel of Puerto Rico

Students interested in obtaining the certification of teaching personnel to work in Puerto Rico must meet the current requirements of the Department of Education of the Commonwealth of Puerto Rico.

The Arecibo, Barranquitas, Fajardo, Metropolitan, Ponce and San Germán campuses are authorized to offer this Specialization.

Profile of the Competencies of Graduates

The Program is designed to develop the competencies that will permit students to:

Knowledge

Demonstrate knowledge and understanding of:

1. The state and federal legislation prevailing in the education of the exceptional student.

2. The theories and the principles related to the evaluation, diagnosis and assessment of the exceptional population.
3. The strategies, methods and appropriate techniques of education for the exceptional population.
4. The program individualized of education, the integration of the educational technology, the technological attendance, the reasonable arrangement and the process of transition of the exceptional student.
5. The theories, principles and concepts on the human development, the curricular design, in addition to the methods and quantitative and qualitative techniques in the research.

Skills

1. Evaluate the impact of current state and federal legislation in education of the exceptional population.
2. Analyze the theories and principles of the evaluation, diagnosis and assessment of the exceptional population.
3. Analyze the strategies, methods and teaching techniques of the exceptional population.
4. Evaluate the individualized program of teaching, the integration of the educational technology, technological assistance, the reasonable arrangement and the transition process of the exceptional population.
5. Examine the theories, principles and concepts related to human development. Curricular design and the quantitative and qualitative methods and techniques in research are included.

Attitudes

1. Value professional ethics as a means to substantiate the decisions and actions related to contents, teaching, learning and other behaviors related to the profession in the field of special education.
2. Recognize the importance of the efficiency and effectiveness of the models concerned with improving the quality of the processes of teaching and learning of exceptional students.
3. Evaluate the models related to professional development, effective communication with parents, mothers or tutors, the collaboration with the transdisciplinary team of related services, support, and program managers.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPECIAL EDUCATION

| | | |
|--------------------------------------|--------------|------------------|
| Foundation Requirements | | 9 credits |
| Specialization Requirements | | 15 credits |
| Prescribed Distributive Requirements | | <u>6 credits</u> |
| | Total | 30-33* |

Foundation Requirements - 9 credits

| | | | |
|------|------|---|---|
| EDUC | 5047 | Psycho-Social Foundations of Education | 3 |
| EDUC | 5111 | Educational Research I | 3 |
| EDUC | 6220 | Human Development Processes and Diversity | 3 |

Specialization Requirements - 15 credits

| | | | |
|------|------|---|---|
| EDUC | 6066 | Technological Aid in the Teaching of Exceptional Students | 3 |
| EDUC | 6143 | Transition Process and Employment in Special Education and Vocational Rehabilitation | 3 |
| EDUC | 6300 | Strategies, Methods and Techniques for Teaching Reading and Writing to the Exceptional Population | 3 |
| EDUC | 6320 | Strategies, Methods and Techniques for Teaching Mathematics to the Exceptional Population | 3 |
| EDUC | 6340 | Development of Language and Reading | 3 |

Prescribed Distributive Requirements - 6 credits

Select 6 credits from the following courses:

| | | | |
|------|------|--|---|
| EDUC | 5740 | Education of the Exceptional Population | 3 |
| EDUC | 6043 | Population with Intellectual Impediments | 3 |
| EDUC | 6044 | Population with Specific Learning Problems | 3 |
| EDUC | 6045 | Population with Superior Intelligence and Talents | 3 |
| EDUC | 6047 | Nature and Needs of Handicapped Infants and Preschool Children | 3 |
| EDUC | 6048 | Evaluation and Programming for Handicapped Preschool Children | 3 |
| EDUC | 6049 | Dealing with Behavioral Disorders | 3 |
| EDUC | 6058 | Legal Foundations of Education | 3 |
| EDUC | 6090 | Students with Autism | 3 |
| EDUC | 6380 | Administration of Special Education Programs | 3 |

Graduation Requirements

Students may choose one of the following options to fulfill the "Institutional Graduation Requirements for a Master's Degree" established in this Catalog.

- 1) Comprehensive Examination
- 2) Integration Seminar (EDUC 697F).

*Students who choose the Integration Seminar (EDUC 697F) will complete a total of 33 credits.

Specialization in the Teaching of Mathematics (MA)

The specialization in the Teaching of Mathematics aims to strengthen and expand the teachers' mathematical knowledge and skills and to develop in them a positive attitude towards the teaching of this subject. In addition, this program has the purpose of developing a positive attitude towards the teaching of mathematics in the teachers. These goals are expected to be attained through a curriculum that incorporates different methodological approaches to course content. These will include cooperative learning, exploration activities and the appropriate use of technology.

Admission Requirements

In addition to completing the master studies admission requirements established by Inter American University, the candidate desiring to enter this Program must one of the following options:

1. Possess a Bachelor of Arts Degree in Education with a Specialization en Mathematics and have taken a course in Discrete Mathematics or its equivalent.
2. Possess a Bachelor's Degree; have taken a minimum of six credits in Foundations in Education and the following courses or their equivalent: Statistics, Discrete Mathematics Precalculus and Calculus.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION IN THE TEACHING OF MATHEMATICS

| | | |
|-----------------------------|-------|------------------|
| Foundation Requirements | | 6 credits |
| Specialization Requirements | | 24 credits |
| Elective Courses | | <u>6 credits</u> |
| | Total | *39 |

Foundation Requirements - 6 credits

| | | | |
|------|------|------------------------|---|
| EDUC | 5111 | Educational Research I | 3 |
|------|------|------------------------|---|

Select one course from the following:

| | | | |
|------|------|---|---|
| EDUC | 5024 | Psychological Foundations | 3 |
| EDUC | 5035 | Philosophical Values and Perspectives in Contemporary Education | 3 |
| EDUC | 5046 | The Individual, the Society and Education | 3 |

Specialization Requirements - 24 credits

| | | | |
|------|------|---|---|
| EDUC | 5105 | Use of Technology in Teaching Mathematics | 3 |
| EDUC | 5133 | Statistics | 3 |
| EDUC | 6024 | Educational Measurement and Evaluation | 3 |
| EDUC | 6310 | Methodology in Teaching Mathematics | 3 |
| MATH | 5100 | Intermediate Calculus | 3 |
| MATH | 5400 | Probability | 3 |
| MATH | 5800 | Topics in Abstract Algebra | 3 |
| MATH | 6100 | Introduction to Real Analysis | 3 |

Elective Course Requirements - 6 credits

The following elective courses are suggested:

| | | | |
|------|------|---|---|
| EDUC | 6044 | Population with Specific Learning Problems | 3 |
| EDUC | 6045 | Population with Superior Intelligence and Talents | 3 |
| EDUC | 6320 | Strategies, Methods and Techniques for Teaching Mathematics to the Exceptional Population | 3 |
| EDUC | 6046 | Curriculum Development | 3 |
| MATH | 5500 | Advanced Discrete Mathematics | 3 |
| MATH | 6100 | Introduction to Real Analysis | 3 |
| MATH | 6400 | Advanced Mathematical Statistics | 3 |

*As a graduation requirement, students must take the course EDUC 697A Integration Seminar (3 credits), once they have passed the Foundation and Specialization requirements. Students will thus complete a total of 39 credits.

Specialization in the Teaching of Science (MA)

The purpose of the Teaching of Science specialization is to refine the teaching skills of teachers and school supervisors through educational experiences that will expand their knowledge of the teaching-learning processes in sciences. It is also hoped that the graduates from this Program will make a significant contribution to the educational system through curricular revisions and teaching innovations aimed at excellence in the scientific education area. It also aspires to increase interest in the study of sciences at all levels.

In addition to completing the master studies admission requirements established by Inter American University, the candidate desiring to enter this Program must meet the following requirements:

1. A course in statistics.
2. One of the following options:
 - a. A Bachelor's Degree of Arts in Education with a Specialization in the Natural Sciences.
 - b. Science Teacher Certification.
 - c. A Bachelor's Degree of Science with a Specialization in Biological or Physical Sciences, six (6) credits in Foundations of Education and three (3) credits in Teaching Methods in the Natural Sciences.

The San Germán Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION IN THE TEACHING OF SCIENCE

| | |
|--------------------------------------|-------------------|
| Specialization Requirements | 27 credits |
| Prescribed Distributive Requirements | <u>12</u> credits |
| Total | 39 |

Specialization Requirements - 27 credits

| | | | |
|------|------|---|---|
| EDUC | 5000 | Geography for Teachers | 3 |
| EDUC | 5009 | Chemistry for Teachers | 3 |
| EDUC | 5011 | Physics I for Teachers | 3 |
| EDUC | 5015 | Biology for Teachers | 3 |
| EDUC | 5100 | The Computer in the Teaching of Science | 3 |
| EDUC | 5111 | Educational Research I | 3 |
| EDUC | 6024 | Educational Measurement and Evaluation | 3 |
| EDUC | 6046 | Curriculum Development | 3 |
| EDUC | 6057 | Teaching Models and Strategies | 3 |

Prescribed Distributive Requirements - 12 credits

A. Six (6) credits from the following courses:

| | | | |
|------|------|---|---|
| EDUC | 5013 | Sociological Foundations | 3 |
| EDUC | 5024 | Psychological Foundations | 3 |
| EDUC | 5035 | Philosophical Values and Perspectives in Contemporary Education | 3 |
| EDUC | 5046 | The Individual, the Society and Education | 3 |
| EDUC | 5057 | Comparative Education | 3 |
| EDUC | 5068 | Western World Education | 3 |
| EDUC | 5133 | Statistics | 3 |
| EDUC | 6013 | Organizational Behavior in Educational Institutions | 3 |
| EDUC | 6079 | Instructional Leadership | 3 |

B. Six (6) credits from the following courses:

| | | | |
|------|------|--|---|
| EDUC | 5003 | Ecology for Teachers | 3 |
| EDUC | 5012 | Physics II for Teachers | 3 |
| CHEM | 5013 | Theory and Mechanisms in Organic Chemistry | 3 |
| BIOL | 5017 | Biochemistry and Cellular Physiology | 3 |
| BIOL | 5019 | History and Philosophy of Science | 3 |

Thesis Option

Students opting for the preparation and defense of a thesis will take six (6) credits from the Prescribed Distributive Requirements; three (3) credits from section A and three (3) from section B.

In addition, they will take the following courses:

| | | | |
|------|------|----------------|---|
| EDUC | 6900 | Thesis Seminar | 3 |
| EDUC | 6990 | Thesis | 3 |

Master in Education in Curriculum and Teaching (MEd)

The Master in Education Degree in Curriculum and Teaching is a program for curriculum development designed for graduates of Programs of Teaching, Arts and Sciences of Postsecondary Institutions of Puerto Rico, desiring to complete a program based on the study, analysis, reflection and application of current technical theories. The Program integrates technology into the teaching and learning processes, online learning and the search for information.

The Program is designed to develop leaders in curriculum and teaching through competencies based on research, analysis and evaluation of problems that lead to school curriculum reformulation. The Program will offer the student an ample and critical view of the curricular component of an educational system and a basic understanding of its problems. In addition, it will give attention to the needs of professionals in teaching by providing skills and knowledge not contemplated at the undergraduate level, in their area of specialization. These areas include Biology, Chemistry, English as a Second Language, History, Mathematics, and Spanish

The Program is based on a practical approach, adapting and applying its requirements to the development of a project that will have an impact on the school curriculum within the selected specialization. The Program presents integrated experiences to direct the attention of participants to important educational issues that simultaneously contribute to the improvement of the school community. The Program will give attention to and reflect on ethical, moral and religious principles.

In addition to meeting the admission requirements for master degree established in this Catalog, candidates wishing to enter this Program must meet the following requirements:

1. Have passed a course in statistics (3 credits).
2. Meet one of the following options:
 - a. Have a Baccalaureate in Arts in Education with specialization in one of those offered in this Program.
 - b. Have a Bachelor's Degree in Science in Secondary Education with specialization in one of those offered in this Program.
 - c. To have a Baccalaureate in Arts with specialization in one of the offered subjects.
 - d. Have a Baccalaureate in Science with a major in Biology, Chemistry, Mathematics or Health Sciences.
 - e. Have a Baccalaureate in Arts or Science and have a Teaching Certificate from the Puerto Rico Department of Education to teach the specialty they are requesting.
3. Be interviewed by an admissions committee composed of at least two full time professors, and be recommended favorably by it.

The Arecibo Campus is authorized to offer the specializations in Spanish, English as a Second Language, Mathematics, and Biology.

The Barranquitas Campus is authorized to offer the specializations in Biology, English as a Second Language, History and Spanish

The Ponce Campus is authorized to offer all of the specializations through classroom learning. It is also authorized to offer the Biology, English as a Second Language, History, Mathematics and Spanish specializations through online learning.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE IN CURRICULUM AND TEACHING IN BIOLOGY, CHEMISTRY, ENGLISH AS A SECOND LANGUAGE, HISTORY, MATHEMATICS, AND SPANISH

| | |
|--|-------------------|
| Core Course Requirements in Education | 9 credits |
| Specialization Requirements in Curriculum and Teaching | 15 credits |
| Specialization Requirements (Subjects) | <u>15</u> credits |
| Total | 39 |

Core Course Requirements in Education - 9 credits

| | | | |
|------|------|---|---|
| EDUC | 5047 | Psycho-Social Foundations of Education | 3 |
| EDUC | 6580 | Computers in Teaching | 3 |
| EDUC | 6931 | Research or Application Project in the Area of Specialization I | 3 |

Requirements in Curriculum and Teaching - 15 credits

| | | | |
|------|------|---|---|
| EDUC | 6024 | Educational Measurements and Evaluation | 3 |
| EDUC | 6046 | Curriculum Development | 3 |
| EDUC | 6056 | Curriculum Evaluation | 3 |
| EDUC | 6057 | Teaching Models and Strategies | 3 |

Student will select one course from the following

| | | | |
|------|------|--|---|
| EDUC | 6932 | Research or Application Project in the Area of Specialization II | 3 |
| | | or | |
| EDUC | 697_ | Integration Seminar | 3 |
| | | or | |
| | | An elective course in the Specialization at the 5000 or major level (in case the option of Comprehensive Examination is selected) | 3 |

Students of the Masters Program in Curriculum and Teaching may choose among three options to fulfill the requirements of their academic degree:

1. Continue with the completion of a research project or of the application in the specialization area (EDUC 6932).
2. Take the course Integration Seminar (EDUC 697-).
3. Take a three credit elective course at the 5000 or major level in the Specialization if they decide on the Comprehensive Examination.

Graduation Requirements

In order to meet the institutional graduation requirements for the Masters Program in Curriculum and Teaching, students must satisfy one of the following options:

| | | | |
|------|------|---|--|
| EDUC | 6932 | Research or Application Project in the area of Specialization II | |
| | | or | |
| EDUC | 697_ | Integration Seminar | |
| | | or | |
| | | A Comprehensive Examination and an elective three credit course in the Specialization at the 5000 level or above | |

Specialization in Biology

Specialization Requirements in Biology - 15 credits from the following courses

| | | | |
|------|------|-----------------------|---|
| BIOL | 6904 | Cellular Biology | 3 |
| BIOL | 6905 | Molecular Biology | 3 |
| BIOL | 6906 | Human Physiology | 3 |
| BIOL | 6907 | Immunology | 3 |
| BIOL | 6908 | Marine Biology | 3 |
| BIOL | 6909 | Biogeography | 3 |
| BIOL | 6910 | Environmental Science | 3 |

Specialization in English as Second Language

Specialization Requirements in English as Second Language - 15 credits from the following courses

| | | | |
|------|------|--|---|
| ENGL | 6904 | Applied Linguistic in the Teaching of English as a Second Language | 3 |
| ENGL | 6905 | Second Language Acquisition and Sociocultural Analysis | 3 |
| ENGL | 6906 | Fundamentals of the Teaching of English as a Second Language: Theory, Practice and Assessment | 3 |
| ENGL | 6907 | Advanced Research and Techniques in Reading, Instruction and Assessment | 3 |
| ENGL | 6908 | Advanced Research and Techniques in Writing, Instruction and Assessment | 3 |
| ENGL | 6909 | Literary Critique: Analysis, Techniques and Assessment | 3 |

Specialization in History

Specialization Requirements in History - 15 credits from the following courses

| | | | |
|------|------|---|---|
| HIST | 6904 | Analysis and Development of Historical Thought I | 3 |
| HIST | 6905 | Analysis and Development of Historical Thought II | 3 |
| HIST | 6906 | Historical Context of the Western World | 3 |
| HIST | 6907 | Historical Context of Contemporary Puerto Rico | 3 |
| HIST | 6908 | Historical Context of the United States | 3 |
| HIST | 6909 | Historical Context of Latin America | 3 |

Specialization in Mathematics

Specialization Requirements in Mathematics - 15 credits

Required Course – 3 credits

| | | | |
|------|------|------------------|---|
| MATH | 6909 | Problems Solving | 3 |
|------|------|------------------|---|

Students will select 12 credits from the following courses:

| | | | |
|------|------|----------------------------|---|
| MATH | 6904 | Advanced Algebra | 3 |
| MATH | 6905 | Modern Geometry | 3 |
| MATH | 6906 | Real Number Analysis | 3 |
| MATH | 6907 | Probability and Statistics | 3 |
| MATH | 6908 | Discrete Mathematics | 3 |
| MATH | 6910 | History of Mathematics | 3 |
| MATH | 6911 | Analytical Geometry | 3 |
| MATH | — | Special Topics | 3 |

Specialization in Spanish

Specialization Requirements in Spanish - 15 credits from the following courses

| | | | |
|------|------|---|---|
| SPAN | 6904 | Importance and Pertinence of Applied Linguistics in the Study of the Spanish Language in Puerto Rico | 3 |
| SPAN | 6905 | Application of Advanced Grammar in Modern Composition | 3 |
| SPAN | 6906 | Critical View of Puerto Rican Literature: 20th Century to the Present | 3 |
| SPAN | 6907 | Important Figures in Contemporary Spanish-American Literature | 3 |
| SPAN | 6908 | New Approaches to the Teaching of Spanish | 3 |
| SPAN | 6909 | Study and Application of Reading and Writing as Teaching Tools | 3 |
| SPAN | 6910 | Trajectory and Evolution of the Concept of Identity in Puerto Rican Poetry of the 20th Century | 3 |

Masters in Education (MEd)

Specialization in Bilingual Education (MED)

The Master of Education degree with specialization in Bilingual Education aims to prepare professionals with the theoretical and practical knowledge of bilingual education. The professionals will stand out for their understanding of the socio-cultural aspects, the linguistic, psycholinguistic and sociolinguistics theories of bilingual education, and the teaching methodology.

The Aguadilla Campus is authorized to offer this Program.

Admission Requirements

Persons seeking admission to the Master of Education Program with a specialization in Bilingual Education must meet the admission requirements established in the section "Admission Requirements for Masters Programs" in effect at the time of their admission. In addition, they must meet the following conditions:

- a) Have as a minimum a bachelor's degree in education from a properly accredited institution.
- b) Persons who have completed a bachelor's degree in another field with a minimum academic index of 3.00 in their major will be considered for admission to the program after passing the courses indicated below at the baccalaureate level (or their equivalents) with a minimum grade of B:

EDUC 2032 Learning Psychology
EDUC 3013 Teaching Strategies
EDUC 4011 Evaluation and Assessment
EDUC 4050 Curriculum Design

- c) Demonstrate mastery of the competencies in English and Spanish, by means of the approval of an examination to be administered by the Institution, as applicable.
- d) Have taken one of the following tests: Graduate Record Examination (GRE) or Examen de Admisión a Estudios de Postgrado (EXADEP).

Graduation Requirements

In order to obtain the Master of Education Degree in Bilingual Education students must have approved the following 36 credit requirements with a minimum grade point index of 3.00.

Academic Requirements.-.36 credits

| | | | |
|------|------|---|---|
| BLED | 5020 | Sociocultural Aspects in Bilingual Teaching | 3 |
| BLED | 5030 | Instructional Content in Bilingual Programs | 3 |
| BLED | 5040 | Materials and Technology in the Bilingual Classroom | 3 |
| BLED | 6020 | Methods of Bilingual Teaching at the Elementary Level or | |
| BLED | 6030 | Methods of Bilingual Teaching at the Secondary Level | 3 |
| BLED | 6040 | Contemporary Topics in Bilingual Education | 3 |
| BLED | 6510 | Assessment in a Bilingual Educational Scenario | 3 |
| ENGL | 6100 | Theories and Principles of TESL | 3 |
| ENGL | 6130 | Fundamentals of Bilingual Education | 3 |
| ENGL | 6530 | Research Methods | 3 |
| ENGL | 6904 | Applied Linguistics in the Teaching of English as a Second Language | 3 |
| EDUC | 6046 | Curriculum Development | 3 |
| EDUC | 697A | Integration Seminar | 3 |

Specialization in Interdisciplinary Special Education (MEd)

The specialization in Interdisciplinary Special Education aspires to develop a professional in special education properly endowed with the knowledge, necessary skills and attitudes so that he can: (a) provide interdisciplinary services to the student population with and without disabilities from childhood to high school; (b) become involved effectively with the families of the student population with and without disabilities; (c) offer educational services in inclusive classrooms, in other natural environments and in special classrooms.

Admission Requirements for the Master of Education with Specialization in Interdisciplinary Special Education Program

To enroll in the Master of Education with Specialization in Interdisciplinary Special Education Program students must:

- Have a Baccalaureate in Special Education or Special Pre-school Education. The student who has a Baccalaureate of Education in another discipline must approve 9 credits in Special Education.
- Or have a Baccalaureate in health related areas, psychology or social work and have approved the courses established in the Teacher Certification Law.
- Take the EXADEP.
- Have a general average of 2.50 or more.
- Have approved 3 credits in basic statistics with a minimum grade of C.

The Guayama Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE IN INTERDISCIPLINARY SPECIAL EDUCATION

| | |
|--------------------------------------|--------------------|
| Specialization Requirements | 24-27 credits |
| Prescribed Distributive Requirements | <u>6-9 credits</u> |
| Total | 30-33 |

Specialization Requirements – 24-27 credits

| | | | |
|------|------|--|---|
| EDUC | 5011 | Educational Research I | 3 |
| EDUC | 5047 | Psycho-Social Foundations of Education | 3 |
| EDUC | 5740 | Education of the Exceptional Population* | 3 |
| EDUC | 6053 | Interventions with Families in Inclusive Environments | 3 |
| EDUC | 6054 | Assessment in Interdisciplinary Special Education | 3 |
| EDUC | 6059 | Design and Development of Interdisciplinary Special Curricula | 3 |
| EDUC | 6066 | Technological Assistance in the Teaching of Students with Disabilities | 3 |
| EDUC | 6340 | Development of Language and Reading | 3 |
| EDUC | 691A | Internship in Interdisciplinary Special Education** | 3 |

Prescribed Distributive Requirements – 6-9 credits

**Select nine credits from the following courses:

| | | | |
|------|------|---|---|
| EDUC | 5012 | Educational Research II | 3 |
| EDUC | 6043 | Population with Intellectual Impediments | 3 |
| EDUC | 6044 | Population with Specific Learning Problems | 3 |
| EDUC | 6047 | Nature and Needs of Special Infants and Pre-school Children | 3 |
| EDUC | 6048 | Evaluation and Programming for Infants and Pre-school Children with Handicaps | 3 |
| EDUC | 6050 | Current Issues in Interdisciplinary Special Education | 3 |
| EDUC | 6055 | Seminar in Interdisciplinary Special Education | 3 |

| | | | |
|------|------|---|---|
| EDUC | 6060 | Curriculum, Assessment and Intervention Methods for Special Students | 3 |
| EDUC | 6240 | Techniques of Behavior Analysis | 3 |
| EDUC | 6300 | Strategies, Methods and Techniques for Teaching Reading and Writing to the Exceptional Population | 3 |
| EDUC | 6320 | Strategies, Methods and Techniques for Teaching Mathematics to the Exceptional Population | 3 |

*Students with a Bachelor's degree in Special Education are exempt from taking EDUC 5740 (Education of the Exceptional Population).

**Students with a Bachelor's degree in Special Education or Education, are exempt from taking EDUC 691A (Internship in Interdisciplinary Special Education), instead they will take 9 credits in Prescribed Distributive Requirements.

Specialization in Teaching at the Elementary Level (MEd)

The Masters in Education in Teaching at the Elementary Level Program has as its goal to provide students an excellent preparation in content, theories and current educational methodologies in teaching at the elementary level as well as the foundations and techniques of educational research to develop a professional who contributes in an integral and competent way to teaching with an ethical, social and cultural formation.

The Masters in Education in Teaching at the Elementary Level Program aims to develop a professional who can offer quality services. Its purpose is to provide an excellent preparation for professionals who are going to be or are teachers at the elementary level. This Program is directed to those graduates from Education, Arts and Sciences Programs from accredited universities that wish to complete a program based on the study, analysis, reflection, investigation and application of current educational theories to teaching at the elementary level. In addition, the Program integrates technology in the teaching-learning process, online learning, and in the search for information.

The Program also aims to form and develop leaders of excellence in teaching at the elementary level through competencies based on analysis, research and the evaluation of strategies and curriculum. In addition, it permits students to develop a broad and critical vision of the elementary level curricular component and an understanding with an interdisciplinary approach to its merits and difficulties by taking core courses in fundamental teaching areas such as Spanish, mathematics, sciences, and social studies. The Program also offers a selection of novel and attractive courses aimed at complementing students' education, according to their needs and interest: English as a Second Language, topics of Children's Literature, creativity and corporal movement, topics on health, environmental conservation, and computers in education, among others.

The Program is based on a constructivist and pragmatic approach by requiring the implementation of projects that add, develop or expand the knowledge of elementary level teaching, with emphasis on the development of teaching methods, strategies and materials. This results in a variety of integrated and integral experiences directed to foment reflection, research and analysis on important matters in elementary education and that, simultaneously, contribute in a creative manner to the improvement of learning in the classroom. The Program deals with, by means of reflection and application, the ethical principles characteristic of a professional in elementary education as an agent of change, a leader in the school and in the school community.

Goals of the Masters Program

- Provide students with an excellent preparation in the curricular content and in teaching at the elementary level
- Evaluate the foundations and techniques of educational research so that they may contribute, in an integral and competent way, to the professional, ethical, social, cultural and evaluative tasks of the teaching profession.

Objectives of the Masters Program:

1. Develop students' skills in critical and creative thought and in decision making in the, as well as in technology, research and in the assessment process and its application in the classroom.
2. Apply significant experiences and current methodologies that will permit students to effectively develop in their teaching competency.
3. Apply ethical values and principles to their teaching.
4. Evaluate the competencies of the students in the different subjects taught at the elementary level.

Profile of the Competencies of Graduates

This Program is designed to develop the competencies that will allow students to:

Knowledge

1. Know the foundations of teaching at the elementary level.
2. Know the subject matter of the elementary level curriculum.
3. Know about evaluation and assessment in the classroom.
4. Know the different developmental stages of human beings and how these affect the capacity to learn.

Skills

1. Apply the use of the research process in the classroom.
2. Use processes of design and evaluation of the curriculum to attain the educational goals.
3. Integrate technology in the field of education.
4. Apply the use of the critical and creative thought in the teaching performance.

Attitudes

1. Show ethical, social, cultural and value-based principles of teaching.
2. Promote favorable changes in society through solutions or alternatives that will improve the quality of teaching at the elementary level.
3. Posses tools for assertive decision making by means of the application of values.

General Admission Requirements

According to those established in the current Graduate Catalog.

Admission Requirements for the Program

Have a Bachelor of Education degree or of another major with a minimum grade point index of 2.50.

Graduation Requirements

Students will graduate in agreement with the Masters Program requirements and the norms established in the applicable Graduate Catalog. In addition, students must pass 36 credits of the Masters Program with a minimum general grade index of 3.00. By passing course EDUC 6932, students will comply with Section "Institutional Graduation Requirements for Master's Programs" of this Catalog.

The Aguadilla, Arecibo, Barranquitas, Fajardo, Guayama, Metropolitan, Ponce, and San Germán campuses are authorized to offer this Masters Program.

REQUIREMENTS FOR THE MASTERS OF EDUCATION DEGREE WITH A SPECIALIZATION IN TEACHING AT THE ELEMENTARY LEVEL

| | |
|--------------------------------------|------------------|
| Specialization Requirements | 33 credits |
| Prescribed Distributive Requirements | <u>3</u> credits |
| Total | 36 |

Specialization Requirements - 33 credits

| | | | |
|------|------|--|---|
| EDUC | 5045 | Family, School, Community and Ethical-Moral Awareness | 3 |
| EDUC | 5114 | Curriculum and Teaching of Social Studies at the Elementary Level | 3 |
| EDUC | 5115 | Curriculum and Teaching of Science at the Elementary Level | 3 |
| EDUC | 5116 | Curriculum and Teaching of Spanish at the Elementary Level | 3 |
| EDUC | 5117 | Curriculum and Teaching of Mathematics at the Elementary Level | 3 |
| EDUC | 5120 | Statistics Applied to the Field of Education | 3 |
| EDUC | 5122 | Critical Analysis of Children's Literature at the Elementary Level | 3 |
| EDUC | 6024 | Educational Evaluation and Measurements | 3 |
| EDUC | 6580 | Integration of Technology in Instructional Design | 3 |

| | | | |
|------|------|--|---|
| EDUC | 6931 | Research or Application Project in the Area of Specialization I | 3 |
| EDUC | 6932 | Research or Application Project in the Area of Specialization II | 3 |

Prescribed Distributive Requirements - 9 credits

Three (3) credits selected from the following courses:

| | | | |
|------|------|---|---|
| EDUC | 5047 | Psycho-Social Foundations of Education | 3 |
| EDUC | 5125 | The Fine Arts and Corporal Expression in Teaching at the Elementary Level | 3 |
| EDUC | 597_ | Special Topics in Elementary Education | 3 |
| EDUC | 6046 | Curriculum Development | 3 |
| EDUC | 6050 | Current Issues in Interdisciplinary Special Education | 3 |
| EDUC | 6933 | Continuation of the Preparation of the Research or Application Project | 3 |

Specialization in Information Technology and Library Services (MEd)

The Masters of Education Degree with a Specialization in Information Technology and Library Services has as its mission the preparation of librarian teachers that can offer information services giving emphasis to the new technologies, to meet the needs and interests of students, teachers and other members of the community. In addition, it aims to have this professional evaluate, select and use information technology as a means to support and improve educational services, and therefore, the quality of the teaching and learning processes.

Profile of the Competencies of Graduates

This program is designed to develop the competencies that will permit students to:

Know and Understand:

1. The theoretical and philosophical frame of library science and information science.
2. Its history, the terminology, literature, the associations, the education and the challenges of the profession.
3. The role of the library as the research and information center.
4. The library resources including the printed and not printed materials available in school libraries.
5. The information and reference services with emphasis on the appropriate resources for the users of school libraries.
6. The models of curricular design and their implications in education.

Skills

1. Design studies to diagnose the information needs of your school community.
2. Produce programs for skills in information and computer literacy destined for the different types of users.
3. Evaluate the computer applications and products used in the process of selection of printed and electronic resources.
4. Evaluate the general, printed and digital bibliographical resources.
5. Apply the teaching and learning models for the development of the skills in information and computer literacy by disciplines and levels.
6. Integrate the information and computer literacy skills in the teaching and learning processes.
7. Categorize the general, printed and electronic reference sources.
8. Apply the techniques of assessment in the teaching of information and computer literacy skills.
9. Apply the policies and the programs that stimulate the use of informative resources and strengthen the information infrastructure.

Attitudes

1. Demonstrate a critical attitude towards the information originating from different sources.
2. Recognize the importance of objectivity in information management.
3. Show interest for the contribution of informative resources to the field of research.

Admission Requirements

In addition to fulfilling the entrance requirements for master's degree programs as established in the section "Admission Requirements for Masters' Programs" of this Catalog, the following admission requirements for the Master's program in Information Technology and Library Services are established:

1. Have approved one course in statistics
2. Have a bachelor's degree and a regular teaching certificate, if the candidate is interested in the certificate as a library teacher that is granted by the Puerto Rico Department of Education.
or
Have a bachelor's degree, if the candidate is not interested in certification by the Puerto Rico Department of Education.

The Barranquitas Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTERS OF EDUCATION DEGREE WITH SPECIALIZATION IN
INFORMATION TECHNOLOGY AND LIBRARY SERVICES

| | |
|-----------------------------|------------------|
| Core Course Requirements | 9 credits |
| Specialization Requirements | 27 credits |
| Elective Courses | <u>3 credits</u> |
| Total | 36 |

Core Course Requirements - 9 credits

| | | | |
|------|------|--|---|
| EDUC | 6046 | Psycho-social Foundations of Education | 3 |
| EDUC | 6057 | Curriculum Development | 3 |
| LISC | 6750 | Bibliographic Instruction | 3 |

Specialization Requirements - 27 credits

| | | | |
|------|------|--|---|
| LISC | 5000 | Library Fundamentals and Information Sciences | 3 |
| LISC | 5200 | Information Services and Documentation | 3 |
| LISC | 5300 | Cataloging and Bibliographic Descriptions | 3 |
| LISC | 5450 | Collection, Acquisition, Development and Evaluation | 3 |
| LISC | 6150 | Administration of School Libraries | 3 |
| LISC | 6250 | Research Methods Applied to Library and Information Services | 3 |
| LISC | 6350 | Educational Technology: Use, Production and Evaluation | 3 |
| LISC | 6910 | Internship in Libraries | 3 |
| EDUC | 697_ | Integration Seminar | 3 |

Master of Education in the Teaching of Biology and the Teaching of Chemistry (MEd)

The Master in Education in the Teaching of Biology and the Teaching of Chemistry has the purpose of developing professionals with broad knowledge of the teaching and learning processes of sciences and a major depth of scientific knowledge. It aspires that program graduates will make a significant contribution to the education system through curriculum review and educational innovations directed towards an education of excellence in the area of sciences.

Program Goals

1. Offer a graduate program of excellence.
2. To train the student in the use of the contemporary methodology of science education.
3. Prepare teachers with innovative teaching methodologies.
4. Prepare teachers with scientific and technological knowledge that meets the needs of society.
5. Prepare educators who own the knowledge and skills to integrate the theoretical and philosophical framework of educational processes with the processes of science.
6. Encourage the development of ethical behavior and attitudes in scientific processes.

Program Objectives

It is expected that at the end of the program the participants will be able to:

1. Develop knowledge, techniques and scientific tools that enrich the process of teaching science.
2. Participate in the curricular design and evaluation processes.
3. Evaluate the academic achievement of the student using a constructivist approach.
4. Develop practices aimed at planning, implementation and evaluation of teaching that reflect academic rigor.
5. Develop skills of interpretation and analysis of data and information in science or in science education using statistical methods.
6. Create research experiences that apply to science teaching processes.
7. Establish the relationship between science and technology and its impact on society.
8. Recognize that scientific activity is governed by ethical and moral principles.
9. Recognize the value of honesty, objectivity and the absence of prejudices in the teaching-learning process and those of scientific research.
10. Use interdisciplinary connections.

Profile of the Competencies of Graduates

Knowledge

1. Demonstrate and master knowledge in:
 - a. Contemporary methodologies of science education.
 - b. Techniques for measurement and evaluation of learning.
 - c. Development, implementation and evaluation of the science curriculum.
 - d. The main research of education in science and science itself.
 - e. Statistical analysis of the tests, their interpretation and their application to teaching processes.
 - f. Strategies and teaching models and their application in the various disciplines and levels.
2. Scientific thinking.
3. The current topics in the sciences.
4. The role of technology to facilitate the teaching and learning of science.

5. Scientific knowledge to interpret and analyze daily life situations.
6. Constructivist vision as a framework for teaching science in a way that promotes the acquisition of knowledge through the principles and techniques of this type of learning.
7. Science from an interdisciplinary perspective.
8. The relationship that exists between science, technology and society.

Skills

1. Apply in the classroom the content, the methodology and the ways of evaluating learning, studied through the different courses of the program.
2. Promote a scientific culture.
3. Develop and evaluate the science curriculum within the social and cultural context of Puerto Rico.
4. Demonstrate understanding of knowledge and scientific research and its relationship to technology.
5. Interpret information and new experiences from a prior knowledge standpoint.
6. Promote reflective thinking to encourage the learning of science.
7. Develop interpretation and analysis skills for the appropriate use of scientific knowledge.
8. Demonstrate the skills of a science instruction designer.
9. Recognize and use technology as a facilitator of new knowledge and of the better techniques and instruments for studying science.
10. Reinforce the ability to critically analyze situations and apply scientific knowledge to find logical solutions to problems.
11. Design activities for the classroom where the constructivist learning postulates are integrated through the design and use of didactic materials.
12. Use the scientific methodology as a tool to solve science or real-life problems.
13. Use assessment techniques that are consistent with the curriculum and the teaching-learning process of the sciences.
14. Recognize the classroom as a dynamic laboratory for the teaching-learning process of science.
15. Manage scientific literacy to strengthen science education.
16. Establish a climate in the classroom that meets the learning, social, and emotional needs of students.

Attitudes

1. Recognize and apply the ethical and moral values of justice, truth and intellectual honesty in the sciences and identify the consequences if those values become absent in scientific research procedures.
2. Recognize that technological activity must use scientific knowledge to improve the quality of life and the development of the society where it has lived.
3. Promote respect and appreciation for nature.
4. Develop an interest in having an environmental conscience.
5. Recognize the teaching role as that of a constructive change agent and a facilitator of learning.
6. Identify the scientific culture as a tool that enables you to act responsibly with yourself and with the society in which you live.
7. Consider being part of the community of science educators committed to sharing the instructional ideas and current reforms of science education with one another, which will result in the appreciation and advancement of the teaching of the discipline.
8. Develop a positive attitude toward the interdisciplinary approach in science education.
9. Take responsibility for contributing to the development of an educated being in the field of science.
10. Promote the design of curricula that stimulate the formation of citizens with deep levels of thought, which will contribute to improving the quality of individual life and society in general.

Admission Requirements

In addition to satisfying the requisites for admission to master's studies established by the University, the candidate who wishes to enter the Master of Arts in Education Program with a Concentration in the Teaching of Science must meet the requirements of the specialty, as explained below. :

1. One of the following options:
 - a. a. Bachelor of Arts in Secondary Education in Biology or Chemistry.
 - b. Certificate of Master of Secondary Education in Sciences in the concentration to which he aspires to be admitted.
 - c. Bachelor of Science in Biology, Chemistry or Physics, six (6) credits in Foundations of Education and three (3) credits in Methodology of Teaching in the area of Natural Sciences.

Graduation Requirements

In addition to satisfying the graduation requirements established in this Catalog, the student must approve one of the following three modalities:

- a. Comprehensive Exam
- b. Research Project
- c. Integrative Seminar

The San Germán Campus is authorized to offer this program.

Teaching of Biology

REQUIREMENTS FOR THE MASTER OF EDUCATION IN THE TEACHING OF BIOLOGY

| | |
|-----------------------------|-------------------|
| Core Requirements | 12 credits |
| Specialization Requirements | <u>18 credits</u> |
| Total | 30-33* |

Core Requirements - 12 credits

| | | |
|-----------|---|---|
| EDUC 5107 | Technological Innovations in the Teaching of Sciences | 3 |
| EDUC 5133 | Statistics | 3 |
| EDUC 6061 | Contemporary Methods in the Teaching of Sciences | 3 |
| EDUC 6063 | Curricular Design and Evaluation in Education Science | 3 |

Specialization Requirements - 18 credits

| | | |
|-----------|---|---|
| BIOL 5011 | Organisms: Diversity and Interactions | 3 |
| BIOL 5012 | Human Biology | 3 |
| BIOL 6000 | Ecology, Evolution and Environmental Sciences | 3 |
| BIOL 6050 | Cellular and Molecular Biology | 3 |
| BIOL 6110 | Research Skills in Biology | 3 |
| BIOL 6111 | Current Topics in Biology | 3 |

As a graduation requirement, the student must approve one of the following three modalities:

- | | |
|---|---|
| a) Comprehensive Exam | |
| b) BIOL 6970 - Integrative Seminar in Biology | 3 |
| c) BIOL 6995 - Research Project in Biology | 3 |

*The students opting for the Integrative Seminar in Biology or the Research Project in Biology will complete a total of 33 credits.

Teaching of Chemistry

REQUIREMENTS FOR THE MASTER OF EDUCATION IN THE TEACHING OF BIOLOGY

| | |
|-----------------------------|-------------------|
| Core Requirements | 12 credits |
| Specialization Requirements | <u>18 credits</u> |
| Total | 30-33* |

Core Requirements - 12 credits

| | | |
|-----------|---|---|
| EDUC 5107 | Technological Innovations in the Teaching of Sciences | 3 |
| EDUC 5133 | Statistics | 3 |
| EDUC 6061 | Contemporary Methods in the Teaching of Sciences | 3 |
| EDUC 6063 | Curricular Design and Evaluation in Education Science | 3 |

Specialization Requirements - 18 credits

| | | |
|-----------|---|---|
| CHEM 5001 | Conceptualization and Application of Chemistry in the Classroom | 3 |
| CHEM 5005 | Chemistry Applied in the Daily Live | 3 |
| CHEM 5009 | Development of Didactic Materials in Chemistry | 3 |
| CHEM 6000 | Chemistry in the Environment | 3 |
| CHEM 6110 | Scientific Research Skills in Chemistry | 3 |
| CHEM 6111 | Current Topics in Chemistry | 3 |

As a graduation requirement, the student must approve one of the following three modalities:

- | | |
|---|---|
| a) Comprehensive Exam | |
| b) CHEM 6970 - Integrative Seminar in Chemistry | 3 |
| c) CHEM 6995 - Research Project in Chemistry | 3 |

The students opting for the the Integrative Seminar in Chemistry or the Research Project in Chemistry will complete a total of 33 credits.

Doctor of Education Program (EdD)

Philosophy and Mission of the Program

The philosophy of the Doctor of Education degree is to contribute to the improvement of the educational situation by the formation of people with sensitivity, alertness, receptiveness, competence and who are able to advance in a specialty area while rendering services of excellence to society.

The mission of the Doctoral Program in Education is to prepare professionals who can undertake the management and support of instructional programs in different contexts and scenarios. In addition, the program aspires to contribute to the encouragement, development and appreciation of scientific research as a means of analysis and solution of problems that affect education.

Goals of the Doctoral Program in Education:

The Doctoral Program in Education aspires to achieve the following goals:

1. Promote the development of professionals with the critical capacity, ethical attitude and creative disposition that enables them to understand and act in the diverse contexts and educational scenarios,
2. Integrate in a critical manner the economic, political, social, psychological, philosophical and historical analysis in the comprehensive study of education;
3. Promote research as a foundation for the study and development of educational projects.
4. Refine the communication skills so that they reflect complex levels of thought and produce coherent and appropriate documents in accord with the norms, the styles and the principles of academic rigor.

Admission as a candidate to the Doctoral Degree

In order to be considered a candidate to the Doctoral Degree, the student must pass the comprehensive examination. The student will have three opportunities to pass.

The Doctor in Education degree offers specializations in Business Education, Counseling, Curriculum and Teaching, Educational Management and Leadership, Higher Education and Special Education and Transition Services.

Academic Advisement

1. Once admitted to the Program a professor will be assigned to each student. This professor will perform the function of academic advisor.
2. Before initiating registration of his first term of study the student, together with his academic advisor, will elaborate his plan of studies.
3. This plan of study will be considered as an agreement between the student and the Program. It must be approved by the Director of the Program.
4. The student, together with the advisor, will evaluate the plan of study periodically to verify its status.

Admission Requirements

To be admitted to this program, students must:

1. Have earned a master's degree at an accredited university with an academic average of at least 3.00.
2. Demonstrate mastery of English and Spanish according to the criteria established by the Program.

3. Have approved one of the tests for admission to graduate programs, officially accepted by the University, with an acceptable grade, within five years immediately preceding the date of admission.
4. Present evidence of having approved: a statistics course, a human development and learning course, another in general psychology; and a course in research methods at the master's level. Candidates to the specialization of Curriculum and Teaching must have passed a course in educational philosophy or its equivalent. This requirement replaces the course of general psychology.
5. Present three (3) letters of recommendation from professors, supervisors or other people that demonstrate the professional development of the candidate.
6. Have an interview with and be recommended by the Admissions Committee.
7. In addition, to meeting the admission requirements to doctoral studies established by the University, the candidate who wishes to enter the Doctoral Program in Education with a Specialization in Counseling and whose Masters is not in this area of specialization will have to meet the following thematic areas:
 - Foundations of counseling
 - Theoretical foundations of counseling
 - The aid process
 - Occupational development
 - Group counseling process
 - Measurement and evaluation
8. Applicants for the doctorate in Education with specialization in Special Education and Transition Services, in addition to meeting the requirements for admission to the program, must have the following courses at the baccalaureate or master's level or their approved equivalents with a minimum grade of B.

| | | |
|-----------|--|-----------|
| EDUC 2031 | Development Psychology | 3 credits |
| EDUC 5111 | Educational Research I | |
| | or | |
| EDUC 6931 | Research or Application Project in the Area of Specialization I | 3 credits |
| EDUC 5740 | Education of the Exceptional Population | 3 credits |
| EDUC 6066 | Technological Aid in Teaching Exceptional Students | 3 credits |
| EDUC 6143 | Transition Process and Employment in Special Education and Vocational Rehabilitation | 3 credits |
| EDUC 6360 | The Family in the Education of Handicapped Students | 3 credits |
| PSYC 1051 | General Psychology I | 3 credits |
| PSYC 3001 | Statistics Methods I | 3 credits |

9. In addition to fulfilling the admission requirements to doctoral studies established by the University, the candidate who wishes to enter the Doctoral Program in Education with a Specialization in Business Education and whose Masters Degree is not in this area must have a Baccalaureate in Offices Administration, Business Administration or equivalent, in addition to fulfilling the following thematic areas at the masters level:
 - Measurement and Evaluation in Business Education
 - Administration and Supervision in Business Education
 - Curriculum Design in Business Education
 - Two courses of Methodology in Business Education

Graduation Requirements

1. Students must pass:
 - a. all Program courses with a minimum grade of B.
 - b. the doctoral comprehensive examination in all the parts (oral and written) for which students will have a maximum of three opportunities.
 - c. the doctoral dissertation.
2. The Program Director in common agreement with the student, will designate a Dissertation Committee composed of three members of the Faculty, one of which will preside over the Committee. The candidate's Dissertation Committee will have, from then on, the function of advising and directing the student until the completion of his dissertation. Prior to the defense, two members will join as readers. The Committee in its entirety will recommend the defense of the Dissertation.
3. The student must meet the requirements for the degree within an eight (8) year period. The Program Director can recommend to the appropriate authorities the extension of this term for a period not greater than two (2) years only in exceptional cases.

The Doctor in Education degree offers specializations in Business Education, Counseling, Curriculum and Teaching, Educational Management and Leadership, Higher Education, Special Education and Transition Services.

The Metropolitan Campus is authorized to offer all specializations, except the specialization in Business Education.

The campuses authorized to offer the specializations of this Program are:

- 1) Business Education: San Germán
- 2) Counseling: Metropolitan and San Germán (51 % of the specialization courses)
- 3) Curriculum and Teaching: Metropolitan and San Germán
- 4) Educational Management and Leadership: Metropolitan and San Germán
- 5) Higher Education: Metropolitan
- 6) Special Education and Transition Services: Metropolitan

REQUIREMENTS FOR THE DOCTOR OF EDUCATION PROGRAM

| | |
|-----------------------------|---------------------|
| Core Course Requirements | 15 credits |
| Specialization Requirements | *18-24 credits |
| Operational Requirements | 9 credits |
| Elective Courses | <u>*3-9 credits</u> |
| Total | 51 |

*The number of credits varies according to the specialization.

Core Course Requirements - 15 credits

The Core Course Requirements are divided into two components: Research and Foundations.

Research Component - 9 credits

| | | | |
|------|------|-----------------------|---|
| EDUC | 7050 | Statistics | 3 |
| EDUC | 7060 | Quantitative Research | 3 |
| EDUC | 7070 | Qualitative Research | 3 |

Foundations Component - 6 credits

Select 6 credits from the following:

| | | | |
|------|------|---|---|
| EDUC | 7003 | Formation and Development of Educational Thought in Puerto Rico | 3 |
| EDUC | 7010 | Socio-Scientific Concepts of Education | 3 |
| EDUC | 7020 | Culture, Education and Philosophy | 3 |
| EDUC | 7030 | Analysis of Human Behavior | 3 |
| EDUC | 7100 | Foundations of Design of Teaching Programmas | 3 |
| EDUC | 7510 | Comparative Education | 3 |

Operational Requirements - 9 credits

| | | | |
|------|------|------------------|---|
| EDUC | 8960 | Research Seminar | 3 |
| EDUC | 8991 | Dissertation | 3 |
| EDUC | 8992 | Dissertation | 3 |

Specialization Requirements – 18-24 credits

Elective Courses – 3-9 credits

Courses selected at the doctoral level in consultation with the academic advisor.

Specialization in Business Education (EdD)

The specialization in Business Education is aimed to satisfy the needs for continuous professional growth of Business Education teachers of Puerto Rico and the Caribbean, by means of the creative and reflective search for alternatives for the development of pedagogical practices. This program aspires to develop professionals who can assume leading positions in harmony with the needs of the public and private educational systems, especially at the higher education level. In addition, it will train leaders in Business Education who will contribute to advance the mission of the different academic programs in public and private scenarios in and outside Puerto Rico.

REQUIREMENTS FOR THE SPECIALIZATION IN BUSINESS EDUCATION

| | | |
|-----------------------------|-------|------------------|
| Core Courses | | |
| Foundations | | 6 credits |
| Research | | 9 credits |
| Specialization Requirements | | 21 credits |
| Operational Requirements | | 9 credits |
| Elective Courses | | <u>9 credits</u> |
| | Total | 51 |

Specialization Requirements in Business Education – 21 credits

Required Courses – 15 credits

| | | | |
|------|------|---|---|
| BUED | 7030 | Contemporary Approaches and Teaching Strategies in Business Education | 3 |
| BUED | 8500 | Business Education in the Global Context | 3 |
| BUED | 8520 | Evaluation and Selection of Emergent Technology in Business Education | 3 |
| BUED | 8525 | Assessment and Evaluation of Business Education Programs | 3 |
| BUED | 8615 | Design and Administration of Business Education Programs | 3 |

Courses selected from the following – 6 credits

| | | | |
|------|------|---|---|
| BUED | 7020 | Historical, Social and Ethical Aspects in Business Education | 3 |
| BUED | 7050 | Business Education at the Post-Secondary and University Levels | 3 |
| BUED | 8620 | Instructional Design for Online Business Courses | 3 |
| BUED | 797_ | Special Topics in Business Education | 3 |
| BADM | 7010 | Enterprise Development | 3 |
| EDUC | 8500 | Normative and Descriptive Models, Theories in the Administration, Educational, Organization and Supervision | 3 |
| EDUC | 8570 | Contemporary and Operational Approaches of the Educational Management | 3 |
| HURS | 8060 | High-Tecnology Managagement | 3 |
| HURS | 8070 | Human Resources Planning, Recruitment and Selection | 3 |
| INBU | 7130 | Multinational and Global Management and Strategy | 3 |

Specialization in Counseling (EdD)

The specialization in Counseling aspires to develop leaders with an integrated humanistic and socio-cultural formation that allows them to have a global conception of education and society. Problems will be presented with a universal scheme of values, in an interdisciplinary manner and put in the Puerto Rican socio-cultural context. These professionals will have the knowledge, skills and attitudes that enable them to effectively intervene in the processes of individual, group and familiar assistance. They will have to recognize the function that research plays in the educational field and in the development and effectiveness of professional counseling programs. Graduates of counseling will be able to perform with effectiveness as advisors and consultants in organizations, corporations, institutions, government agencies, public and private educational institutions and special populations.

This program has the following goals:

1. Form professional advisors by means of the scientific-practical model
2. Prepare professional advisors that master the competences required by the profession based on theory and research.
3. Develop professional advisors committed with their profession and growth as humans and professionals.
4. Have an academic offering in harmony with the diversification of counseling scenarios, student interests and the trends within the profession.

REQUIREMENTS FOR THE SPECIALIZATION IN COUNSELING

| | | |
|-----------------------------|-------|------------------|
| Core Courses | | |
| Foundations | | 6 credits |
| Research | | 9 credits |
| Specialization Requirements | | 18 credits |
| Operational Requirements | | 9 credits |
| Elective Courses | | <u>9 credits</u> |
| | Total | 51 |

Specialization Requirements in Counseling - 18 credits

| | | | |
|------|------|---|---|
| EDUC | 8300 | Counseling and Consulting Program Design | 3 |
| EDUC | 8330 | Strategies, Methods and Techniques in Individual Counseling | 3 |
| EDUC | 8360 | Family and Couples Counseling | 3 |
| EDUC | 8390 | Group Counseling Seminar | 3 |
| EDUC | 8510 | Seminar in Professional Consulting | 3 |
| EDUC | 8910 | Internship | 3 |

Students interested in the Professional Counseling license must meet the requirements established by the law governing the profession.

Specialization in Curriculum and Teaching (EdD)

The mission of the specialization in Curriculum and Teaching is to develop transforming educators with the intellectual depth, the competencies for research, pedagogical knowledge, ethical sensitivity and the opening to change. They will also design and propose innovating alternatives that solve the problems of education in contemporary society. This specialization admits candidates of a multiplicity of disciplinary backgrounds and educational levels that aspire to develop an integral vision of education that values and promotes constructive dialog, diversity and social justice. The graduates of this program can perform as consultants or facilitators for the design, development, implementation and evaluation of teaching programs in variable scenarios, as well as investigators in educational projects.

The goals of this specialization are the following:

1. Establish a diverse interchange of intellectual and practical experiences among educators of different academic backgrounds and educational levels that will facilitate the exploration and extension of traditional disciplinary limits and promote a transforming vision of education.
2. Prepare top level educators with the knowledge, abilities and the attitudes necessary to design, implement and evaluate programs and to promote learning in diverse social and educational contexts.
3. Develop top level educators with a reflective, critical and ethical attitude that will take into consideration the historical, economic, political, social, and cultural factors in the analysis of the curricula and propose alternatives to take care of contemporary problems.
4. Strengthen the professional communicative abilities to make curricular proposals, related research and other projects.

Profile of the Competencies of Graduates

Graduates of the specialization in Curriculum and the Teaching of the Doctoral program in Education (Ed. D.) will demonstrate the following competencies:

Demonstrate knowledge and understanding to:

1. Interpret the diverse factors that sustain the historical, philosophical, psychological and sociological evolution in which one frames the curriculum and teaching as fields of study.
2. Analyze the economic, social, cultural and political factors that affect decision making regarding the elaboration of educational programs in diverse sociocultural contexts.
3. Compare the theories and the diverse approaches that orient research of the teaching processes, the learning and the elaboration of curricula.
4. Analyze the methodological theories and approaches that guide the evaluation processes of curriculum and teaching in diverse educational and cultural contexts.

Skills:

1. Develop educational programs that respond to the needs of the students within the framework of the corresponding institutional, cultural and social contexts.
2. Develop teaching models that consider research related to the ways of knowing and learning and the diversity of the students.
3. Develop evaluation processes for appropriate educational programs according to the diverse institutional, educational, social and cultural contexts.
4. Design educational research which advances knowledge in areas related to curriculum and teaching.

Attitudes:

1. Show a disposition for continuous and ample learning with an integrated and transdisciplinary vision that foments the construction of a contextualized, globalized, open and reflective thought for curriculum and teaching.
2. Show openness for creativity, change and innovation with particular attention to social, cultural and technological changes that lead and affect transformations of an educational and social nature.

3. Demonstrate an ethical conduct that considers the interests, problems and needs of all sectors from which the participants in the educational process come.
4. Demonstrate a critical and creative perspective in your approach to educational practices that respond to the human cultural diversity that promotes social justice.

REQUIREMENTS FOR THE SPECIALIZATION IN CURRICULUM AND TEACHING

| | | |
|-------------------------------------|-------|------------------|
| Core Courses | | |
| Foundations | | 6 credits |
| Research | | 9 credits |
| Specialization Requirements | | 18 credits |
| Operational Requirements | | 9 credits |
| Prescribed Descriptive Requirements | | 6 credits |
| Elective Courses | | <u>3 credits</u> |
| | Total | 51 |

Specialization requirements in Curriculum and Teaching - 18 credits

| | | | |
|------|------|---|---|
| EDUC | 8100 | Theoretical Foundations and Principles for the Study of Curriculum and Teaching | 3 |
| EDUC | 8103 | Contemporary Theoretical Perspective for the Study of Curriculum and Teaching | 3 |
| EDUC | 8130 | Learning and Teaching | 3 |
| EDUC | 8135 | Development of Teaching Models | 3 |
| EDUC | 8160 | Design of Curricular Evaluation | 3 |
| EDUC | 8190 | Design and Construction of Educational Programs | 3 |

Prescribed Descriptive Requirements in Curriculum and Teaching – 6 credits

Students will select two (2) of the following courses:

| | | | |
|------|------|--|---|
| EDUC | 8150 | Curriculum at the Postsecondary Level | 3 |
| EDUC | 8151 | Change and Curricular Innovation | 3 |
| EDUC | 8152 | Educational Policy and Curricular Implementation | 3 |
| EDUC | 8153 | Neuroscience Applied to Curriculum and Teaching | 3 |
| EDUC | 8154 | Technology, Curriculum and Teaching | 3 |

Elective Courses in the Specialization in Curriculum and Teaching - 3 credits

Students will select one (1) course at the doctoral level to complete the three (3) credits.

Specialization in Educational Management and Leadership (EdD)

The specialization in Educational Management and Leadership combines the conceptual, technical, and attitudinal competencies to prepare professionals that will hold leadership positions in the area of education. The curriculum responds to the most recent trends related to the preparation of educational managers.

The goals of the specialization in Educational Management and Leadership are the following:

1. Contribute to the development and continuous progress of the organizations and educational institutions by means of training of effective and transformational leaders in the field of management.
2. Train managers as leaders who denote a moral, ethical and intellectual practice.
3. Develop managers as leaders in investigative, critical, reflective and evaluative capacity for the treatment of the managerial matters and their tangencies with educational, political, technological and socio-economic development.
4. Develop managers as leaders with an ample mentality, who are receptive to change and innovations with a positive attitude to cultural diversity.
5. Recognize the importance of continuous retraining as a vehicle for professional development.

Profile of the Competencies of Graduates

Graduates of the specialization in Education Management and Leadership of the Doctoral program in Education (EdD) will demonstrate the following competencies:

Knowledge

Demonstrate knowledge and understanding of:

1. the diverse factors that sustain the historical, philosophical, psychological and sociological evolution that frames educational management and leadership as fields of study.
2. the socioeconomic, cultural and political factors that affect decision making of education management in diverse sociocultural contexts.
3. the theories, approaches and methods that orient research in administration, management and educational leadership.
4. the theories, the methodologic and technological approaches that orient planning and organizational development in educational systems management.

Skills:

1. Design, develop and implement programs of organizational development that attend to the needs of students within the framework of the corresponding institutional, cultural and social contexts.
2. Design, develop and implement administrative models and approaches that consider pertinent research.
3. Design, develop and implement evaluation processes of appropriate educational programs, in agreement with the diverse institutional, educational and sociocultural contexts.
4. Realize educational research that advances knowledge in the areas related to educational management and leadership.

Attitudes:

1. Show a disposition for continuous learning with a transdisciplinary vision that foments the construction of a contextualized, globalized, receptive and reflective thought for educational management and leadership.
2. Show receptiveness for creativity, change and innovation with emphasis on social, cultural and technological changes, that foment transformations of a socio-educational nature.
3. Demonstrate an ethical conduct that considers the interests, problems and needs of all the sectors that make up the educational community.
4. Demonstrate a critical and creative attitude in managerial and leadership practices that respond to the cultural and human diversity to promote social justice.

REQUIREMENTS FOR THE SPECIALIZATION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

| | | |
|--------------------------------------|-------|------------------|
| Core Courses | | |
| Foundations | | 6 credits |
| Research | | 9 credits |
| Specialization Requirements | | 18 credits |
| Prescribed Distributive Requirements | | 6 credits |
| Operational Requirements | | 9 credits |
| Elective Courses | | <u>3 credits</u> |
| | Total | 51 |

Specialization Requirements in Educational Management and Leadership - 18 credits

| | | | |
|------|------|---|---|
| EDUC | 8500 | Theories and Models in Educational Management and Leadership | 3 |
| EDUC | 8530 | Leadership in Educational Management | 3 |
| EDUC | 8550 | Contemporary Problems in Educational Management Seminar | 3 |
| EDUC | 8560 | Evaluative Process in Management and Instructional Leadership | 3 |
| EDUC | 8570 | Contemporary and Operational Approaches of Educational Management | 3 |
| EDUC | 8575 | Public Policy in Educational Management and Leadership | 3 |

Prescribed Distributive Requirements – 6 credits

Students will select two courses from the following:

| | | | |
|------|------|---|---|
| EDUC | 8505 | Information Processing in Educational Management | 3 |
| EDUC | 8515 | Educational Management and Leadership Seminar | 3 |
| EDUC | 8520 | Human Resources Management in Educational Institutions | 3 |
| EDUC | 8545 | Planning of the Educational Budget | 3 |
| EDUC | 8670 | Organization and Management of Special Education Programs | 3 |
| EDUC | 8690 | Assessment of Exceptional Children | 3 |

Students will select one (1 doctoral level) course to complete the three (3) elective credits.

Specialization in Higher Education (EdD)

The specialization in Higher Education considers the graduate as a professional prepared to perform effectively in positions of leadership in institutions of higher education. The institutions at the post-secondary level need professionals capable of analyzing social, cultural, political and economic factors that affect decision making and who may reach beyond the mere adaptation to the profound technological and social changes, to become designers of a new future vision for higher education in Puerto Rico.

In addition to the requirements established in the Catalog, the candidate must have two years of educational or administrative experience in institutions of Higher Education.

REQUIREMENTS FOR THE SPECIALIZATION IN HIGHER EDUCATION

| | |
|-----------------------------|------------------|
| Core Courses | |
| Foundations | 6 credits |
| Research | 9 credits |
| Specialization Requirements | 24 credits |
| Operational Requirements | 9 credits |
| Elective Courses | <u>3 credits</u> |
| | Total |
| | 51 |

Specialization Requirements in Higher Education - 24 credits

| | | | |
|------|------|---|---|
| EDUC | 7205 | Historical Foundations of Higher Education | 3 |
| EDUC | 8130 | Learning and Teaching | 3 |
| EDUC | 8150 | Curriculum at the Post-secondary Level | 3 |
| EDUC | 8215 | Public Policy in Higher Education | 3 |
| EDUC | 8225 | Legal Foundations of Higher Education | 3 |
| EDUC | 8230 | Student Population in Higher Education | 3 |
| EDUC | 8240 | Institutional Evaluation in Higher Education | 3 |
| EDUC | 8500 | Models, Normative and Descriptive Theories in Educational Administration and Leadership | 3 |

Specialization in Special Education and Transition Services (EdD)

The doctoral specialization in Special Education and Transition Services offers advanced professional preparation for students interested in becoming pioneering research leaders. The areas of assessment, curricular adaptations, technological assistance, processes and procedures in educational areas, and special education and transition services are emphasized. Due to its interdisciplinary nature, the student can take elective courses from other doctoral specializations with the authorization of his academic adviser. This allows the student to diversify, as well as to develop his capacities and knowledge to the maximum in order to make an impact and achieve changes in educational services and other related services.

This program aims to develop a professional with the knowledge, skills and attitudes necessary to successfully provide Special Education and Transition services.

Profile of the Competencies of Graduates with Specialization in Special Education and Transition Services

Graduates of the specialization in Special Education and Transition Services of the Doctoral program in Education (Ed. D.) will demonstrate the following competencies:

Knowledge

1. Apply the fundamentals and theories in special education practices and transition processes from preschool (K-12) to adulthood.
2. Interpret evaluation and assessment methods to determine eligibility for special education services.
3. Select the school and occupational environments, as well as the instructional methods that make the curricular adaptation relevant to the Individualized Educational Plan (PEI).

Skills

1. Design teaching processes and teaching philosophy projects that promote the transformation of inclusive education of people with functional diversity, from pre-school stages to adulthood.
2. Conduct action research to determine how to improve the educational process and the quality of life of the student population with special needs.

Attitudes

1. Act in accordance with ethical principles to work with sensitivity toward the needs of diverse special education populations.

REQUIREMENTS FOR THE SPECIALIZATION IN SPECIAL EDUCATION AND TRANSITION SERVICES

| | |
|-----------------------------|------------------|
| Core Courses | |
| Foundations | 6 credits |
| Research | 9 credits |
| Specialization Requirements | 21 credits |
| Operational Requirements | 9 credits |
| Elective Courses | <u>6 credits</u> |
| Total | 51 |

Specialization Requirements - 18 credits

| | | | |
|------|------|---|---|
| EDUC | 8103 | Contemporary Theoretical Perspective for the Study of Curriculum and Teaching | 3 |
| EDUC | 8153 | Neuroscience Applied to Curriculum and Teaching | 3 |
| EDUC | 8645 | Teaching Methodologies and Strategies for Students with Special Needs | 3 |
| EDUC | 8653 | Assessment and Evaluation in Special Education and Transition Services | 3 |
| EDUC | 8655 | Curricular Adaptation for Teaching Students with Special Needs | 3 |
| EDUC | 8665 | Procedures in Special Education and Transition Services | 3 |
| EDUC | 8915 | Seminar in Special Education and Transition Services | 3 |

Operational Requirements - 9 credits

| | | | |
|------|------|------------------|---|
| EDUC | 8960 | Research Seminar | 3 |
| EDUC | 8991 | Dissertation | 3 |
| EDUC | 8992 | Dissertation | 3 |

Elective Courses - 6 credits

By means of academic counseling students will select the specialization courses at the doctoral level in curriculum and teaching, guidance and counseling, school psychology and management and leadership among others, according to their professional interests and projections.

Doctorate in Education in Leadership and Instruction in Online Education (EdD)

The doctoral degree in education in Leadership and Instruction in Online Education is designed to develop avant-garde educational leaders who promote the quality, evolution and development of online education. Graduates of this program will show evidence of leadership skills in effective decision making in the management and operation of an educational program. The program promotes pedagogical mastery, the application of theories, models and strategies tailored for the online teaching-learning process. Emphasis is given to the application of innovating strategies for the best practices in the online instructional process.

This program will be offered by means of the online studies modality.

Goals of the Program

- A. Provide the theoretical bases for putting into practice the leadership skills in the decision making, administrative and evaluation processes in education.
- B. Bring about the enrichment of the instructional process in virtual education through the implementation and valuation of innovating pedagogical strategies.
- C. Enrich online education with the diverse technologies of information and communication.
- D. Foment the development of research designs in areas related to the subject matter.

Profile of the Competencies of Graduates

The program is designed to develop the skills that enable students to:

Knowledge

1. Demonstrate knowledge and understanding of the new paradigms and challenges of a leader of distance education programs.
2. Identify the methods and techniques of teaching suitable for online instruction.
3. Demonstrate knowledge and understanding of the instructional design models that make possible the creation of virtual learning environments.
4. Acknowledge the impact of instructional technology in the evolution of distance education.
5. Describe the methods and qualitative and quantitative techniques used in educational research.

Skills

1. Apply the theories, principles and models of evaluation in the evaluation process of the organization, management and administration of the distance education program.
2. Develop strategic plans that will enable the implementation and operation of a distance education program.
3. Apply the principles and theories of the virtual teaching-learning process.
4. Develop an online course based on one of the proposed models of instructional design.
5. Apply various technological means for the production of instructional multimedia materials.
6. Apply the techniques and research methods proposed for the solution of problems in the area of leadership and distance education instruction.

Attitudes

1. Evaluate the challenges facing institutions who venture in offering distance education programs.
2. Appreciate the actions that encourage interaction and active learning in the virtual learning process.
3. Assess technology as a useful means to address various learning styles, and needs in the management of the distance learning program.

4. Demonstrate the importance of the ethical principles of research.

Admission Requirements

1. meet the admission requirements in the current Graduate Catalog.
2. Possess a master's degree.
3. Realize an argumentative article, evaluated by the Admissions Committee of the program.

Graduation Requirements

1. Pass all the courses of the program with a minimum grade of B.
2. Successful complete, present and defend a doctoral dissertation.
3. The approval of a comprehensive examination is not required to pass to the the dissertation phase.

Students must meet the requirements for the degree within the term of eight (8) years. The graduate committee may recommend to the pertinent authorities the extension of this term by a term no greater than two (2) years in exceptional worthy cases.

The Ponce Campus is authorized to offer this program.

REQUIREMENTS FOR THE DOCTORAL DEGREE IN EDUCATION IN LEADERSHIP AND INSTRUCTION IN ONLINE EDUCATION

| | |
|---------------------------------------|------------------|
| Core Course Requirements in Education | 12 credits |
| Specialization Requirements | 20 credits |
| Operational Requirements | <u>6 credits</u> |
| Total | 38 |

Requirements in Education - 12 credits

| | | | |
|------|------|--|---|
| EDUC | 7110 | Online Teaching and Learning | 3 |
| EDUC | 7120 | Leadership in Distance Education | 3 |
| EDUC | 8010 | Evaluation of Distance Programs | 3 |
| EDUC | 8560 | Instructional Design of Virtual Environments | 3 |

Specialization Requirements - 17 credits

| | | | |
|------|------|---|---|
| LIDE | 7010 | Development and Planning of the Online Education Program | 3 |
| LIDE | 7020 | Pedagogical Interaction | 3 |
| LIDE | 7030 | Instructional Technology in Online Education | 3 |
| LIDE | 7040 | Virtual Platforms and Learning Objects for Online Education | 3 |
| LIDE | 7050 | Research Methods | 5 |
| LIDE | 8055 | Construction and Analysis of Instruments | |

Operational Requirements - 6 credits

| | | | |
|------|------|-----------------|---|
| EDUC | 8991 | Dissertation I | 3 |
| EDUC | 8992 | Dissertation II | 3 |

Education in Diabetes (Professional Post-Baccalaureate Certificate)

Education in diabetes applies knowledge and educational skills to provide competent educational services to the population in risk of diabetes, pre-diabetes, people with diabetes and the important people in the life of the patient. The Certificate is offered to different health professionals (doctors, professional nurses with a bachelor's degree in nursing (BSN) or a masters (MS, MSN), dietitians, psychologists, exercise physiologists, pharmacists, health educators, occupational and physical therapists with a bachelor's degree, who have an interest in developing competences in the prevention, assessment, and in the clinical and educational administration of diabetes. This Certificate provides the development of the skill to realize individualized assessment of the person with diabetes, pre-diabetes and their caretakers. In addition, it provides for the formulation of an educational plan. It promotes critical thinking to consider, plan and initiate interventions to prevent the health problems presented by the person with diabetes, pre-diabetes and their caretakers. It will promote healthful lifestyles as part of the strategies of promoting and maintaining the health of the people with diabetes/pre-diabetes and their caretakers. The selected interventions are based on the evidence obtained by research within the field of the administration of and education about diabetes.

The Ponce Campus is authorized to offer this Program.

Admission Requirements

Have a current license in the health profession in which you work with at least a baccalaureate. If it is in nursing, it is required to at least have completed credit a Bachelor of Science Degree in Nursing (BSN) from an accredited institution with a minimum academic index of 2.50 in the major.

1. Minimum of two (2) years of work experience in one of the following disciplines: pharmacist, dietitian, social worker, occupational and physical therapist, and health educator. The psychologists, doctors and dentists must have a current license.
2. Interview with the coordinator of the Certificate in Diabetes or the person designated by the Academic Director.
3. Submit the following up-to-date documents:
 - Health Certificate
 - Vaccination Certificate against Hepatitis B and Influenza
 - Negative Certificate of Criminal Records
 - License and Registry of the health profession of in which you work, emitted by the Examining Board of the specialization field.
 - Membership in your professional association

Meet the established admission norms in the Graduate Catalog of Inter American University of Puerto Rico.

All those interested in entering this Program must be admitted to the University and meet the admission norms. Due to the exigencies of the regulating health agencies, students are asked to present original and up-to-date documentation of: Health Certificate, recent Criminal Record, and Certificate of immunization against Hepatitis B and Influenza.

Requirements for the Professional Certificate in Education in Diabetes - 15 credits

| | | | |
|------|------|--|---|
| DIAB | 5000 | Fundamentals for Care of the Person with Diabetes | 4 |
| DIAB | 5010 | Administration of an Educational Program in Diabetes | 4 |
| DIAB | 5020 | Diabetes in Different Stages of Growth and Development | 4 |
| DIAB | 5030 | Diabetes and Its Complications | 3 |

Educational Computing (MA)

The Master of Arts Degree in Educational Computing has the goal of preparing specialized professionals in the teaching of computer science and E-Learning in education with an interdisciplinary approach.

Cases for transfer, equivalencies and validations, etc. will be considered by the Admissions Committee or by the Program Coordinator.

To obtain the Master of Arts Degree in Educational Computing, candidates must:

1. maintain a 3.00 academic index
2. defend and pass before the Program Committee, the project developed in the course ECMP 6980 Project Development in Educational Computing.

Profile of the Competencies of Graduates

The program of the Master of Arts Degree in Computer Education is designed to develop the professional competencies that will permit students to:

Knowledge

Demonstrate knowledge and understanding of:

1. The foundations of computer science for teaching at different educational levels.
2. The computerized technologies of information and communication in the development of *e-learning*.

Skills

1. Develop algorithms for the solution of problems and codify them in a high level programming language.
2. Design, develop and implement educational contents of *e-learning* in computer network systems.

Attitudes

1. Promote ethics in the study of computer science as a professional alternative that will permit the establishment of fairness in the different social groups and at the diverse educational levels.

The Metropolitan Campus is authorized to offer this Program which can also be offered completely through Internet.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL COMPUTING

| Specialization Requirements | Total | <u>30</u> credits |
|---|-------|-------------------|
| Specialization Requirements - 30 credits | | |
| ECMP 5100 Computer Thought and Standards | | 3 |
| ECMP 5105 Principles of Design and E-Learning | | 3 |
| ECMP 5115 Programming Logic | | 3 |
| ECMP 5210 Principles of Computer Science | | 3 |
| ECMP 5240 Foundations of Networks and Security | | 3 |
| ECMP 5245 Programming and Teaching of a High-level Language | | 3 |
| ECMP 6100 E-Learning and Social Networks | | 3 |

| | | | |
|------|------|--|---|
| ECMP | 6160 | Digital Collaborative Learning | 3 |
| ECMP | 6975 | Research Seminar in Computer Education | 3 |
| ECMP | 6980 | Development of Project for Educational Computation | 3 |

Educational Neuroscience (MA)

The Master of Arts in Educational Neuroscience develops professionals with training in neuroscience and education, capable of linking scientific research on the brain, cognition, and learning with the most common problems in an educational setting and other scenarios that offer behavior related services.

The graduate of the program has instructional design competencies in brain- based learning, knowledge of learning problems and assessment techniques, and intervention of learning in the classroom and in other scenarios that offer related services. In addition, the student is competent in professional counseling of parents, school officials, and educational agencies, among others.

Mission of the Program

The mission of the Master of Arts in Educational Neuroscience is to develop innovative professionals with intellectual depth, research skills and knowledge in the neurosciences.

Goals of the Program

This multidisciplinary program has the following goals:

1. Shape a new class of professional specialists with training in neuroscience and education.
2. Integrate scientific research on the brain, cognition and learning to the most common problems in schools and other scenarios that offer related services.
3. Promote the transformation of education towards a discipline guided by empirical evidence from the neurosciences.

Profile of competencies of graduates

The Master of Arts in Educational Neuroscience is designed to develop the competencies that allow the student to:

Knowledge

1. Understand the fundamentals of neuroscience and its relationship to cognitive processes in teaching and learning.
2. Recognize the various stages of neural development in humans and the effect of potential disorders that influence learning and other behaviors.

Skills

1. Design services and educational activities based on brain theories for students or people receiving related services
2. Apply the research process based on neuroscience in the classroom and other settings that provide related services.
3. Design evaluation and assessment tools to gather information on the impact of services and educational activities.

Attitudes

1. Value human beings and guide their learning processes to achieve optimal development.
2. Promote positive changes in society through solutions or alternatives that improve the quality of human life through education based on educational neuroscience.

Admission Requirements

Students who request admission to the Master of Arts program in Educational Neuroscience must meet the following requirements in addition to the general requirements established by the Institution for the Master's degree programs:

1. Hold a baccalaureate in Education, Science or related areas
2. Have a minimum grade point average of 3.0 in the last 60 credits of academic work.
3. Have approved a statistics course.

Graduation Requirements

1. Approve course NEUR 6970 Integration Seminar to comply with the section Requirements for Comprehensive Examination and Other Options for Masters Programs.
2. Have a minimum academic average of 3.00.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL NEUROSCIENCE

| | |
|-----------------------------|-------------------|
| Core Course Requirements | 12 credits |
| Specialization Requirements | <u>21</u> credits |
| Total | 33 |

Core Course Requirements - 12 credits

| | | | |
|------|------|---|---|
| EDUC | 5047 | Psycho-Social Foundations of Education | 3 |
| EDUC | 6931 | Research or Application Project in the Area of Specialization I | 3 |
| NEUR | 5010 | Educational Neuroscience | 3 |
| PSYC | 5100 | Cognition and Learning | 3 |

Specialization Requirements - 21 credits

| | | | |
|------|------|--------------------------------------|---|
| NEUR | 5020 | Neurodevelopment | 3 |
| NEUR | 5030 | Neuropsychology of Learning | 3 |
| NEUR | 5040 | Educational Physiological Psychology | 3 |
| NEUR | 6010 | Neurodevelopmental Disorders | 3 |
| NEUR | 6020 | Neurolearning Assessment | 3 |
| NEUR | 6970 | Integration Seminar | 3 |
| EDUC | 6057 | Teaching Models and Strategies | 3 |

Electrical Engineering (MEE)

The Master's Program in Electrical Engineering (M.E.E.) is designed to prepare students with the knowledge, skills and attitudes necessary to perform as efficient and highly qualified professional in the specializations of Power and Control Systems. Both specializations are focused on modeling, design and practical knowledge of systems. They, likewise, permit the graduates to have an integrated and complete knowledge.

The specialization in Control Systems provides for the development and implementation of advanced technology and design techniques of control applications in manufacturing, pharmaceutical and petrochemical processes, and in applications of robotics, automated systems and intelligent control.

The specialization in Power Systems, will provide future graduates with the skills to analyze and to suggest solutions to problems in the generation, distribution and control of electrical energy. This specialization integrates the use of renewable energy, distributed generation and the challenges of the integration of intermittent sources in the electrical system.

Profile of the Competencies of Graduates with Emphasis in Control Systems

The Program is designed to develop the competencies that will permit students to:

Knowledge

1. Know the elements related to research and development of projects applied to control systems.
2. Know design projects applied to industry and to defense and security systems.
3. Understand the topics of advanced and contemporary control systems of the discipline.

Skills

1. Model control systems that describe an engineering problem.
2. Apply analytical and numerical techniques in the solution of engineering problems.
3. Evaluate the design of a project of a control system by using specialized programs.
4. Solve control and security problems in the industrial field of system automation and defense.
5. Analyze control processes in industrial applications and automated systems.
6. Apply techniques and methodologies in the design process of advanced control applications.

Attitudes

1. Make awareness of the impact of the development and implementation of control system applications in the solutions of a global, economic and environmental context.
2. Distinguish the need and capacity to participate actively in self-teaching.

Profile of Competencies of Graduates with Emphasis on Power Systems

Knowledge

1. Know the elements related to research and development applied to power system projects.
2. Know design projects applied to power systems in industry.
3. Understand the topics of advanced and contemporary power systems of the discipline.

Skills

1. Model power systems that describe an engineering problem.
2. Apply analytical and numerical techniques in the solution of engineering problems.
3. Solve problems of generation, transmission and distribution of electrical energy and the integration of distributed generation systems.
4. Analyze systems of renewable energy generation and their integration to the electrical system.
5. Analyze the transitory behavior in power systems for a reliable and safe operation.
6. Apply the methodologies of design and modeling in the interpretation and implementation of advanced power systems.

Attitudes

1. Make awareness of the impact of the development and implementation of power system applications in the solutions of a global, economic and environmental context.
2. Distinguish the need and capacity to participate actively in self-teaching.

Admission Requirements

In addition to satisfying the admission requirements for Masters' Degrees established by Inter-American University of Puerto Rico, the candidate who wishes to enter this program to specialize in Control System or Power Systems must meet the following requirements:

1. Have a Bachelor of Science Degree in Engineering
2. Present three (3) letters of recommendation from people who know the student in his academic or professional performance.
3. Have approved one of the following courses or its equivalent, in harmony with his specialization, with a minimum grade of C:
 - a) Specialization in Control Systems: ELEN 4509 Control Systems or its equivalent.
 - b) Specialization in Power Systems: ELEN 4351 Power Systems Analysis or its equivalent.

If the candidate does not have the abovementioned courses at the undergraduate level, he must approve them before being officially admitted.

Students may choose one of the two specializations offered: Control System and Power Systems

The Bayamón Campus is authorized to offer this program and the specializations.

REQUIREMENTS FOR THE MASTERS IN ELECTRICAL ENGINEERING (M.E.E.)

| | | |
|-----------------------------|-------|-------------------|
| Core Course Requirements | | 6 credits |
| Specialization Requirements | | <u>27</u> credits |
| | Total | 33 |

Core Course Requirements - 6 credits

| | | | |
|------|------|--|---|
| ELEN | 6000 | Numerical Methods for Electrical Engineers | 3 |
| ELEN | 6010 | Advanced Linear Systems | 3 |

Requirements of the Specialization in Control Systems -27 credits

Required Courses

| | | | |
|------|------|--|---|
| ELEN | 6100 | Advanced Control Engineering Design | 3 |
| ELEN | 6110 | Discrete Time Systems and Computer Control | 3 |
| ELEN | 6120 | System Modeling, Identification and Simulation | 3 |
| ELEN | 6991 | Project in Electrical Engineering I | 1 |
| ELEN | 6992 | Project in Electrical Engineering II | 2 |

Select 15 credits from the following courses

| | | | |
|------|------|---|---|
| ELEN | 6130 | Robust Control Systems | 3 |
| ELEN | 6140 | Multivariable Control Systems | 3 |
| ELEN | 6150 | Adaptive Control | 3 |
| ELEN | 6160 | Intelligent Control Systems | 3 |
| ELEN | 6170 | Control Systems Optimization | 3 |
| ELEN | 6180 | Unmanned Aircraft Systems | 3 |
| ELEN | 6970 | Advanced Topics in Electrical Engineering | 3 |

Requirements of the Specialization in Power Systems -27 credits

Required Courses

| | | | |
|------|------|--------------------------------------|---|
| ELEN | 6300 | Advanced Power Systems Analysis | 3 |
| ELEN | 6310 | Computer Modeling of Power Systems | 3 |
| ELEN | 6320 | Advanced Power Electronics | 3 |
| ELEN | 6991 | Project in Electrical Engineering I | 1 |
| ELEN | 6992 | Project in Electrical Engineering II | 2 |

Select 15 credits from the following courses

| | | | |
|------|------|---|---|
| ELEN | 6330 | Design and Modeling of Power Distribution Systems | 3 |
| ELEN | 6340 | Transients in Power Systems | 3 |
| ELEN | 6350 | Advanced Electric Machine and Drives | 3 |
| ELEN | 6360 | Power Quality in Power Systems | 3 |
| ELEN | 6370 | Power Systems Protection | 3 |
| ELEN | 6380 | Distributed Power Generation | 3 |
| ELEN | 6390 | Smart Grid Design and Operation | 3 |
| ELEN | 6400 | Power Systems Stability and Control | 3 |
| ELEN | 6970 | Advanced Topics in Electrical Engineering | 3 |

English (Teaching of English as a Second Language) (MA)

The of Master of Arts Program in Teaching English as Second Language aims to prepare professionals in applied linguistics and literature in the field of English as a second language. The objectives of the program are:

1. To train professionals capable of applying modern linguistic concepts and those of literature to the teaching-learning process of teaching English as a second language.
2. To provide students the academic preparation to continue doctoral studies and to continue innovating research projects in the field of teaching English as a second language.
3. To prepare professionals oriented to their continuous development.

Admission Requirements

Candidates for admission to the Masters Program in TESL must meet all admission requirements for entering master's degree programs established in the section "Admission Requirements for Masters' Programs" of the Graduate Catalog, except requirement 3: *Demonstrate, through an examination...* In addition, candidates must have a phonological and structural mastery of English that they will demonstrate by writing an essay and by an interview with the Department Director or his representative.

The Metropolitan and San Germán campuses are authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN TEACHING OF ENGLISH AS A SECOND LANGUAGE

| | |
|--------------------------------------|------------------|
| Specialization Requirements | 30 credits |
| Prescribed Distributive Requirements | <u>6</u> credits |
| Total | *36-39 |

Specialization Requirements - 30 credits

| | | | |
|------|------|--|---|
| ENGL | 5040 | English Phonological System | 3 |
| ENGL | 5050 | English Syntax and Morphology | 3 |
| ENGL | 5220 | Academic Text Writing | 3 |
| ENGL | 5240 | Writing Theories and Their Application | 3 |
| ENGL | 6090 | Reading in a Second Language | 3 |
| ENGL | 6100 | Theory and Principles of TESL | 3 |
| ENGL | 6113 | Materials and Techniques in TESL at the Elementary, Secondary, Post Secondary and Adult Levels | 3 |
| ENGL | 6170 | Assessment of Linguistic Abilities | 3 |
| ENGL | 6530 | Research Methods | 3 |

**ENGL

**Students must choose a course in the area of literature in accord with their interests.

Prescribed Distributive Requirements – 6 credits

Students will select six (6) credits from the following courses:

| | | | |
|------|------|--|---|
| ENGL | 5030 | Principles of Linguistics | 3 |
| ENGL | 5110 | English Class Literary Text Reading | 3 |
| ENGL | 5210 | Dramatic Literature | 3 |
| ENGL | 5230 | Literature for Young Readers | 3 |
| ENGL | 5290 | Psycholinguistics | 3 |
| ENGL | 5320 | Sociolinguistics | 3 |
| ENGL | 5330 | First and Second Language Acquisition | 3 |
| ENGL | 6120 | Sociocultural Aspects of Puerto Rico and the United States | 3 |

| | | | |
|------|------|--|---|
| ENGL | 6130 | Fundamentals of Bilingual Education | 3 |
| ENGL | 6150 | Translation | 3 |
| ENGL | 6180 | Using the Computer in TESL | 3 |
| ENGL | 6260 | Contemporary Literature of the United States | 3 |
| ENGL | 6310 | Contemporary Fiction | 3 |
| ENGL | 6350 | Representative Works in English Literature | 3 |
| ENGL | 6600 | Supervision in TESL | 3 |
| ENGL | 6610 | Curriculum Development in TESL | 3 |
| ENGL | | Special Topics | 3 |
| SPAN | 6140 | Teaching of Spanish as a Second Language | 3 |

*Students who take course ENGL 6970 (Integration Seminar) or course ENGL 6992A (Research Project in MA-TESL) to fulfill the Graduation Requirements established in this Graduate Catalog, 2009-2011, will complete the Program with 39 credits.

Entrepreneurial and Managerial Development (PhD)

The Doctoral (Ph.D.) Program in Entrepreneurial and Managerial Development with specializations in Human Resources and Interregional and International Business aims to prepare excellent professional to occupy high level administrative and management positions as well as positions in post secondary educational institutions in Puerto Rico.

This Program centers its interest in scientific research, the management of problems affecting the economy, politics and education. At the same time it provides for the development of analytical and critical thinking.

The Program aims to contribute to the formation of values and attitudes that should be characteristic of the professional person who recognizes the value of globalization and modern technology within the framework of current theories. It also aims to contribute to the social and economic improvement of Puerto Rico through the formation of highly competent, alert, receptive and capable professionals interested in the continuous enhancement and enrichment of knowledge, skills and attitudes.

General Program Objectives

1. To offer a high-quality doctoral program in the area of business administration to adequately meet the current emerging needs and interests of the Puerto Rican society and of geographic areas of greater relevance (the United States, the Caribbean and Central and South America).
2. To achieve the highest amount of knowledge and to develop the required conceptual and methodological skills for planning, directing and conducting creative and original scientific research in the area of business administration.
3. To assist in the integral formation of graduate by offering a curriculum with a modern human and global focus which at the same time propitiates the development of analytical, reflective and critical thinking.
4. To promote and support research oriented toward the achievement of those levels of efficiency and productivity which will contribute to economic growth, a reduced rate of unemployment, and which will bring about the just distribution of wealth and to the general welfare of our society.
5. To contribute to the formation of highly capable persons who individually or in groups, through participation and collaboration may show leadership, devotion and a continuous commitment to the search for innovative and creative solutions to the most relevant problems in the field of business administration at the local and foreign levels.
6. To promote students and professors' active participation in the solution of developmental, economic and social problems in Puerto Rico the Caribbean.
7. To expose students and the community to different trends of knowledge, practice and philosophies that guide the business administration field.
8. To promote both oral and written language proficiency in Spanish and English in this professional field.

Specific Objectives by Specialization

Specialization in Interregional and International Businesses

The specialization in Interregional and International Businesses is directed to develop the knowledge, skills and attitudes necessary for:

- Enhancing and enriching the teaching profession in higher education institutions;
- Planning, directing and leading creative and original scientific research;
- Making administrative business decisions in complex and conflicting situations in a global environment;
- Establishing policies and strategies for the development of companies at the domestic as well as the global level.

Specialization in Human Resources

The specialization in Human Resources is directed to develop in the graduates the knowledge, skills and attitudes necessary for:

- Enhancing and enriching the teaching profession in higher education institutions;
- Planning, directing and leading creative and original scientific research;
- Making administrative human resource decisions in complex and conflicting situations in a global environment;
- Establishing policies and strategies for the development of companies at the domestic as well as the global level.

Admission Requirements

Students who apply for admission to this Program must:

1. Have a Masters degree in Business Administration or equivalent, if evidence of experience in the field is presented.
2. Have passed mathematical courses at the calculus level.
3. Have passed courses at the graduate level in: accounting, finance, quantitative methods, managerial economy, statistics, statistics applied to business administration, computers, and management.
4. Have a minimum general average of 3.25.
5. Have passed the EXADEP with a minimum score of 550 points or the GMAT with a minimum score of 500.
6. Hold an interview with the Doctoral Program's Admissions Committee and be recommended by the Committee.
7. Demonstrate by examination or some other form that the Department, Graduate Studies Center, Professional School or the Academic Division considers appropriate, the abilities to interpret professional material, in Spanish as well as in English, and to communicate correctly in writing in one of these languages.

Conditional Admission

The Admissions Committee of the Program could recommend a conditional admission for a candidate who does not fulfill some requirements at the time of requesting admission to the Program. This conditional admission would allow the student to initiate studies in the Program.

Once the student passes nine (9) credits in the Program, with a minimum grade of B, in a period of time not greater than a year, the Admissions Committee will reevaluate the case and will make recommendations on the admission request. The performance in the courses taken in the Program, the professional experience, and other factors that the Admissions Committee considers appropriate will be taken into account to predict the student's success in the Program. This type of admission does not guarantee that the student finally receives a regular admission to the Program.

Admission of Transfer Students

The admission of transfer students will be considered if they satisfy the Program Admission Requirements.

In order for credit to be granted for studies already realized, candidates will have to request that their university of origin send their official transcript directly to the Office of the Doctoral Program of the campus to which they are requesting admission and they must meet the following conditions:

1. Students who have begun studies for a doctoral degree in Business Administration at another accredited university can transfer up to 15 credits they have passed with grades of A or B, if the

courses are equivalent to courses offered in the Doctoral Program in Entrepreneurial and Managerial Development of Inter American University of Puerto Rico.

2. Transfer of credits of finished doctoral degrees will not be accepted.
3. These decisions will be made by the Doctoral Program Director or his counterpart and will be subject to the approval of the Dean of Academic Affairs of the campus to which the transfer student will be admitted.
4. No academic work taken more than 10 years previously will be considered for validation purposes. Each case will be evaluated separately.

Admission of Internal Transfer Students

Students of Inter American University of Puerto Rico, who wish to move to another unit of the System to complete the Doctoral Program Requirements, must satisfy the following:

- a. Have regular student admission to the Program.
- b. Request the transfer of their academic file to the unit to which they wish to transfer.
- c. Have an interview with the Admissions Committee of the Program of the unit to which they wish to transfer.
- d. Present a letter from the Director of the Doctoral Program from which they wish to transfer indicating if they fulfill the academic progress norms of the Doctoral Program and recommending the transfer.

Academic progress

In the Doctoral Program students show their academic progress through the following steps:

- a. Maintain a minimum general index of 3.00.
- b. Pass each one of the specialization courses with a minimum grade of B.
- c. Approval of the comprehensive examinations with a minimum grade of 80 percent.
- d. Admission as a degree candidate.
- e. Selection of the Dissertation Committee.
- f. Defense and approval of a research proposal.

Besides fulfilling the established Academic Progress norms for this Program, students will have to meet the Satisfactory Academic Progress Requirements for Doctoral Programs of the Graduate Catalog.

Comprehensive Examinations

The Doctoral Program in Entrepreneurial and Managerial Development of Inter American University of Puerto Rico requires the approval of the comprehensive examinations in order to request candidacy to the degree.

Prior to requesting admission to candidacy to the degree, students will pass the comprehensive examination and will present a preliminary research proposal. The comprehensive examinations can only be taken after the student has passed every core course maintaining a minimum index of 3.00 and each one of the specialization courses with a minimum grade of B.

The comprehensive examinations will include material related to the Program core courses and to the student's area of specialization.

To be eligible to take the comprehensive examinations, students must satisfy the following requirements:

- a. Be a regular student of the Program.
- b. Have completed all core courses with a general academic index of 3.00 and all the specialization courses with a minimum grade of B.
- c. Have a minimum average of 3.00.

Students will have a maximum of two opportunities to take and pass the comprehensive examination. If after two attempts they do not pass these, the faculty of the Program will evaluate the case and will submit recommendations to the students of the actions that must be taken to satisfy the deficiencies identified in their examinations. If finally the student does not satisfy these deficiencies and pass the comprehensive examination, the student will not be able to continue in the Program.

Dissertation

The Doctoral Program in Entrepreneurial and Managerial Development of Inter American University of Puerto Rico requires the approval of a doctoral dissertation to confer the degree.

The Dissertation Committee will be integrated by three professors and will be designated by the Program Director in common agreement with the doctoral student, according to the institutional norms. One of the professors will preside over the Dissertation Committee.

In consultation with the Dissertation Committee, the student will select the subject of the dissertation and will prepare the preliminary research proposal. The student will submit this proposal to the Dissertation Committee. Once approved, the Doctoral Program Director will inform the student of admission as a degree candidate.

The Doctoral Program Director will provide the Dissertation Committee with the student file, containing the results of the comprehensive examinations, preliminary research project proposal, record of the student's academic work up to that moment, and any other document of academic relevance to the work of the candidate. The Dissertation Committee will have from that moment on the function of advising and directing the student until the completion of the dissertation.

The dissertation will have to be defended and approved by an oral examination before the Doctoral Dissertation Committee for this requirement to be completed.

Graduation Requirements

Students must meet the following graduation requirements:

1. Pass all courses with a general index of 3.00 or more.
2. Pass each of the specialization courses with a minimum grade of B, maintaining a specialization index of 3.00 or more.
3. Pass the comprehensive examinations in agreement with the requirements established in the Program.
4. Pass the doctoral dissertation defense.

Students must fulfill the requirements for the degree within an eight (8) year period. The Graduate Committee may recommend to the pertinent authorities to extend this term by a period no greater than two (2) years in worthy exceptional cases.

The Metropolitan and San Germán campuses are authorized to offer this Program.

The San Germán Campus received a specialized accreditation for its programs in Business Administration through *International Assembly for Collegiate Business Education (IACBE)*, located on 11374 Strang Line Road, Lenexa, Kansas, USA. Among the accredited Business Administration Programs is the Doctoral Program (Ph.D.) Managerial Development with specializations in Human Resources and in Interregional and International Business.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE IN ENTREPRENEURIAL AND
MANAGERIAL DEVELOPMENT

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 34 credits |
| Specialization Requirements | 15 credits |
| Prescribed Distributive Requirements | <u>6 credits</u> |
| Total | 55 |

Core Course Requirements - 34 credits

| | | | |
|------|------|----------------------------------|---|
| BADM | 7000 | Organizational Theory and Design | 3 |
| BADM | 7001 | Professional Seminar | 1 |
| BADM | 7010 | Enterprise Development | 3 |
| BADM | 7020 | Research Methods | 3 |
| BADM | 7070 | Organizational Behavior | 3 |
| BADM | 7201 | Quantitative Methods I | 3 |
| BADM | 7202 | Quantitative Methods II | 3 |
| BADM | 7220 | Microeconomic Theory | 3 |
| BADM | 7223 | Macroeconomic Theory | 3 |
| BADM | 8950 | Research Seminar | 3 |
| BADM | 8991 | Doctoral Dissertation I | 3 |
| BADM | 8992 | Doctoral Dissertation II | 3 |

Specialization in Human Resources

Specialization Requirements in Human Resources - 15 credits

Required courses (6 credits):

| | | | |
|------|------|---|---|
| HURS | 7000 | Human Resources Management | 3 |
| HURS | 8070 | Human Resources Planning, Recruitment and Selection | 3 |

Select nine (9) credits from the following courses:

| | | | |
|------|------|--|---|
| HURS | 8010 | Comparative Administration | 3 |
| HURS | 8020 | Labor Legislation | 3 |
| HURS | 8040 | Initiation of Cooperation between Management and Workers | 3 |
| HURS | 8075 | Compensation Administration | 3 |
| HURS | 8085 | Human Resources Development | 3 |
| HURS | 8090 | Management of Change | 3 |
| HURS | 8100 | Discrimination in Employment | 3 |
| HURS | 8946 | Seminar in Special Topics in Human Resources | 3 |

Specialization in Interregional and International Business

Specialization Requirements in Interregional and International Business - 15 credits

Required courses (6 credits):

| | | | |
|------|------|--|---|
| INBU | 7100 | Policies and Strategies in International and Global Business | 3 |
| INBU | 8210 | Theory of International Business | 3 |

Select nine (9) credits from the following courses:

| | | | |
|------|------|---|---|
| INBU | 7120 | Global Marketing | 3 |
| INBU | 7130 | Multinational and Global Management and Strategy | 3 |
| INBU | 7140 | Communication and Intercultural Negotiation in International Business | 3 |
| INBU | 8170 | International Finance | 3 |
| INBU | 8946 | Seminar in Special Topics in Interregional and International Business | 3 |
| ECON | 8150 | Economic Development | 3 |

Prescribed Distributive Requirements - 6 credits

6 credits selected from the following courses:

| | | | |
|------|------|--|---|
| BADM | 7225 | Managerial Econometrics | 3 |
| BADM | 797A | Special Topics Seminar on Entrepreneurial and Managerial Development | 3 |
| BADM | 797B | Special Topics Seminar in Management Information Systems | 3 |
| BADM | 797C | Special Topics Seminar in Accounting | 3 |
| BADM | 797D | Special Topics Seminar in Marketing | 3 |
| BADM | 797E | Special Topics Seminar in Finances | 3 |
| BADM | 797_ | Special Topics Seminar | 3 |
| ECON | 7200 | Labor Economy | 3 |
| ECON | 8000 | Economy of the Labor Market Structure | 3 |
| HURS | 8050 | Labor Negotiations | 3 |
| HURS | 8060 | High Technology Management | 3 |

Note: In order to finish the Doctoral Dissertation the student must register in BADM 8992 (1 credit) Doctoral Dissertation Continuation, up to a maximum of three (3) credits.

Environmental Science (MS)

The Master of Science in Environmental Sciences aims to provide knowledge and improve research skills and critical thought, forming professional capable of responding to the needs of environment and society, by applying scientific principles and ethical values. In addition, it will serve as an instrument to advance knowledge on the real needs and conditions of the environment.

The Program leads to a Master of Science Degree in Environmental Sciences and offers three specializations: Environmental Biology, Environmental Chemistry, and Water Resources and Unit Operations. It is intended for students that have obtained a Bachelor's degree in Science, Engineering or in other science areas, who meet the program's admission requirements.

The Program aspires to prepare professionals that demonstrate:

1. Skills to apply the scientific method to the solution of problems.
2. Experience in the application of available technology to solve and understand the environmental problems of Puerto Rico and to compare them to those of other countries.
3. Knowledge of the cultural social and ethic factors which influence or determine the environmental problems in Puerto Rico.
4. Scientific and technological knowledge, which permit decision making based on science and ethical values regarding issues related to conservation, the development, and the use of natural resources.
5. Skills and abilities necessary to become a leader in the environmental sciences.
6. Attitudes that promote the development and implementation of the technologies necessary for solving environmental problems.
7. Attitudes that promote scientific research and scientific ethics as tools for the control of environmental deterioration and the development of economic planning.

Admission Requirements

Students that apply to the Master of Science Degree in Environmental Sciences must fulfill the current institutional admission requirements of Master Degree Programs and the following requirements:

1. Have a Bachelor Degree in Natural Sciences, in Engineering or in other disciplines related to the sciences from an accredited college or university.
2. Have approved Analytical Chemistry with a minimum grade of "C".
3. Students interested in the Environmental Biology specialization must have approved a course in Ecology.
4. Have completed a Bachelor's degree with a grade point index of 2.50 in the last 60 credits in academic work and 2.50 average in the major.
5. Present two letters of recommendation.
6. Submit an essay with a minimum of 500 words where they establish what motivated them to study Environmental Sciences and the selected specialization, their expectations of the program, interests in research and what their plans are, once they finish the degree.

The San Germán Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN ENVIRONMENTAL SCIENCES

| | |
|--------------------------------------|---------------------------|
| Core Course Requirements | * a minimum of 21 credits |
| Specialization Requirement | 12 credits |
| Prescribed Distributive Requirements | <u>6</u> credits |
| Total | *a minimum of 39 credits |

Core Course Requirements - 21 credits minimum*

| | | | |
|------|------|--|---|
| EVSC | 5010 | Environmental Chemistry | 3 |
| EVSC | 5020 | Biostatistics | 3 |
| EVSC | 5030 | Environmental Health | 3 |
| EVSC | 5285 | Puerto Rican Policy Regulations | 3 |
| EVSC | 6101 | Investigation Methods Applied to Environmental Sciences I | 3 |
| EVSC | 6102 | Investigation Methods Applied to Environmental Sciences II | 3 |
| EVSC | 699_ | Thesis | 3 |

***These minimums apply to students who finish their thesis in the first course (EVSC 699A).**

Specialization Requirements - 12 credits

The student must select one of the following three specializations, Environmental Biology, Environmental Chemistry, Water Resources and Unit Operations.

Specialization in Environmental Biology

| | | | |
|------|------|----------------------------|---|
| EVSC | 5110 | Environmental Ecology | 3 |
| EVSC | 5200 | Environmental Biology | 3 |
| EVSC | 5220 | Environmental Microbiology | 3 |
| EVSC | 5510 | Risk Assessment | 3 |

Specialization in Environmental Chemistry

| | | | |
|------|------|-------------------------------|---|
| EVSC | 5100 | Biochemistry | 3 |
| EVSC | 5165 | Environmental Instrumentation | 3 |
| EVSC | 5275 | Environmental Toxicology | 3 |
| EVSC | 5515 | Disposal of Contaminants | 3 |

Specialization in Water Resources and Unit Operations

| | | | |
|------|------|--|---|
| EVSC | 5180 | Limnology | 3 |
| EVSC | 5255 | Water Analysis and Contamination | 3 |
| EVSC | 5310 | Water Treatment: Chemical and Physical Operations Unit | 3 |
| EVSC | 5330 | Water Treatment: Biological Operations Unit | 3 |

Prescribed Distributive Requirements – 6 credits

Students should take six (6) credits from the following courses in accord with their specialization and the approval of the Advisory Committee.

| | | | |
|------|------|---|---|
| EVSC | 5040 | Urban Ecology | 3 |
| EVSC | 5050 | Environmental Problems of Puerto Rico | 3 |
| EVSC | 5100 | Biochemistry | 3 |
| EVSC | 5105 | Geographic Information Systems and Applications in Environmental Sciences | 3 |
| EVSC | 5110 | Environmental Ecology | 3 |
| EVSC | 5165 | Environmental Instrumentation | 3 |
| EVSC | 5180 | Limnology | 3 |
| EVSC | 5200 | Environmental Biology | 3 |
| EVSC | 5220 | Environmental Microbiology | 3 |
| EVSC | 5250 | Control and Current Analysis | 3 |
| EVSC | 5255 | Water Analysis and Contamination | 3 |
| EVSC | 5275 | Environmental Toxicology | 3 |

| | | | |
|------|------|--|---|
| EVSC | 5310 | Water Treatment: Operations of Chemical and Physical Units | 3 |
| EVSC | 5330 | Water Treatment: Biological Operation Units | 3 |
| EVSC | 5510 | Risk Assessment | 3 |
| EVSC | 5515 | Disposal of Contaminants | 3 |
| EVSC | 597_ | Special Topics in Environmental Sciences | 3 |

Family Counseling (Post Master Professional Certificate)

The Post Master Professional Certificate of Family Counseling has been designed to develop a counseling professional who can provide quality therapeutic services to family systems from a biopsychosocial-spiritual holistic framework. Emphasis to the therapeutic process in areas of extreme need in the families of our country, such as violence, abuse, conflict management, addictions and the crisis management and losses from the thanatological perspective, and prevention. This certificate is designed for graduates of Guidance and Counseling Programs from accredited universities, who wish to provide family counseling services in hospitals, Government agencies, public and private educational agencies, and other institutions that provide services to families.

The Family Counseling Post Master Professional Certificate has as its goals:

1. To develop competent counseling professionals in the intervention process with families.
2. To develop counseling professionals who contribute in an integral manner with the mental, social and holistic health of the Puerto Rican family.

Profile of the Competencies of Graduates

This Program is designed to develop the competencies that will allow students to:

1. Apply the diverse theories of family counseling, and incorporate the developmental theory to the counseling process.
2. Apply the therapeutic process, strategies and skills of family counseling.
3. Demonstrate knowledge of the ethical and legal issues of family counseling.
4. Demonstrate the knowledge of human sexuality as part of the process of human development, which will allow them to develop effective strategies in the management of conflicts, disorders and family situations present in this area.
5. Design and develop intervention practices in family counseling, emphasizing the issues of the Puerto Rican family.
6. Demonstrate knowledge and effectively implement family counseling interventions for managing crises, addictions, pathology, conflict management and loss.
7. Demonstrate competence in the use of technological resources in the performance of their professional work.
8. Demonstrate a major commitment with their profession of a certified family counselor, for the quality of life of the Puerto Rican family, and with their responsibility to stay updated as part of their personal and professional competency.

Admission Requirements

1. Have obtained a minimum degree of Masters in Counseling or in Guidance from an accredited university with a minimum general average of 3.00.
2. Have approved a course in family counseling at the graduate level.

Academic Progress Requirement

The student must maintain a cumulative academic index of 3.00

The Arecibo Campus is authorized to offer this professional Certificate.

Requirements for the Post Masters Certificate in Family Counseling - 18 credits

| | | | |
|------|------|--|---|
| PSYC | 6005 | Family Psychopathology | 3 |
| FACO | 6020 | Ethical and Legal Issues of Family Counseling | 3 |
| FACO | 6025 | Human Sexuality | 3 |
| FACO | 6030 | Conflict Management, Crises and Losses in the Family | 3 |
| FACO | 6040 | Family Counseling in Addiction and Abuse Cases | 3 |
| FACO | 6050 | Case Management in Family Counseling | 3 |

Finance (DBA)

The DBA Program is designed to develop professional, research and academic personnel in the field of finance with an interest in developing expertise related to financial practices and management. It deals with economic and financial events with ethical sense. It frames conduct in the knowledge of theories and professional practices in the field of finance by maintaining a proactive, objective and sensible attitude.

Admission Requirements

Students interested in requesting admission to this Program must:

1. Have a Masters in Business Administration or an equivalent degree, if it presents evidence of experience in this field.
2. Have approved courses at the graduate level, with a minimum grade of B, in the following areas: accounting (3 credits), finance (9 credits), statistics (3 credits) and economics (3 credits).
3. Have a minimum general average of 3.00.
4. Demonstrate, by means of a test in the area of finance, their mastery of a selected topic and their competence to express themselves correctly in writing in Spanish or English.

Graduation Requirements

Students must meet the following graduation requirements:

1. Approve the forty-eight (48) credits of the Program
2. Complete the credits of DBA Program with a minimum grade point index of 3.0.
3. Have passed the comprehensive tests in agreement with the requirements established in the Program
4. Successfully defend the doctoral dissertation

Students must complete the requirements for the degree within a period of eight (8) years. In exceptional cases, the Graduation Committee may recommend to the pertinent authorities, an extension of no more than two (2) years to this period.

Requisites to take the comprehensive exam

1. The comprehensive exam must be taken for the first time, on or before the fifth year and must be approved within one year.
2. Maintain a general academic index of 3.0 or higher and have approved a minimum of 33 credits that include the following courses: FINA 7101, FINA 7102, FINA 8100, FINA 7200, BADM 7220, BADM 7020, FINA 8300, and 12 credits in prescribed distributive courses.
3. The student must request the written examination from the program coordinator within the announced dates for the examination request. If a student requests the test and is absent, they must present a written excuse that demonstrates a cause of force majeure (medical certificate, death of a close relative, accident, etc.). If they do not comply with this requisite, the absence will be counted as an attempt.
4. The student will not be able to enroll in the doctoral dissertation until he passes the comprehensive exam with a minimum score of 75%. If on two occasions the student does not satisfactorily pass the comprehensive exam, the DBAF Committee will determine if a third opportunity can be granted. If the student fails to pass the test on the third occasion, he/she will not be able to continue in the program.

5. The student must have met all the additional requisites included in his / her admission letter or in the Comprehensive Testing Manual. In case the student had provisional admission, he should have removed it before requesting the exam.
6. The student must pay the corresponding fee to take the comprehensive exam according to the norms of the Inter American University of Puerto Rico.

Profile of the Competencies of Graduates

The program is designed to permit the development of the following competencies:

Knowledge

To demonstrate knowledge and understanding of:

1. current situations of finance.
2. the classic and modern theories in the area of finance.
3. the different methods from investigation in finance.

Skills

1. To evaluate current cases of finance.
2. To integrate the practices with the current theories in finance.
3. To apply the appropriate methods of research to the financial models.

Attitudes

1. To value different points of view related to research in the theoretical and practical field of finance.
2. To act in harmony with the ethical aspects in the accomplishment of research in the field of finance.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE DOCTOR OF BUSINESS ADMINISTRATION DEGREE (DBA) WITH SPECIALIZATION IN FINANCE

| | | |
|--------------------------------------|--------------|------------------|
| Specialization Requirements | | 30 credits |
| Prescribed Distributive Requirements | | 12 credits |
| Elective Courses | | <u>6 credits</u> |
| | Total | 48 |

Specialization Requirements - 30 credits

| | | | |
|------|------|---------------------------------------|---|
| BADM | 7020 | Research Métodos | 3 |
| BADM | 7220 | Microeconomic Theory | 3 |
| FINA | 7101 | Corporate Finance I | 3 |
| FINA | 7102 | Corporate Finance II | 3 |
| FINA | 7200 | Statistics for Finance I | 3 |
| FINA | 8100 | Seminar in Investments | 3 |
| FINA | 8300 | Seminar in Research Project | 3 |
| FINA | 8991 | Doctoral Dissertation I | 3 |
| FINA | 8992 | Doctoral Dissertation II | 3 |
| FINA | 8993 | Continuation of Doctoral Dissertation | 3 |

Prescribed Distributive Requirements - 12 credits

Students will select twelve (12) credits from the following courses:

| | | | |
|------|------|---------------------------------------|---|
| BADM | 7150 | Public Policy and Corporate Decisions | 3 |
| BADM | 7223 | Macroeconomic Theory | 3 |

| | | | |
|------|------|---------------------------------------|---|
| BADM | 797C | Special Topics Seminar in Accounting | 3 |
| FINA | 8000 | Seminar in Corporative Finance | 3 |
| FINA | 8500 | Seminar in Financial Strategies | 3 |
| FINA | 8550 | Epistemology Applied to Finances | 3 |
| FINA | 897_ | Seminar in Specific Topics in Finance | 3 |
| INBU | 8170 | International Finance | 3 |

Elective Courses - 6 credits

Students will take six (6) credits, of the courses offered in the D.B.A or in the Ph. D. In special cases, authorization may be given to students to take up to three (3) credits at the doctoral level in another discipline with the previous approval of the dissertation supervisor.

Fine Arts (MFA)

The Master in Fine Arts program has the objective of helping professional artists to developing their artistic capacities to the maximum in the medium that they have selected as their area of study. The Program promotes the development of students' own style and propitiates creative labor within a framework of conceptual maturity with full awareness of the place, time and space in which it is performed.

Since the Master in Fine Arts program is a terminal degree it aims to develop performance and aptitudes of the highest quality in the graduates.

The curriculum is geared to students who have obtained a Bachelor in Fine Arts degree or in other disciplines provided the candidates meet the admission requirements established by the Program.

This Program requires a creative project as one of the requirement for graduation.

Students may opt for one of the following specialization: ceramics, drawing, painting, photography, printmaking and sculpture.

Students have seven years to complete their study program.

General Competencies

Graduates of this Program are expected to show knowledge of:

- The philosophical, political and social theories that influence the rise and development of artistic movements.
- The pertinent technique for their particular area of study and its plastic qualities for artistic expression.
- The techniques for creating, preparing, exhibiting and defending an artistic work which constitutes their creative project.

Graduates from the Program will show ability to:

- Expand knowledge in the handling of tools, materials and specialized equipment necessary for performing artistic work
- Analyze, compare and evaluate philosophical and social theories that influence the development of art
- Evaluate and make decisions regarding appropriate techniques for artistic creation
- Use new technology, particularly the computer, for creating artistic works
- Make critical analyses of the theoretical approaches that permit the understanding and appreciation of the expressive qualities of visual arts.

Graduates from the Program will demonstrate the aptitude to:

- Recognize theories regarding the relationship between human beings and society and how art serves as a mirror of society
- Develop their own style that may be perceived in their artistic works within a framework of conceptual maturity
- Recognize, in a critical manner, the conceptual components that guide and motivate their work so they may be able to present and defend their aesthetic proposal
- Develop an artistic work with full awareness of the place, time and space in which it is created.

Admission Requirements

In addition to meeting the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog, students who apply for admission to the Master in a Fine Arts program must meet the following requirements:

Artistic Requirements

Submit a portfolio of at least twenty images in electronic format of your works of art for evaluation by a committee.

Academic Requirements and other documents

- Students requesting admission to this program will be exempt from taking standardized admission tests.
- Possess a Bachelor in Fine Arts degree from an accredited college or university, or
- Possess a Bachelor's Degree from an accredited college or university, have six credits in History of Art and nine credits in the specialization area they apply for, with a minimum grade of B.
- Have completed the Bachelor's degree with a minimum general grade index of 2.50 in the last 60 credits of academic work and with minimum general grade index of 3.00 in the major.

Conditional Admission

In worthy cases, the Admissions Committee of the Program may recommend a conditional admission to a candidate who does not fulfill some of the academic requirements of admission when submitting the application.

Academic Progress Requirement

In addition to the academic progress requirements for Masters Degrees, established in the Graduate Catalog, students must fulfill the following academic progress requirement:

Once the course ARTS 6974 has been approved, students must select the Creative Project Committee.

Graduation Requirements

In addition to the graduation requirements for Masters Degrees, established in the Graduate Catalog, students must fulfill the following graduation requirements:

1. Have a general academic index of 3.00 or more.
2. Approve all courses with a minimum grade of B.
3. Have approved courses ARTS 6996 - Creative Project I and ARTS 6997 - Creative Project II.
4. Have approved the public presentation of the Creative Project.
5. Submit to the office of the Program of Plastic Arts two copies of the written description of the Creative Project.

The San Germán Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE

| | |
|--------------------------------------|------------------|
| Foundation Requirements in Fine Arts | 24 credits |
| Specialization Requirements | 24 credits |
| Prescribed Distributive Requirements | 9 credits |
| Elective Courses | <u>3 credits</u> |
| Total | 60 |

Foundation Requirements in Fine Arts -24 credits

A. General - 15 credits

| | | | |
|------|------|---|---|
| ARTS | 5980 | History of Puerto Rican Art | 3 |
| ARTS | 6964 | Seminar: Practice, Theory and Critique of Art | 3 |
| ARTS | 6971 | Concept and Theme in the Plastic Arts Proposal | 1 |
| ARTS | 6972 | Documentation and Research in the Plastic Arts Proposal | 1 |
| ARTS | 6974 | Concept and Composition in the Artistic Proposal | 1 |

Six credits of Creative Project I and II according to the specialization

| | | | |
|------|-------|----------------------------------|---|
| ARTS | 6995C | Creative Project I: Ceramics | |
| ARTS | 6995D | Creative Project I: Drawing | |
| ARTS | 6995E | Creative Project I: Sculpture | |
| ARTS | 6995F | Creative Project I: Photography | |
| ARTS | 6995G | Creative Project I: Printmaking | |
| ARTS | 6995P | Creative Project I: Painting | 3 |
| ARTS | 6995C | Creative Project II: Ceramics | |
| ARTS | 6995D | Creative Project II: Drawing | |
| ARTS | 6995E | Creative Project II: Sculpture | |
| ARTS | 6995F | Creative Project II: Photography | |
| ARTS | 6995G | Creative Project II: Printmaking | |
| ARTS | 6995P | Creative Project II: Painting | 3 |

B. History of Art and Theory - 12 credits

Twelve credits from the following courses.

| | | | |
|------|------|--|---|
| ARTS | 5135 | Art and Public Policy | 3 |
| ARTS | 5140 | Philosophy of Art | 3 |
| ARTS | 6010 | History of Ancient Art | 3 |
| ARTS | 6020 | History of Medieval Art | 3 |
| ARTS | 6030 | History of Renaissance and Baroque Art | 3 |
| ARTS | 6040 | History of Modern Art | 3 |
| ARTS | 6050 | History of Oriental Art | 3 |
| ARTS | 6060 | History of Pre-Columbian Art | 3 |
| ARTS | 6070 | History of Latin American Art | 3 |
| ARTS | 6080 | History of Contemporary Art | 3 |
| ARTS | 6940 | Seminar in Art Administration | 3 |
| ARTS | 6944 | Seminar in Museology | 3 |
| ARTS | 6954 | Seminar in Gallery Administration | 3 |
| ARTS | 6973 | Special Problems III | 3 |

Specialization Requirements - 24 credits

Students will select one of the six specializations offered by the Master in Fine Arts Program. The advanced studies in the specializations should be taken in sequence until six credits per level have been taken.

Specialization in Ceramics

| | | | |
|------|------------|-----------------------|-----|
| ARTS | 6(111-115) | Advanced Ceramics I | 2-6 |
| ARTS | 6(121-125) | Advanced Ceramics II | 2-6 |
| ARTS | 6(131-135) | Advanced Ceramics III | 2-6 |
| ARTS | 6(141-145) | Advanced Ceramics IV | 2-6 |

Specialization in Drawing

| | | | |
|------|------------|----------------------|-----|
| ARTS | 6(411-415) | Advanced Drawing I | 2-6 |
| ARTS | 6(421-425) | Advanced Drawing II | 2-6 |
| ARTS | 6(431-435) | Advanced Drawing III | 2-6 |
| ARTS | 6(441-445) | Advanced Drawing IV | 2-6 |

Specialization in Painting

| | | | |
|------|------------|-----------------------|-----|
| ARTS | 6(311-315) | Advanced Painting I | 2-6 |
| ARTS | 6(321-325) | Advanced Painting II | 2-6 |
| ARTS | 6(331-335) | Advanced Painting III | 2-6 |
| ARTS | 6(341-345) | Advanced Painting IV | 2-6 |

Specialization in Photography

| | | | |
|------|------------|--------------------------|-----|
| ARTS | 6(611-615) | Advanced Photography I | 2-6 |
| ARTS | 6(621-625) | Advanced Photography II | 2-6 |
| ARTS | 6(631-635) | Advanced Photography III | 2-6 |
| ARTS | 6(641-645) | Advanced Photography IV | 2-6 |

Specialization in Printmaking

| | | | |
|------|------------|--------------------------|-----|
| ARTS | 6(211-215) | Advanced Printmaking I | 2-6 |
| ARTS | 6(221-225) | Advanced Printmaking II | 2-6 |
| ARTS | 6(231-235) | Advanced Printmaking III | 2-6 |
| ARTS | 6(241-245) | Advanced Printmaking IV | 2-6 |

Specialization in Sculpture

| | | | |
|------|------------|------------------------|-----|
| ARTS | 6(511-515) | Advanced Sculpture I | 2-6 |
| ARTS | 6(521-525) | Advanced Sculpture II | 2-6 |
| ARTS | 6(531-535) | Advanced Sculpture III | 2-6 |
| ARTS | 6(541-545) | Advanced Sculpture IV | 2-6 |

Distributive Descriptive Requirements - 9 credits

Nine (9) credits selected from the advanced courses in a medium other than the student's specialization.

Gerontology (MS)

The Master of Science in Gerontology Program is aimed at training the student with the knowledge, skills and values of the profession. The aging process is conceptualized from an integral perspective, considering the cultural diversity in the population of elderly adults. Multidisciplinary collaboration is used as a means to provide quality services to this population. The Program includes the study of concepts, principles, theories and models of gerontology. It integrates research, practice based on evidence and management principles.

Admission Requirements

In addition to the admission requisites in this Catalog, the student will have to:

1. Comply with the requirements established in the current Graduate Catalog.
2. Possess a baccalaureate from an accredited university.
3. Have a minimum academic index of 2.50 in the last 60 credits of academic work.
4. Send two letters of recommendation from supervisors or teachers provided in the Administration Application - Graduate Programs.

Graduation Requirements

1. Comply with the requirements of the Graduate Catalog.
2. Pass all courses with a minimum grade of B.

Profile of the Competencies of Graduates

This Program is designed to develop the competencies that allow the student to:

Knowledge

Demonstrate knowledge and understanding of:

1. the aging process from a holistic perspective.
2. research in the field of gerontology.
3. public policy that benefits the elderly population.
4. the formal settings of attention through the development of innovative programs.

Skills

1. Apply methodologies and research findings to promote evidence-based practice.
2. Coordinate with the members of the multidisciplinary team quality services for elderly adults.
3. Develop community research projects for comprehensive holistic care of elderly adults.
4. Manage care programs and projects for the care of the elderly.

Attitudes

1. Value a gerontological culture that responds to current needs and interests, in harmony with the changes in society.
2. Integrate a comprehensive care of the elderly using as foundation the biopsychosocial aspect of the individual.
3. Develop awareness of ethical responsibility, protection and respect during the provision of services to the elderly population.
4. Demonstrate professional values such as integrity, responsibility, collaboration, and respect among colleagues, competence and professional updating.

The Arecibo Campus is authorized to offer this Program.

ACADEMIC REQUIREMENTS OF THE MASTER'S DEGREE IN SCIENCE IN GERONTOLOGY

| | |
|--------------------------|-------------------|
| Core Requisites | 6 credits |
| Concentration Requisites | <u>30 credits</u> |
| Total | 36 credits |

Core Requisites - 6 credits

| | | |
|-----------|---------------|---|
| GERO 5010 | Epidemiology | 3 |
| GERO 5020 | Biostatistics | 3 |

Specialization Requirements - 30 credits

| | | |
|-----------|--|---|
| GERO 5110 | Principles and Fundamentals in Gerontology | 3 |
| GERO 5120 | Theoretical Models in Gerontology | 3 |
| GERO 6120 | Physiological Aspects | 3 |
| GERO 6130 | Environment and Advanced Age | 3 |
| GERO 6140 | Estimate in Advanced Age People | 3 |
| GERO 6210 | Methodology of Research in Gerontology | 3 |
| GERO 6220 | Administration in Gerontology | 3 |
| GERO 6230 | Models of Attention in Gerontology | 3 |
| GERO 6970 | Integrating Seminar | 3 |
| GERO 6910 | Practice in Gerontology | 3 |

Government and Public Policy (MA)

The Master of Arts in Government and Public Policy seeks to develop responsible and rigorous leaders in the analysis, design, implementation and evaluation of high quality public policies in the different levels and areas of government. In addition, it aims to contribute to the development of a new ethics with techniques and approaches that respond both to public interest and its application to the governmental environment.

The program is designed to develop the competencies that allow the student to:

Knowledge

Demonstrate knowledge and understanding of:

1. the theoretical and technical-legal aspects of government management.
2. the administrative management of public organizations.

Skills

1. Apply the essential elements of public opinion, the formulation and implementation of public policy and governance.
2. Use varied design, strategic planning, and negotiation skills.
3. Discuss governance in all its postulates and practice.
4. Conduct research in harmony with the demands and specific challenges of government and private management.

Attitudes

1. Implement changes in administrative management.
2. Demonstrate ethics in government and business management.

The Metropolitan Campus is authorized to offer this program.

ACADEMIC REQUIREMENTS FOR THE MASTER OF ARTS IN GOVERNMENT AND PUBLIC POLICY

| | |
|-----------------------------|-------------------|
| Core Requirements | 21 credits |
| Specialization Requirements | <u>15 credits</u> |
| Total | 36 credits |

Core Requirements – 21 credits

| | | | |
|------|------|--|---|
| GOVE | 5010 | Political Theory and Public Organization | 3 |
| GOVE | 5020 | Public Administration and Political Management | 3 |
| GOVE | 5030 | Analysis of Public Policy | 3 |
| GOVE | 5040 | Principles of Administrative Law | 3 |
| GOVE | 5060 | Ethics and Public Integrity | 3 |
| GOVE | 6010 | Government and Governance System | 3 |
| BADM | 6150 | Public Finance and Fiscal Policy | 3 |

Specialization Requirements – 15 credits

| | | | |
|------|------|--|---|
| GOVE | 6030 | Decentralization, Autonomy and Local Development | 3 |
| GOVE | 6990 | Research Project | 3 |
| BADM | 6070 | Human Resources Management | 3 |
| BADM | 6090 | Supervision and Leadership | 3 |
| LARE | 5420 | Labor Relations in Public Administration | 3 |

History of the Americas (MA, PhD and Combined Program)

General Description

The main purpose of this three-year Program of graduate study is to achieve the rigorous preparation in the development of historical research skills through curriculum. The fundamental aim of the Program is to develop specialists in Historical Research, who are highly competent, cognizant and committed to intellectual and historical development.

Master's Program (MA)

This Program integrates history as the base for critical, analytical and creative research that will facilitate the understanding of political, economic, social, religious, artistic, literary and philosophical aspects to help recognize and identify reality and to seek alternatives to historical problems. The formation accessible through this specialization will enable the professional to work with investigative aspects in the area of history.

Admission Requirements

For admission to the masters program, students:

1. Must have a bachelor's degree in History, or in Education in Social Studies, or in Secondary Education in History, or in Political Science. Students who have a bachelor's degree in other areas must approve 15 credits in history, that include six credits in the following courses:
 - a. HIST 4020 Historiography
 - b. HIST 4210 Historical Research and nine credits from the following areas:
 - Colonial Latin America
 - Latin America from Independence
 - History of Puerto Rico
 - History of the United States
2. Have passed a course in a modern language other than English and Spanish with a minimum grade of C.

Graduation Requirements

1. Complete all course requirements with a minimum grade of 3.00.
2. Complete the thesis satisfactorily.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HISTORY

| | |
|-----------------------------|------------------|
| Core Course Requirements | 21 credits |
| Specialization Requirements | 9 credits |
| Elective Courses | <u>6 credits</u> |
| Total | 36 |

Core Course Requirements - 21 credits

| | | | |
|------|------|--|---|
| HIST | 5000 | History of the Aboriginal Cultures in the Americas | 3 |
| HIST | 5005 | History of Puerto Rico, 1800-1898 | 3 |
| HIST | 5010 | International Relations between the United States and Puerto Rico, 19th. – 21st.Centuries | 3 |
| HIST | 5015 | Colonial Institutions of America | 3 |
| HIST | 5020 | Slavery in the Americas | 3 |
| HIST | 6005 | Puerto Rican Historiography | 3 |
| HIST | 6020 | Historiography of the Americas | 3 |

Specialization Requirements - 9 credits

| | | | |
|------|------|---|---|
| HIST | 6000 | Colonization, Society and Culture of the Spanish Antilles, 16th -18th Centuries | 3 |
| HIST | 6980 | Thesis Proposal | 3 |
| HIST | 6990 | Thesis | 3 |

Elective courses - 6 credits

The student must pass 6 additional credits in courses at the master's level.

Doctoral Program (PhD)

This Program integrates research to history as a fundamental basis to promote learning and historical development. It uses technology to identify and strengthen the area. It will develop new strategies that facilitate analytical processes in order to foment and address reality and historical truth in today's world, particularly in the Americas.

Admission Requirements

For admission to the doctoral program, students with a master's degree must:

1. Have a Master's Degree in History or its equivalent from an accredited university with a minimum academic index of 3.00.
2. Take the following courses if their master's degree is in related areas:
 - a. HIST 6005 Puerto Rican Historiography
 - b. HIST 6010 Methodologies for Historical Research
3. Have approved a course of a modern language different from English and Spanish and with a minimum grade of C.
4. Demonstrate analytical and research capability by means of a historiography article of a topic previously announced by the academic director of the History Department. The article will be presented with the application for admission. Please consult the Department of History for topics and dates to turn in the article.
5. Students who have a master's degree in areas unrelated to History must approve courses HIST 6005 and 6010 and nine additional credits, recommended by the Admissions Committee, at the Master's level in History of America. Their admission is conditional until they take the courses.
6. Be interviewed by the Admissions Committee and to be recommended favorably by it.

Graduation Requirements

1. Complete all course requirements with a minimum grade of 3.00.
2. Pass the doctoral comprehensive examination prior to the defense of the doctoral dissertation.
3. Complete the doctoral dissertation satisfactorily.

Profile of the Competencies of Graduates

The program of the Doctorate of Philosophy and Letters in History is designed to develop the professional competencies that will permit students to:

Knowledge

Demonstrate knowledge and understanding of:

- 1 the philosophical, conceptual and theoretical frame that serves as the foundation of the historian's profession.
- 2 the concepts and the principles of epistemology related to history.
- 3 the methods used in historical research.

Skills

1. Analyze controversial topics that affect the area of history.
2. Develop historical research.
3. Make historical research available as part of their contribution to historiography.

Attitudes

1. Develop their professional practice framed in ethical-moral principles in the field of history.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE DOCTORATE IN PHILOSOPHY AND LETTERS IN HISTORY

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 12 credits |
| Specialization Requirements | 9 credits |
| Prescribed Distributive Requirements | 6 credits |
| Elective Courses | <u>3 credits</u> |
| Total | 30 |

Core Course Requirements - 12 credits

| | | | |
|------|------|--|---|
| HIST | 7015 | The United States in Latin America: 20 th Century | 3 |
| HIST | 7020 | Topics in History of the Americas I | 3 |
| HIST | 7030 | Topics in History of the Americas II | 3 |
| HIST | 7040 | Topics in the History of Puerto Rico I | 3 |

Specialization Requirements - 9 credits

| | | | |
|------|------|---------------------------------|---|
| HIST | 8970 | Historical Research Methodology | 3 |
| HIST | 8980 | Doctoral Dissertation Proposal | 3 |
| HIST | 8990 | Dissertation | 3 |

Prescribed Distributive courses - 6 credits

Students must approve six credits from the following courses

| | | | |
|------|------|---|---|
| HIST | 7000 | Popular Culture and Nationalism in Latin America | 3 |
| HIST | 7005 | Islamic Societies in the Americas during the 20 th Century | 3 |
| HIST | 7010 | Russia and the Americas | 3 |
| HIST | 7021 | Topics in History of the Americas III | 3 |
| HIST | 7022 | Topics in History of the Americas IV | 3 |
| HIST | 7031 | Topics in History of the Americas V | 3 |
| HIST | 7032 | Topics in History of the Americas VI | 3 |
| HIST | 7041 | Topics in the History of Puerto Rico II | 3 |
| HIST | 7042 | Topics in the History of Puerto Rico III | 3 |
| HIST | 7050 | Historical Research in Puerto Rico | 3 |
| HIST | 7060 | Paleography in America | 3 |
| HIST | 7070 | Critical Historiography | 3 |
| HIST | 7080 | Plastic Arts as Manifestation in History | 3 |
| HIST | 7090 | Oral History | 3 |
| HIST | 7110 | History of Cuba and the Caribbean | 3 |
| HIST | 7120 | Puerto Rican Historiography | 3 |
| HIST | 7130 | History from India in Time of Conquest | 3 |
| HIST | 7140 | Bioarchaeology as a Source for Historical Research | 3 |
| HIST | 7150 | Historiography of the Conquest | 3 |

Elective Courses – 3 credits

Students must approve three credits at the doctoral level

The student will have the option of completing the Doctoral Degree if admitted to the Combined Masters and Doctoral Program. In the Combined Program students are exempt from taking the course HIST 6990 (Thesis) and six (6) elective credits at the master's level.

Combined Program (MA-PhD)

REQUIREMENTS FOR THE OF DOCTOR IN PHILOSOPHY AND LETTERS DEGREE IN HISTORY FOR THE COMBINED MASTERS-DOCTORAL PROGRAM

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 33 credits |
| Specialization Requirements | 15 credits |
| Prescribed Distributive Requirements | 6 credits |
| Elective Courses | <u>3 credits</u> |
| Total | 57 |

Core Course Requirements - 33 credits

| | | | |
|------|------|--|---|
| HIST | 5000 | History of the Aboriginal Cultures in the Americas | 3 |
| HIST | 5005 | History of Puerto Rico, 1800-1898 | 3 |
| HIST | 5010 | International Relations between the United States and Puerto Rico, 19 th – 21 st Centuries | 3 |
| HIST | 5015 | Colonial Institutions of America | 3 |
| HIST | 5020 | Slavery in the Americas | 3 |
| HIST | 6005 | Puerto Rican Historiography | 3 |
| HIST | 6020 | Historiography of the Americas | 3 |
| HIST | 7015 | United States in Latin America: Twentieth Century | 3 |
| HIST | 7020 | Topics in History of the Americas I | 3 |
| HIST | 7030 | Topics in History of the Americas II | 3 |
| HIST | 7040 | Topics in the History of Puerto Rico I | 3 |

Specialization Requirements - 15 credits

| | | | |
|------|------|---|---|
| HIST | 6000 | Colonization, Society and Culture of the Spanish Antilles, 16 th –18 th Centuries | 3 |
| HIST | 6010 | Methodologies for Historical Research | 3 |
| HIST | 8970 | Historical Research Methodology | 3 |
| HIST | 8980 | Doctoral Dissertation Proposal | 3 |
| HIST | 8990 | Dissertation | 3 |

Prescribed Distributive Requirements - 6 credits

Students must approve six credits from the following courses

| | | | |
|------|------|---|---|
| HIST | 7000 | Popular Culture and Nationalism in Latin America | 3 |
| HIST | 7005 | Islamic Societies in the Americas during the 20 th Century | 3 |
| HIST | 7010 | Russia and the Americas | 3 |
| HIST | 7021 | Topics in History of the Americas III | 3 |
| HIST | 7022 | Topics in History of the Americas IV | 3 |
| HIST | 7031 | Topics in History of the Americas V | 3 |
| HIST | 7032 | Topics in History of the Americas VI | 3 |
| HIST | 7041 | Topics in the History of Puerto Rico II | 3 |
| HIST | 7042 | Topics in the History of Puerto Rico III | 3 |
| HIST | 7050 | Historical Research in Puerto Rico | 3 |
| HIST | 7060 | Paleography in America | 3 |
| HIST | 7070 | Critical Historiography | 3 |
| HIST | 7080 | Plastic Arts as a Manifestation in History | 3 |

| | | | |
|------|------|--|---|
| HIST | 7090 | Oral History | 3 |
| HIST | 7110 | History of Cuba and the Caribbean | 3 |
| HIST | 7120 | Puerto Rican Historiography | 3 |
| HIST | 7130 | History from India in the Time of the Conquest | 3 |
| HIST | 7140 | Bioarchaeology as a Source for Historical Research | 3 |
| HIST | 7150 | Historiography of the Conquest | 3 |

Elective courses - 3 credits

Students must approve three credits at the doctoral level.

Information Security (MS)

The Master of Science Program in Information Security offers studies of a high level of complexity and specialization for the evaluation, analysis, administration and implementation of security strategies in computer information systems. The program is directed to all those professionals who possess a Baccalaureate in areas of computer sciences or information systems or their equivalent. It is also an alternative for the professional of any discipline who has approved specific courses in the computation area and wishes to enter the computation field. Graduates of the Program will be able to contribute their knowledge and skills in information security systems in public or private companies and institutions. The Program allows the interested student to aspire to obtain the following professional certifications: Certified Network Defense Professional (CNDP), Certified Cybercrime Forensic Investigator (CCFI), Certified Intrusion Detection Specialist (CIDS) and the option of the Certified Voice over Internet Security (CVoIP). The student will be responsible for obtaining these certifications through the Department of Continuing Education of the Metropolitan Campus.

Admission Requirements

To be admitted to the of Master of Science Program in Information Security, the candidate must meet the general admission requirements for a Master's degree, established by Inter American University of Puerto Rico in its Graduate Catalog and must meet the following specific requirements of the program:

To be admitted to the Program, the candidate must:

1. Have completed a bachelor's degree from an accredited university or educational institution, in any of the following areas:
 - a. computation,
 - b. information systems,
 - c. mathematics,
 - d. engineering,
 - e. or related areas, subject to the evaluation of the coordinator.
2. Have an academic index of at least 3.0 in the last 60 credits.
3. Have approved a course of:
 - a. Programming Logic or its equivalent
 - b. Structured Programming in any of the following languages: Java, C#, C++ or its equivalent
 - c. Networks and telecommunications or their equivalent
 - d. Computer Security or its equivalent

Graduation Requirements

In addition to the graduation requirements established in the current Graduate Catalog, the following requirements are required:

1. Approve course 6980 INSE - Development of a Security Project to comply with section "Institutional Graduation Requirements for Masters' Programs" of this Catalog, in relation to the research seminars.
2. Have a minimum academic average of 3.00 points.

The Metropolitan Campus is authorized to offer this Program online.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN INFORMATION SECURITY

| | | |
|--------------------------------------|-------|------------------|
| Specialization Requirements | | 27 credits |
| Prescribed Distributive Requirements | | <u>6 credits</u> |
| | Total | 33 |

Specialization Requirements - 27 credits

| | | | |
|------|------|--|---|
| INSE | 5101 | Fundamentals of Security in Networks I | 3 |
| INSE | 5201 | Forensic Informatics I | 3 |
| INSE | 6130 | Research Methodology | 3 |
| INSE | 6120 | Risk Analysis | 3 |
| INSE | 5102 | Fundamentals of Security in Networks II | 3 |
| INSE | 5202 | Forensic Informatics II | 3 |
| INSE | 6100 | Practices for the Detection and Prevention of Intrusions | 3 |
| INSE | 5140 | Security in E-Commerce | 3 |
| INSE | 6980 | Development of a Security Project | 3 |

Prescribed Distributive Requirements - 6 credits

Six prescribed distributive credits are required, where at least 3 credits must be from the following courses and the other 3 credits can be from another graduate program approved by the coordinator or director of the program.

| | | | |
|------|------|--|---|
| INSE | 5400 | Security in Networks of Voice on Internet (VoIP) | 3 |
| INSE | 6400 | Special Topics in Security | 3 |
| INSE | 6200 | Auditing of Information Systems | 3 |
| INSE | 5600 | Security in Databases | 3 |

International Business (MIB)

The Masters Program in International Business develops the competences that contribute to preparation in management and enterprise in the international field. The diverse operational areas that affect global enterprise transactions are studied.

The Program aims to develop the following competencies:

1. Manage the cultural and economic factors that play a part in business relations at the international level.
2. Analyze the operational process of multinational and transnational companies.
3. Apply new knowledge and managerial skills to compete in global markets, either as an employee or industrialist.
4. Develop projects or research related to international aspects.
5. Distinguish and value cultural differences with other countries and adapt judiciously to them.
6. Examine the situation of the entrepreneurs of Puerto Rico in the light of current international commercial treaties.
7. Analyze the multidisciplinary and international context of the managerial practices.
8. Evaluate international markets as the present and future means to do business in view of a new economy and new global sociopolitical environment.

Admission Requirements

Students requesting admission to the Master's Degree in International Business Program must:

1. Meet the requirements for entering masters programs established in the section "Admission Requirements to Masters Programs" of this Catalog.
2. Obtain a minimum score of 450 points in the Entrance Examination to Studies of Posgrado (EXADEP) or in the Graduate Management Admission Test (GMAT) or its equivalent, except the candidates who have a grade point average of 3.25 or above in their bachelor's degree and a minimum grade point average of 3.00 in the last 60 credits.
3. Have a bachelor's degree in Business Administration (BBA) or have a baccalaureate in another discipline and present proof of having approved courses (or their equivalent) in the following areas, at the baccalaureate level with a minimum grade of C or its equivalent:
 - Statistics (6 credits)
 - Economics (6 credits)
 - Accounting I (3-4 credits)
 - Management (3 credits)
 - Marketing (3 credits)
 - Finance (3 credits)
 - Quantitative Methods or Precalculus (3-5credits)

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF INTERNATIONAL BUSINESS DEGREE

| | | |
|--------------------------------------|-------|------------------|
| Specialization Requirements | | 41 credits |
| Prescribed Distributive Requirements | | <u>3 credits</u> |
| | Total | 44 |

Specialization Requirements - 41 credits

| | | | |
|------|------|---|---|
| INBS | 5000 | Intercultural Negotiation and Communication in International Business | 3 |
| INBS | 5005 | Professional Workshop | 2 |
| INBS | 5020 | International Macroeconomics | 3 |
| INBS | 6000 | International Business Management | 3 |
| INBS | 6010 | International Business Law | 3 |
| INBS | 6020 | International Economic Policy | 3 |
| INBS | 6210 | Research Methods in International Business | 3 |
| INBS | 6970 | Seminar: Business Environment and Administrative Practices of the Caribbean and Latin America | 3 |
| INBS | 6990 | Project in Consulting/ Research in Business | 3 |
| BADM | 6200 | International Finance | 3 |
| BADM | 6295 | Global Operations | 3 |
| BADM | 6390 | Global Marketing | 3 |
| BADM | 6820 | The Multinational Company | 3 |
| ACCT | 6420 | International Financial Statements and their Analysis | 3 |

Prescribed Descriptive Requirements - 3 credits

Students must select one course from the following:

| | | | |
|------|------|--------------------------|---|
| INBS | 6905 | International Internship | 3 |
| INBS | 6910 | Professional Practice | 3 |

Minor Specialization in International Marketing

The minor specialization in International Marketing is designed for the graduate student of the Master of Business Administration and the Master of International Business. This minor specialization aspires to develop knowledge and skills in decision making in the entrepreneurial areas of communication, consumer behavior and the determination of pricing strategies from a perspective of marketing in the global environment.

The Metropolitan Campus is authorized to offer this minor specialization.

Requirements for the Minor Specialization in International Marketing - 9 credits

| | | | |
|------|------|--|---|
| BADM | 5480 | Digital Marketing | 3 |
| BADM | 6480 | International Pricing | 3 |
| MKTG | 6430 | Consumer Behavior at the International Level | 3 |

Minor Specialization in International Relations

The Minor Specialization in International Relations is designed for the graduate student of the Master of Business Administration and the Master of International Business. The goal of this program has is to develop knowledge and skills in the areas of globalization, international organizations and international civil society. This minor specialization provides managerial knowledge and skills in the areas dealing with globalization.

The Metropolitan Campus is authorized to offer this minor specialization.

Requirements for the minor specialization in International Relations – 12 credits

| | | | |
|------|------|--|---|
| INBS | 6070 | Globalization: Foundation of Contemporary International Businesses Relations | 3 |
| INBS | 6080 | International Relations and Contemporary Affairs of Economy and International Business | 3 |
| INBS | 6090 | International Organizations and International Civil Society: Their Influence in International Relations and Business | 3 |
| INBS | 6310 | International Humanitarian Actions: Philanthropy and Business Opportunities | 3 |

Minor Specialization in Economic and Social Dimensions of Globalization

The minor specialization is designed to reflect on the meaning of the economic policy in the new context that defines the process of the globalization in the economic, social, and business activities. This process, driven by ideological reasons as well as by technological reasons, has substantially modified the effectiveness of the mechanisms of public intervention offered by economic literature.

The Metropolitan Campus is authorized to offer this minor specialization.

Requirements for the Minor Specialization in Economic and Social Dimensions of Globalization - 12 credits

Students will take the following 9 credits:

| | | | |
|------|------|---|---|
| BADM | 6555 | Introduction to Research in Social Sciences | 3 |
| BADM | 6580 | Globalization: International Trade, Capital Flow, New Governance and Fairness | 3 |
| BADM | 6590 | Dimensions of the globalization and Incidences in Economic, Political and Socio Labor Relations | 3 |

Select a 3 credit course from the following:

| | | | |
|------|------|--|---|
| BADM | 5776 | Transformation of the Liberal State in Current Globalization | 3 |
| BADM | 6559 | Analysis of Regression Applied to Social Sciences | 3 |
| BADM | 6577 | Introduction to Econometry | 3 |
| BADM | 6600 | Policy of Innovation in Globalization | 3 |
| BADM | 6610 | Culture, Identity and Policy in the Context of Globalization | 3 |

International Business Administration (MIBA)

The Master of International Business Administration (MIBA) is a program applied to the administration of resources and organizational assets in the local and international environment. The program promotes the analysis of management components and functions in the international context. Its purpose is to develop leaders through research, critical thinking, problem solving and strategic business planning. It contributes to the development of administrative skills that help to identify new business opportunities in the specialties of Accounting, Finance, Human Resources, Marketing, and Global Logistics.

Program Goals

The International Business Administration Program has the following goals:

1. Expand the development of a competent professional who can provide quality services and be an agent of change in organizations.
2. Train professionals interested in expanding their knowledge in the practices of international trade.
3. Develop a professional in the investigation, analysis and critical assessment of organizational problems.

Program Objectives

The International Business Administration Program has the following objectives:

1. Investigate and analyze international commercial activity.
2. Discuss the relevant aspects of cultural diversity and its application in the international tasks and ethics of the profession.
3. Assess the roles of the manager in strategic planning, economic trends and decision making in an international framework.

Graduate Proficiency Profile

Upon completion of their professional training, the graduate will demonstrate specialized skills in dimensions of knowledge, skills and attitudes, as indicated below:

Knowledge

1. Understand the managerial functions in an international environment.
2. Understand the historical, economic and cultural background in the international business environment.
3. Explain the process of strategic planning and the tools to be used in decision making.

Skills

1. Apply the knowledge acquired in the administration and operation of an international organization.
2. Use research to optimize managerial functions and strengthen the decision making process.
3. Develop strategic plans to achieve competitiveness at the international level.

Attitudes

1. Value the profession through an interdisciplinary perspective and effective communication in the organizational context.
2. Respect for cultural diversity, ethical principles and social-corporate responsibility.
3. Recognize the importance of continued education in the practice of their profession.

Admission Requirements

In addition to the admission requirements established in the Graduate Catalog, students who aspire to this master's degree must meet the following program requirements:

1. Students who request a major in Marketing, Global Logistics, and Human Resources must have approved with a minimum of "C" three (3) credits in economy, three (3) credits in statistics and three (3) credits in accounting.
2. Students applying for Accounting and Finance majors must have approved with a minimum of "C" three (3) credits in economics, three (3) credits in statistics, three (3) credits in finance and six (6) credits in finance.
3. Present the results obtained in the Examination of Admission to Postgraduate Studies (EXADEP) or in the *Graduate Management Admission Test* (GMAT) or its equivalent, except for candidates who have a 3.00 GPA or more in the last 60 credits of studies of their baccalaureate.

The campuses authorized to offer the specializations of this Program are:

- 1) Accounting: Barranquitas, Ponce
Accounting Online: Ponce
- 2) Finance: Ponce
Finance Online: Ponce
- 3) Global Logistics Online: Ponce
- 4) Marketing: Ponce
Marketing Online: Ponce
- 5) Human Resources: Ponce
Human Resources Online: Ponce

REQUIREMENTS FOR THE MASTER OF INTERNATIONAL BUSINESS ADMINISTRATION

| | |
|-----------------------------|-------------------|
| Core Course Requirements | 18 credits |
| Specialization Requirements | <u>15 credits</u> |
| Total | 33 |

Core Course Requirements - 18 credits

| | | | |
|------|------|--|---|
| IBAD | 5100 | Research in the International Environment | 3 |
| IBAD | 5210 | International Information Systems | 3 |
| IBAD | 5220 | International Business Marketing | 3 |
| IBAD | 5340 | Managerial Economics in International Business Environment | 3 |
| BADM | 5040 | Accounting for Managers | 3 |
| BADM | 6200 | International Finance | 3 |

Specialization in Accounting

Specialization Requirements for Accounting - 15 credits

| | | | |
|------|------|---|---|
| ACCT | 6410 | International Accounting | 3 |
| ACCT | 6420 | International Financial Statements and their Analysis | 3 |
| ACCT | 6430 | Advanced Internal Auditing | 3 |
| ACCT | 6440 | Forensic Accounting | 3 |
| SEMI | 697_ | MIBA Integration Seminar | 3 |

Specialization in Finance

Specialization Requirements for Finance - 15 credits

| | | | |
|------|------|---|---|
| FINA | 5190 | Corporate Finance | 3 |
| FINA | 6310 | International Financial Administration | 3 |
| FINA | 6420 | International Financial Markets | 3 |
| FINA | 6430 | International Analysis of Investment Portfolios | 3 |
| SEMI | 697_ | MIBA Integration Seminar | 3 |

Specialization in Global Logistics

Specialization Requirements for Global Logistics - 15 credits

| | | | |
|------|------|------------------------------------|---|
| GLLO | 6100 | Introduction to Global Logistics | 3 |
| GLLO | 6200 | Technology for Global Logistics | 3 |
| GLLO | 6300 | Security in the Global Value Chain | 3 |
| GLLO | 6400 | Advanced Global Logistics | 3 |
| SEMI | 697_ | MIBA Integration Seminar | 3 |

Specialization in Human Resources

Specialization Requirements for Human Resources - 15 credits

| | | | |
|------|------|---|---|
| BADM | 6010 | Human Resources Management in the International Environment | 3 |
| BADM | 6415 | International Administration of Salaries, Benefits and Services | 3 |
| BADM | 6510 | International Labor Economics | 3 |
| LARE | 6410 | Comparative Labor Relations | 3 |
| SEMI | 697_ | MIBA Integration Seminar | 3 |

Specialization in Marketing

Specialization Requirements for Marketing - 15 credits

| | | | |
|------|------|---|---|
| MKTG | 6410 | Integrated Communication of International Marketing | 3 |
| MKTG | 6420 | Strategic Planning of International Marketing | 3 |
| MKTG | 6430 | Consumer Behavior at the International Level | 3 |
| MKTG | 6440 | Electronic Marketing | 3 |
| SEMI | 697_ | MIBA Integration Seminar | 3 |

Labor Relations (MA)

The Masters of Arts Program in Labor Relations integrates the theoretical, technical and legal aspects related to labor relations, human resource management and the practice of the Labor Relations profession. The Program entails a background of human relations in labor conflict resolution. In addition, it aims to train enterprising professionals and leaders who may work in organizations, to make the solution of situations that affect the work world feasible.

In addition to meeting the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog, candidates for admission to this Program must have passed the following undergraduate courses (or their equivalent):

| | | | |
|------|------|---------------------------------|---|
| MAEC | 2212 | Principles of Economics (MACRO) | 3 |
| PSYC | 1051 | General Psychology I | 3 |
| SOCI | 2030 | Introduction to Sociology | 3 |

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN LABOR RELATIONS

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 21 credits |
| Specialization Requirements | 12 credits |
| Prescribed Distributive Requirements | <u>3 credits</u> |
| Total | 36 |

Core Course Requirements - 21 credits

| | | | |
|------|------|---|---|
| LARE | 5001 | Research Methods in Labor Relations | 3 |
| LARE | 5010 | Labor Relations and Collective Bargaining Legislation | 3 |
| LARE | 5200 | Labor Statistics | 3 |
| LARE | 5400 | Labor Legislation | 3 |
| LARE | 5410 | History and Philosophy of Labor Movements | 3 |
| LARE | 6440 | Mediation, Conciliation and Labor Arbitration | 3 |
| BADM | 5100 | Organizational Theory and Behavior | 3 |

Specialization Requirements - 12 credits

| | | | |
|------|------|--|---|
| LARE | 6975 | Integrating Seminar in Labor Relations | 3 |
|------|------|--|---|

Nine (9) credits from the following:

| | | | |
|------|------|---|---|
| LARE | 5300 | Labor Economics | 3 |
| LARE | 5420 | Labor Relations in the Public Sector | 3 |
| LARE | 6300 | Protective Work Legislation | 3 |
| LARE | 6410 | Comparative Labor Relations | 3 |
| LARE | 6450 | Job Discrimination | 3 |
| BADM | 6080 | Administration of Compensation and Benefits | 3 |

Prescribed Distributive Requirements – 3 credits

Three (3) credits from the following:

| | | | |
|------|------|----------------------------------|---|
| BADM | 6070 | Human Resources Management | 3 |
| BADM | 6090 | Supervision and Leadership | 3 |
| LARE | 6430 | New Organizational Work Patterns | 3 |

Minor Specialization in Economic and Social Dimensions of Globalization

The minor specialization is designed to reflect on the meaning of the economic policy in the new context that defines the process of the globalization in the economic, social, and business activities. This process, driven by ideological reasons as well as by technological reasons, has substantially modified the effectiveness of the mechanisms of public intervention offered by economic literature.

The Metropolitan Campus is authorized to offer this minor specialization.

Requirements for the Minor Specialization in Economic and Social Dimensions of Globalization - 12 credits

Students will take the following 9 credits:

| | | | |
|------|------|---|---|
| BADM | 6555 | Introduction to Research in Social Sciences | 3 |
| BADM | 6580 | Globalization: International Trade, Capital Flow, New Governance and Fairness | 3 |
| BADM | 6590 | Dimensions of the globalization and Incidences in Economic, Political and Socio Labor Relations | 3 |

Select a course from the following:

| | | | |
|------|------|--|---|
| BADM | 5776 | Transformation of the Liberal State in Current Globalization | 3 |
| BADM | 6559 | Analysis of Regression Applied to Social Sciences | 3 |
| BADM | 6577 | Introduction to Econometry | 3 |
| BADM | 6600 | Policy of Innovation in Globalization | 3 |
| BADM | 6610 | Culture, Identity and Policy in the Context of Globalization | 3 |

Library and Information Sciences (MLS)

This Program aspires to prepare students to hold positions as professional librarians. Through the Program, students recognize the importance of strengthening the profession of librarian in aspects of professional leadership, knowledge and the necessary attitudes for improving library and information center services.

Graduates of the Program will qualify for certification from the Department of Education if they have a minimum of two years satisfactory experience as a librarian teacher.

In addition to meeting the requirements established in the section "Admission Requirements for Masters' Programs" of this Catalog, a statistics course is required for admission to the Library and Information Sciences Program.

The San Germán Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF LIBRARY AND INFORMATION SCIENCES DEGREE

| | | |
|--------------------------------------|-------|------------------|
| Specialization Requirements | | 33 credits |
| Prescribed Distributive Requirements | | <u>6</u> credits |
| | Total | 39 |

Specialization Requirements - 33 credits

| | | | |
|------|------|---|---|
| LISC | 5000 | Library Fundamentals and Information Sciences | 3 |
| LISC | 5180 | Computer Applications in the Library | 3 |
| LISC | 5200 | Information Service and Documentation | 3 |
| LISC | 5300 | Cataloging and Bibliographic Description | 3 |
| LISC | 5350 | Subject Classification and Indexing | 3 |
| LISC | 5390 | Control and Handling of Serial Publications | |
| | | or | |
| LISC | 6460 | Development of Collections and Services for Children, Young People and Adults | 3 |
| LISC | 5450 | Collection Acquisition, Development and Evaluation | 3 |
| LISC | 6150 | Administration of School Libraries | |
| | | or | |
| LISC | 6710 | Services in Academic Libraries and Documentation Centers | 3 |
| LISC | 6250 | Research Methods Applied to Library and Information Services | 3 |
| LISC | 6350 | Educational Technology: Use, Production and Evaluation | 3 |
| LISC | 6910 | Internship in Libraries | 3 |

Prescribed Distributive Requirements - 6 credits

Six (6) credits to be selected from the following courses with approval of the Director of the Department.

| | | | |
|------|------|--|-------|
| LISC | 5250 | Documentation and Database for the Humanities | 1 |
| LISC | 5260 | Documentation and Database for the Behavioral Sciences | 1 |
| LISC | 5270 | Documentation and Database for the Natural Sciences | 1 |
| LISC | 5370 | Special Problems in Descriptive Cataloging | 3 |
| LISC | 6750 | Bibliographic Instruction | 3 |
| LISC | 6980 | Independent Study | 1 - 3 |

Mechanical Engineering (MS and ME)

The Department of Mechanical Engineering offers two modalities of master degrees: Master of Science (M.S.) in Mechanical Engineering and Master of Engineering (M.E.) in Mechanical Engineering. In each modality two specializations are offered: Aerospace and Energy. These programs are designed to prepare students with the skills and attitudes necessary to perform as efficient professionals in the aerospace and energy specializations. In the Energy specialization students are prepared in the study of fossil and renewable energies. In the Aerospace specialization students are offered the knowledge necessary to perform successfully in the aerospace industry. Students can choose one of the two specializations offered: Aerospace and Energy.

Admission Requirements

In addition to the general requirements in the Graduate Catalog, the following is required:

1. Possess a Bachelor's degree in Mechanical Engineering or related area.
2. Present three (3) letters of recommendation from people who know the student in his academic or professional performance or both.
3. Have approved the following courses or equivalents:
 - a. MECN 4202 Thermodynamics II
 - b. MECN 3135 Solid Mechanics
 - c. MATH 3400 Differential Equations

The Bayamón Campus is authorized to offer these programs and specializations.

REQUIREMENTS FOR THE MASTER OF SCIENCE (M.S.) IN MECHANICAL ENGINEERING

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 12 credits |
| Prescribed Distributive Requirements | 6 credits |
| Specialization Requirements | 9 credits |
| Thesis Requirements | <u>6 credits</u> |
| Total | 33 |

Core Course Requirements - 12 credits

| | | | |
|------|------|--|---|
| MECN | 6010 | Advanced Mathematics for Engineers | 3 |
| MECN | 6020 | Advanced Thermodynamics | 3 |
| MECN | 6030 | Advanced Solid Mechanics | 3 |
| MECN | 6040 | Computational Modeling for Engineering | 3 |

Prescribed Distributive Requirements - 6 credits

Select 6 credits from the following courses:

| | | | |
|------|------|---|---|
| MECN | 5970 | Advanced Topics in Mechanical Engineering | 3 |
| MECN | 6140 | Fuel Cells | 3 |
| MECN | 6150 | Advanced Power Generation | 3 |
| MECN | 6240 | Aerospace Materials | 3 |
| MECN | 6250 | Computational Fluid Dynamics | 3 |
| MECN | 6260 | Advanced Mechanical Vibration | 3 |
| MECN | 6300 | Advanced Control Systems | 3 |
| MECN | 6510 | Lighting Systems Design | 3 |

Specialization Requirements

The student will select one of the following specializations:

Specialization in Energy (Mechanical Engineering) (MS)

Specialization in Energy - 9 credits

| | | | |
|------|------|-----------------------|---|
| MECN | 6110 | Renewable Energy | 3 |
| MECN | 6120 | Energy Management | 3 |
| MECN | 6130 | Sustainable Buildings | 3 |

Specialization in Aerospace (Mechanical Engineering) (MS)

Specialization in Aerospace - 9 credits

| | | | |
|------|------|------------------------------------|---|
| MECN | 6210 | Integration of Engineering Systems | 3 |
| MECN | 6220 | Advanced Aerospace Structures | 3 |
| MECN | 6230 | Aerospace Dynamics | 3 |

Thesis Requirements - 6 credits

| | | | |
|------|------|------------|---|
| MECN | 6991 | Thesis I | 1 |
| MECN | 6992 | Thesis II | 2 |
| MECN | 6993 | Thesis III | 3 |

REQUIREMENTS FOR THE MASTER OF ENGINEERING (M.E.) IN MECHANICAL ENGINEERING

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 12 credits |
| Prescribed Distributive Requirements | 12 credits |
| Specialization Requirements | 9 credits |
| Project Requirements | <u>3 credits</u> |
| Total | 36 |

Core Course Requirements - 12 credits

| | | | |
|------|------|--|---|
| MECN | 6010 | Advanced Mathematics for Engineers | 3 |
| MECN | 6020 | Advanced Thermodynamics | 3 |
| MECN | 6030 | Advanced Solid Mechanics | 3 |
| MECN | 6040 | Computational Modeling for Engineering | 3 |

Prescribed Distributive Requirements - 12 credits

Select 12 credits from the following courses:

| | | | |
|------|------|---|---|
| MECN | 5970 | Advanced Topics in Mechanical Engineering | 3 |
| MECN | 6140 | Fuel Cells | 3 |
| MECN | 6150 | Advanced Power Generation | 3 |
| MECN | 6240 | Aerospace Materials | 3 |
| MECN | 6250 | Computational Fluid Dynamics | 3 |
| MECN | 6260 | Advanced Mechanical Vibration | 3 |
| MECN | 6300 | Advanced Control Systems | 3 |
| MECN | 6510 | Lighting Systems Design | 3 |

Specialization Requirements

The student will select one of the following specializations:

Specialization in Energy (Mechanical Engineering) (ME)

Specialization in Energy - 9 credits

| | | | |
|------|------|-----------------------|---|
| MECN | 6110 | Renewable Energy | 3 |
| MECN | 6120 | Energy Management | 3 |
| MECN | 6130 | Sustainable Buildings | 3 |

Specialization in Aerospace (Mechanical Engineering) (ME)

Specialization in Aerospace - 9 credits

| | | | |
|------|------|------------------------------------|---|
| MECN | 6210 | Integration of Engineering Systems | 3 |
| MECN | 6220 | Advanced Aerospace Structures | 3 |
| MECN | 6230 | Aerospace Dynamics | 3 |

Project Requirements of 3 credits

| | | | |
|------|------|------------|---|
| MECN | 6981 | Project I | 1 |
| MECN | 6982 | Project II | 2 |

Molecular Microbiology (MS)

The Master of Science in Molecular Microbiology offers two concentrations: Bioinformatics and Molecular Diagnostic. This program provides specific training to future microbiologists in the interpretation and analysis of new generation sequences and their integration into biological knowledge. In addition, it uses sophisticated bioinformatics systems through data analysis and the use of open source platforms. It includes the study of molecular techniques in the design of diagnostic methods used for the detection of pathological conditions and the study of techniques applied to instruments that are used for research purposes.

Profile of the Competencies of Graduates

The Program is designed to develop the professional competencies that allow the student to:

Specialization in Bioinformatics

Knowledge

1. Demonstrate knowledge of microbiology in the genomic era, in aspects related to the balance of ecosystems.
2. Distinguish scientific information from various sources.
3. Distinguish the most useful platforms (pipeline) for data management in molecular microbiology.

Skills

1. Apply molecular microbiology methodology in scientific research aimed at solving problems.
2. Evaluate the most useful programs for data management in molecular microbiology.
3. Argue ideas and results of research, before the scientific community, orally and in writing, both in Spanish and English.

Attitudes

1. Value the importance of ethical standards related to scientific conduct in research.
2. Recognize the importance of proposing solutions based on molecular microbiology to address situations of depredation and spoliation of ecological environments.

Specialization in Molecular Diagnostics

Knowledge

1. Demonstrate knowledge of microbiology in the genomic era, in aspects related to human health.
2. Distinguish the most useful platforms (pipeline) for data management in molecular microbiology.

Skills

1. Apply molecular microbiology methodologies in scientific research aimed at solving problems.
2. Evaluate the most useful programs for data management in molecular microbiology.
3. Argue ideas and results of research, before the scientific community, orally and in writing, both in Spanish and English.

Attitudes

1. Value the importance of ethical standards related to scientific conduct in research.
2. Recognize the importance of proposing solutions based on molecular techniques for clinical diagnosis.

Admission Requirements

Students, who request admission to the Master of Science in Molecular Microbiology Program, must meet the admission requisites of the current Master's Programs at the Institution, in addition to the following requisite:

Have passed the following courses or their equivalents, with a minimum grade of "C":

- Genetics
- General Microbiology
- Cellular and Molecular Biology or Biochemistry
- Immunology
- Organic Chemistry I and II
- Analytic Chemistry

*Some of these courses require prior approval of other related courses.

The Metropolitan Campus is authorized to offer this program.

ACADEMIC REQUIREMENTS FOR THE MASTER'S PROGRAM IN SCIENCES IN MOLECULAR MICROBIOLOGY

| | |
|--------------------------|---------------|
| Core Requisites | 25-26 credits |
| Concentration Requisites | 9 credits |
| Total | 34-35 credits |

Core Requisites - 25 o 26 credits

| | | | |
|------|------|-------------------------------------|---|
| MOMI | 5101 | Biochemistry of Biomolecules I | 3 |
| MOMI | 5102 | Biochemistry of Biomolecules II | 3 |
| MOMI | 5110 | Microbial Genetics | 2 |
| MOMI | 5130 | Biosecurity | 1 |
| MOMI | 5210 | Microbial Physiology and Metabolism | 3 |
| MOMI | 5300 | Microbial Ecology | 2 |
| MOMI | 5310 | Microbial-Host Interactions | 3 |
| MOMI | 6300 | Omics Approaches in Microbiology | 2 |
| MOMI | 6310 | Seminar in Molecular Microbiology | 1 |
| MOMI | 6400 | Data Analysis and Bioinformatics | 2 |
| MOMI | 6989 | Research Project | 3 |
| | or | | |
| MOMI | 6991 | Thesis | 2 |
| MOMI | 6992 | Thesis Continuation | 2 |

* Students who opt for doctoral studies must take courses MOMI 6991 and 6992.

Specialization Requirements - 9 credits

Students will select one of the two specializations: Bioinformatics or Molecular Diagnostic.

Specialization in Bioinformatics

| | | | |
|------|------|-----------------------------|---|
| MOMI | 5320 | Programming and Data Mining | 3 |
| MOMI | 6320 | Microbial Genomics | 3 |
| MOMI | 6410 | Molecular Phylogenetic | 3 |

Specialization in Molecular Diagnostic

| | | | |
|------|------|---|---|
| MOMI | 6331 | Recombinant DNA Techniques | 3 |
| MOMI | 6332 | Molecular Diagnostic Techniques in Microbiology | 3 |
| MOMI | 6500 | Advanced Molecular Diagnosis | 3 |

Music (MM)

The program of Master of Music (MM) focuses on the development of basic skills in the general field of music, both in its academic and practical manifestation. The Program offers the tools to carry out studies in musical arts focused on advanced knowledge of research, music theory and the anthropological and historical processes of Puerto Rican, Caribbean and global music.

Profile of Competencies of the Graduate

The Master of Music Program is designed to develop the competencies that allow the student to:

Knowledge

1. Demonstrate knowledge about the foundations of history, theory and music theory both in the context of music education and in the creation of original works, arrangement of vernacular creations and international repertoire and their execution.
2. Know the philosophies of the musical teaching and the aesthetic musical proposals for the conceptualization and execution of both based on pedagogical practices and the creation of aesthetically based musical works.
3. Know the basic quantitative research methods and designs as they are used particularly in the musical sciences.

Abilities

1. Explain the fundamentals of history, theory and music theory both in the context of music teaching and in the creation of original works, arrangement of vernacular creations and international repertoire and their execution.
2. Choose between the philosophies of music teaching and the aesthetic musical proposals for the conceptualization and execution of both based on pedagogical practices and the creation of aesthetically based musical works.
3. Identify basic quantitative research methods and designs as they are used particularly in the musical sciences.
4. Practice this profession at a high artistic and academic level capable of investigating, producing and transmitting knowledge.
5. Evaluate the current demands of this profession and respond with proposals from research, composition, teaching and musical interpretation.
6. Create dynamic and adaptive ways of projecting the cultural values of your country, both in the national and global context.

Attitudes

1. Demonstrate commitment to incorporate information from the musical sciences available in the formulation of practices, assessment, diagnosis, teacher-musician in teaching-learning interventions, updated repertoire demands and in cultural management consulting.
2. Evidence disposition to consider the cultural and professional ethics aspects pertinent to the activities of pedagogical evaluation, musical performance, cultural management consultancy, and musicological research.
3. Demonstrate an internalized sense of national, professional and personal identity, including an appreciation for the ability of the practice of music to create and stimulate constructive interpersonal relationships.

Admission Requirements

1. Have completed a Bachelor of Music or Bachelor of Arts in Music or Bachelor of Music Education.
2. Demonstrate mastery of theory and musical harmony through audition.
3. Students interested in the area of Composition must submit a portfolio of their creative works to be evaluated and recommended by the faculty.

The Metropolitan Campus is authorized to offer this Program

REQUIREMENTS OF THE MASTER OF MUSIC

| | | |
|--------------------------------------|-------|------------|
| Core Course Requirements | | 33 credits |
| Specific Requirements | | 3 credits |
| Prescribed Distributive Requirements | | 6 credits |
| | Total | <u>42</u> |

Core Course Requirements - 33 credits

| | | | |
|------|------|--|---|
| MUED | 5100 | Research Techniques in Music Education | 3 |
| MUED | 5101 | Philosophy of Music Education | 3 |
| MUED | 5105 | Measurement, Assessment and Evaluation of Music Learning | 3 |
| MUED | 5108 | Fundamental of Music Pedagogy | 3 |
| MUED | 5200 | Assembly | 3 |
| MUED | 5201 | History of Puerto Rican Music | 3 |
| MUED | 5202 | Music of the World | 3 |
| MUSI | 5020 | Comparative History of Music | 3 |
| MUSI | 5030 | Theoretical and Sol-fa Compendium | |
| MUSI | 5040 | Advanced Theory and Harmony | |
| MUSI | 5120 | Orchestration | 3 |

Specific Requirements - 3 credits

| | | | |
|------|------|--------------------|---|
| MUED | 6690 | Thesis in Music | 3 |
| MUED | 6692 | Recital Conference | 3 |

Course required to meet the institutional graduation requirement for master's programs.

Prescribed Distributive Requirments - 6 credits

| | | | |
|------|------|--|---|
| MUED | 5103 | Seminar in Music Education at the Elementary Level | 3 |
| MUED | 5104 | Seminar in Music Education at the Secondary Level | 3 |
| MUED | 5106 | Technology and Instructional Design | 3 |
| MUSI | 6301 | Composition I | 3 |
| MUSI | 6301 | Composition II | 3 |
| MUSI | 6301 | Composition III | 3 |
| MUSI | 6301 | Composition IV | 3 |

Music Education (MA) San Germán Campus

The Master of Arts Program in Music Education aims to prepare professionals who expand their role and function in the different school levels as well as in the diverse educational systems. The study program will develop knowledge in philosophical, social and educational theories. It concentrates in the application of the teaching and learning process of music.

The core component focuses on general conceptual courses to expose students to the diversity of aspects related to music, whereas the specialization component deals more with the specific formation within the field of the music education. In the elective component students will be able to explore other areas of music of their preference or may opt for a special research project or a special creative project. The number of required credits to complete this master's degree compares favorably with the master of music degrees offered in universities in the United States and with the standards established by the National Association of Schools of Music (NASM).

Graduates of the Masters of Arts Program in Music Education will be a professional prepared in all facets of music; its teaching, its historical and philosophical background, its development, its esthetic sense and its interpretation.

The specialization in Music Education aims to satisfy the professional growth needs of the teachers of Music Education in Puerto Rico, the Caribbean and Spanish speaking countries. It aspires to develop professionals that can assume a leadership role as teachers in the public and private educational systems of the country, as well as in the music profession that enriches our cultural inheritance.

Profile of the Competencies of Graduates

This program is designed to develop the competencies that will permit students to:

Knowledge

1. Know materials, methodologies, curricular developments and technologies to design significant educational experiences.
2. Know the musical elements and the theoretical, auditory and historical foundations of music.
3. Know the evaluation and assessment mechanisms that are particular to the teaching of music.
4. Know the history the music education and its influence in the physical, social and psychological development of the human being.
5. Know the methods and processes of quantitative and qualitative research.

Skills

1. Interpret music and handle their instrument effectively.
2. Demonstrate capacity to carry out analysis and direct ensembles with an interpretation that is musical and esthetic.
3. Analyze critically and create curricula of music education using historical, philosophical, esthetic, methodological, psychological, and educational foundations.
4. Use recent technology to create didactic materials and strengthen their pedagogical work.

Attitudes

1. Contribute to the improvement of Music Education in Puerto Rico by assuming an educational leadership role that will contribute to society with social, cultural and ethical values.
2. Recognize the importance of being at the vanguard of knowledge in the subject matter.
3. Aspire to enrich, with music, the lives of students, who then will enrich the society in which they live.

Admission Requirements

Students requesting admission to the Masters of Arts in Music Education program must meet the admission requirements for masters programs established in the current Graduate Catalog. In addition, they must meet the following particular requirements:

1. Have an interview with an Admissions Committee.
2. Have one of the following:
 - A Baccalaureate degree in Music Education
 - A Baccalaureate degree with a major in Music and 12 credits in foundations of education or music education *.
 - A Baccalaureate degree and Music Teacher Certification from the Department of Education of Puerto Rico
 - A Baccalaureate degree and 24 credits in music and 12 credits in foundations of education or music education *.

*The 12 credits must include areas such as: foundations, philosophy, history, learning theories, evaluation, curriculum, or methodology.

Note: All students admitted to the Program must take a placement test before beginning their first semester to determine their sequence of courses.

Admission of Transfer Students

Students requesting admission as transfer students must meet the requirements of the current Graduate Catalog and the specific requirements of the program.

Graduation Requirements

All candidates for graduation with a Master of Arts in Music Education degree must meet the specific requirements of the Graduate Catalog and the specialization requirements, including passing the Comprehensive Examination.

Satisfactory Academic Progress Requirements

The academic index and minimum grade requirements established in the Graduate Catalog are in effect for this program.

The San Germán Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC EDUCATION

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 15 credits |
| Specialization Requirements | 13 credits |
| Prescribed Distributive Requirements | <u>6 credits</u> |
| Total | 34 |

Core Course Requirements - 15 credits

| | | | |
|------|------|---|---|
| MUED | 5160 | History and Philosophy of Music Education | 3 |
| MUSI | 5185 | Musical Interpretation and Analysis | 3 |
| MUSI | 5255 | Workshop in Applied Music I | 1 |
| MUSI | 5256 | Workshop in Applied Music II | 1 |
| MUSI | 5257 | Workshop in Applied Music III | 1 |
| MUSI | 5265 | Conducting and Literature | 3 |

MUTE 5261 Technology Applied to Music Education 3

Specialization Requirements - 13 credits

MUED 5105 Measurement, Assessment and Evaluation of Music Learning 3

MUED 5130 Psychology of Musical Learning 3

MUED 5171 Devepoment and Application of Knowledge in Music Education 4

MUED 5191 Curriculum Design in Music 3

Prescribed Distributive Requirements - 6 credits

Students should take 6 elective credits at the graduate level with the approval of their academic advisor.

Special Project Option

Students may opt for a special four-credit project and two credits in electives at the graduate level, with the approval of their academic advisor.

Nursing (MSN)

The Master of Science in Nursing Program offers three specialization options: Critical Care Nursing, Medical-Surgical Nursing and Maternal Child Nursing. The Program has the goal of developing specialists in nursing that:

1. Have knowledge and skills inherent to the specialization.
2. Have ethical-professional attitudes, communication, leadership and critical thinking skills and are able to use technology to facilitate their intervention with individuals, the family and groups.
3. Apply the scientific research process in the solution of health problems, thereby improving the quality of service in the field of nursing.
4. Apply knowledge of mental health during intervention with the individual, family and groups.
5. Perform educational or administrative functions in different scenarios as part of the selected specialization: Critical Care Nursing, Medical-Surgical Nursing or Maternal Child Nursing.

Admission Requirements

In addition to meeting the admission requirements established for Masters Programs in this Catalog, candidates for admission must:

1. Have a Bachelor's Degree in Nursing from an accredited institution.
2. Have a grade point index of 2.50 or above in the last sixty (60) credit hours of academic work.
3. Have a provisional or permanent and current generalist nursing license for practicing nursing in Puerto Rico.
4. Be an active member of the College of Professional Nursing of Puerto Rico.
5. Send two (2) letters of recommendation from individuals who have supervised the candidate in the work setting or from the nursing faculty.
6. Present the following documents:
 - a. A health certificate.
 - b. Vaccination certificate of Hepatitis B.
 - c. A Certificate of No Penal Record issued by the Puerto Rico Police Department.
 - d. A copy of current provisional or professional license and licensure.
 - e. Cardiopulmonary Resuscitation (CPR) training.
 - f. Updated resume of professional experience.

Note: Some agencies and courses stipulate additional requirements. Students are responsible to meet any other requirement that the practice agency may require. Among these are: up-to-date CPR certificate, negative doping test, and nose and throat culture, among others.

Graduation Requirements

In addition to completing the graduation requirements for a Master's Degree established in this Catalog, students must:

1. Pass all courses with a minimum grade of B.
2. Meet the required minimum hours for each course that entails practice.
3. Pass course NURS 6970 – Integration Seminar.

Students or graduates of the Program may request a second certification once they have completed the requirements of the specialization or the functional role.

The Arecibo Campus is authorized to offer this Program. The Guayama Campus is authorized to offer the specialization in Medical-Surgical Nursing.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN NURSING WITH A SPECIALIZATION
IN CRITICAL CARE NURSING, MEDICAL-SURGICAL NURSING AND MATERNAL CHILD NURSING

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 14-18 credits |
| Specialization Requirements | 10-16 credits |
| Prescribed Distributive Requirements | 10 credits |
| Elective Courses | <u>3 credits</u> |
| Total | 41-43 |

Core Course Requirements – Critical Care Nursing, Medical Surgical Nursing, Maternal Child Nursing - 18 credits

| | | | |
|------|------|-------------------------------|---|
| NURS | 5000 | Theoretical Foundations | 3 |
| NURS | 5010 | Epidemiology | 2 |
| NURS | 5020 | Biostatistics | 3 |
| NURS | 5040 | Health Assessment | 2 |
| NURS | 6090 | Research in Nursing | 3 |
| NURS | 6910 | Practice in Health Assessment | 2 |
| NURS | 6970 | Integration Seminar | 3 |

Core Course Requirements – Mental Health and Psychiatry - 14 credits

| | | | |
|------|------|-------------------------|---|
| NURS | 5000 | Theoretical Foundations | 3 |
| NURS | 5010 | Epidemiology | 2 |
| NURS | 5020 | Biostatistics | 3 |
| NURS | 6090 | Research in Nursing | 3 |
| NURS | 6970 | Integration Seminar | 3 |

Specialization Requirements - 10 credits

Specialization in Critical Care Nursing

| | | | |
|------|------|------------------------------|---|
| NURS | 6111 | Critical Care I | 3 |
| NURS | 6112 | Critical Care II | 3 |
| NURS | 6916 | Practice in Critical Care I | 2 |
| NURS | 6917 | Practice in Critical Care II | 2 |

Specialization in Maternal Child Nursing

| | | | |
|------|------|---|---|
| NURS | 6311 | Maternal and Child Nursing I | 3 |
| NURS | 6920 | Maternal and Child Nursing Practice I: Maternal - Neonatal | 2 |
| NURS | 6312 | Maternal and Child Nursing II | 3 |
| NURS | 6921 | Maternal and Child Nursing Practice II: Childhood - Adolescence | 2 |

Specialization in Medical-Surgical Nursing

| | | | |
|------|------|---|---|
| NURS | 6221 | Medical-Surgical Nursing I | 3 |
| NURS | 6222 | Medical-Surgical Nursing II | 3 |
| NURS | 6918 | Practice in Medical-Surgical Nursing I | 2 |
| NURS | 6919 | Practice in Medical-Surgical Nursing II | 2 |

Specialization in Mental Health and Psychiatry

Competency Profile of the Specialization of Mental Health and Psychiatry

The Program is designed to develop the competencies that allow the student to:

Knowledge

1. Demonstrate integrated knowledge in mental health and psychiatry and therapeutic modalities in the care of children, adolescents and adults.
2. Understand the theoretical concepts and principles of mental health care and psychiatry.

Skills

1. Demonstrate management of mental health care and psychiatry through therapeutic modalities focused on children, adolescents and adults.
2. Develop the conceptualization of cases through the use of nursing and psychosocial theories with children, adolescents and adults.
3. Develop educational strategies to carry out the teaching-learning process.
4. Use research findings through evidence-based practice.
5. Use the Nursing Process as an instrument in the advanced practice of mental health and psychiatric care.

Attitudes

1. Demonstrate responsibility and ethical-legal commitment in humanistic care with cultural sensitivity in response to the changing needs of society.
2. Recognize the importance of ethical-legal concepts related to intervention in mental health and psychiatry.

Specialization Requirements - 16 credits

| | | | |
|------|------|---|---|
| NURS | 5050 | Theories of Personality and Development | 3 |
| NURS | 6010 | Psychotherapy and Treatment Modalities | 3 |
| NURS | 6121 | Mental Health and Psychiatry I | 3 |
| NURS | 6122 | Mental Health and Psychiatry II | 3 |
| NURS | 6931 | Clinical Practice of Mental Health and Psychiatry I | 2 |
| NURS | 6932 | Clinical Practice of Mental Health and Psychiatry I | 2 |

Prescribed Distributive Requirements - 10 credits

Functional Role in Education

| | | | |
|------|------|---------------------------------|---|
| NURS | 6050 | Curriculum in Nursing | 3 |
| NURS | 6060 | Evaluation in Education | 3 |
| NURS | 6914 | Educational Practice in Nursing | 4 |

Functional Role in Administration

| | | | |
|------|------|------------------------------------|---|
| NURS | 6070 | Administration in Nursing | 3 |
| NURS | 6080 | Evaluation in Administration | 3 |
| NURS | 6915 | Administrative Practice in Nursing | 4 |

Students will choose the area of preference in agreement with the functional role they hope to carry out: nursing education or administration.

Open Information Computer Systems (MS)

This Program permits students to obtain a Professional Certificate in Technology and Administration of Databases and with further studies a Master in Science degree in Open Information Computer Systems.

The fundamental purpose of the Program is to form professionals in the field of computers who develop information systems in open settings and architecture in both public and private organizations.

Proficiency Profile of the Graduate

The Program of Master of Science in Computing in Open Systems of Information is designed to develop the professional competences that allow the student to:

Knowledge

1. Identify an open information system based on a relational database management system that includes everything from the analysis of requirements and design to the implementation, administration, and maintenance of the system.
2. Evaluate the methodologies and design tools that support the development, administration, and maintenance of database systems.

Skills

1. Design a database system with distributed systems, object-oriented programming, and friendly user interfaces.
2. Develop an open information system based on a relational database management system from the analysis of requirements and design to the implementation, administration and maintenance of the system.
3. Implement procedures and technologies to ensure the quality, security and performance of open database systems.

Attitudes

1. Exhibit ethical principles in the use of open information systems and promote these in work

The Professional Certificate in Technology and Administration of Data Banks strives to prepare computer specialists that have the necessary skills to plan, develop, manage, tune and troubleshoot data banks mainly related to the client-server platform in an open environment.

The Program, in addition to permitting students to obtain a Professional Certificate, is directed to the formation of specialists in programming, application and integration of data banks in information systems, with an open approach. This is done with a scientific perspective regarding programming oriented to the object and responding to the new technologies in the computing field.

The knowledge and ability acquired through this Program will allow graduates to develop new information systems and knowledge that enterprises need today. The open focus applied in this Program keeps students from restricting themselves to an owned or closed computer system architecture, and orients them towards the prevailing public standards, in which networks offer inter-connections and inter-operations.

The Program consists of two stages: the first 21 credits are focused on studying data banks, and lead to the Professional Certificate in Technology and Administration of Data Banks.

Students may continue their studies to obtain a Master's Degree in Open Information Computer Systems by taking 18 additional credits, 9 of which must be prescribed distributive courses.

In order to comply with the requirements to a present creative work that demonstrates the capacity to integrate the acquired knowledge, candidates to the Master's Degree in Computer Sciences in Open Information Systems, must defend the developed project before a Program Committee in COIS 6980.

Admission Requirements

In addition to meeting the general requirements established by the University for admission to master degree studies, students requesting admission to the program must have approved the following courses or their equivalents at the bachelor's level:

| | |
|----------------------------------|-----------|
| COMP 2120 Programming Logic | 3 credits |
| COMP 2315 Structured Programming | 3 credits |

Other requirements, rights and responsibilities are general and defined in this Catalog.

The Metropolitan Campus is authorized to offer the Professional Certificate and the Graduate Program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN OPEN INFORMATION COMPUTER SYSTEMS

| | |
|---------------------------------|------------------|
| Core Course Requirements | 27 credits |
| Prescribed Distributive Courses | <u>6 credits</u> |
| Total | 33 |

Core Course Requirements - 27 credits

| | | | |
|------|------|--|---|
| COIS | 5100 | Relational Data Banks | 3 |
| COIS | 5120 | Client-Server Architecture and Networks | 3 |
| COIS | 5130 | Design Methodology and Advanced Tools | 3 |
| COIS | 5200 | Application of Programming Languages in Data Banks | 3 |
| COIS | 5210 | Database Management | 3 |
| COIS | 5300 | Open System Analysis and CASE | 3 |
| COIS | 5400 | Rapid Application Development | 3 |
| COIS | 6200 | System Tuning, Troubleshooting, Codification, Security and Quality | 3 |
| COIS | 6980 | Project Development in Open Information Systems | 3 |

Prescribed Distributive Requirements - 9 credits

Select 6 credits from the following courses:

| | | | |
|------|------|-------------------------------------|---|
| COIS | 5220 | Reengineering Processes | 3 |
| COIS | 5500 | Disaster Recovery Management | 3 |
| COIS | 6000 | Computing Technologies in the Cloud | 3 |
| COIS | 6100 | Mining and Database Storage | 3 |
| COIS | 6381 | Business Intelligence | 3 |

The student has the option of selecting 6 credits in courses from the Master in Sciences in Information Security.

Professional Certificate in Technology and Administration of Data Banks

REQUIREMENTS FOR THE PROFESSIONAL CERTIFICATE IN TECHNOLOGY AND ADMINISTRATION OF DATABASES

Core Courses Requirements 21 credits

Core Courses Requirements - 21 credits

| | | | |
|------|------|--|---|
| COIS | 5100 | Relational Data Banks | 3 |
| COIS | 5120 | Client-server Architecture and Networks | 3 |
| COIS | 5130 | Design Methodology and Advanced Tools | 3 |
| COIS | 5200 | Application of Programming Languages in Data Banks | 3 |
| COIS | 5210 | Database Management | 3 |
| COIS | 5400 | Rapid Application Development | 3 |
| COIS | 6200 | System Tuning, Troubleshooting, Codification, Security and Quality | 3 |

Psychological Counseling with Specialization in Family (MS)

The Master of Science in Psychological Counseling with a Specialization in Family aims to prepare graduates to perform interventions with psycho-social problems that affect individuals and contemporary families. The program foments the development of the knowledge, skills, attitudes, and ethical values that make possible the formation of a psychologist with a critical and flexible mind; with the capacity to identify and search for solutions to situations that arise in the individual and family environment.

The program aims to provide graduates the knowledge and the experiences necessary to be able to meet the requirements established for the exercise of the profession by Law 96: "Law To Regulate the Exercise of the Psychology Profession in Puerto Rico", as amended, and by the Examining Board of Psychologists of Puerto Rico.

Upon completing the degree, graduates should be able to demonstrate the knowledge, skills, attitudes and ethical values inherent to the field of Psychological Counseling with a Specialization in Family.

Profile of the Competencies of Graduates

The Master of Science in Psychological Counseling with a Specialization in Family is designed to develop the competences that will permit students to:

Knowledge

1. Know the theoretical and conceptual frames related to Psychological Counseling.
2. Know the behavioral situations that occur in the individual, family and social context in order to propose solutions.
3. Identify the most urgent needs of the individual, the family and the community they serve by means of the use of the appropriate research tools.
4. Understand the biological, neurological, and pharmacological knowledge that helps sustain the science of Psychology.
5. Identify the psycho-social indicators that cause the changes, situations and problems in the individuals and in families.

Skills

1. Use the psychological intervention tools based on the evidence.
2. Show the mastery of the oral and written communication that facilitates interpersonal relations.
3. Evaluate those situations that imply risk for the individual, couples and families.
4. Establish treatment plans for situations and problems with children, adolescents and adults.
5. Constitute multidisciplinary teams to search for solutions to the psychological problems and situations that affect individuals and families.
6. Apply technology to the professional intervention with children, adolescents and adults.

Attitudes

1. Develop a conduct in harmony with the ethical and legal standards of the psychology profession.
2. Show empathy and commitment to value, identify and work with the needs of the population that they deal with.
3. Value family and social diversity.

Admission Criteria for Students with a Bachelor's Degree:

1. Possess a bachelor's degree from an accredited University.
2. Have a grade point index of 2.50 or above in the last 60 credits of academic work at the undergraduate or graduate level or in a combination of both. Although generally these credits will be at the baccalaureate level, in the case of students who have postgraduate credits from an accredited university, they can combine these postgraduate credits with the last credits approved at the baccalaureate level to complete the 60 required credits.

3. Have approved with a score acceptable to the University, within five years prior to the date of the admission application, one of the following tests:
 - a. Examen de Admisión a Estudios de Postgrado (EXADEP)
 - b. Graduate Examination Record (GRE)
 - c. Miller Analogy Test (MAT)
4. Candidate will have to demonstrate the ability to interpret professional material, in Spanish as well as in English, and to express themselves properly in written form in one of languages by writing an essay on a topic designated by the Admissions Committee of the Psychological Counseling Program with specialization in Family.
5. Present two letters of recommendation from professionals related to the discipline.
6. Present a Certificate of no Criminal Record, updated within six months and any other document that is considered necessary at the time of the evaluation of the candidate.
7. Show evidence of having approved with a minimum grade of B the following courses:
 - a. A course in Basic Statistics
 - b. A course in Principles of Psychological Measurement
 - c. A course in Psychopathology
 - d. Two additional courses in psychology at the baccalaureate level.

Norms and Procedures

A. Academic Progress

Students must comply with the norms included in the section Requirements for Satisfactory Academic Progress in Masters' Programs and with the norms indicated below:

1. Pass all courses leading to the degree with a minimum grade of B. Student who do not pass a course with a minimum grade of B will not be able to register in any course that has this course as a prerequisite.
2. Pass the Integration Seminar with a minimum grade of B as a graduation requirement.

B. Conduct

Students of the Program must comply at all times with the norms, policies and procedures established in the Program, in the current Graduate Catalog, as well as in the General Student Regulations of Inter American University of Puerto Rico. Any violation of the established norms will be sufficient reason to impose disciplinary sanctions. Any student suspended from the Program due to violation of the norms and procedures established in the aforementioned documents may not be re-admitted to the same program.

C. Intrauniversity Transfers

Candidates wishing to transfer to the Masters of Science Program in Psychological Counseling with Specialization in Family will be considered if they meet the conditions set forth in the section Admission Requirements for Masters' Programs and meet the following:

1. Are admitted as a regular student of the Program.
2. Request the transfer of their academic file to the unit to which they wish to move.
3. Present a letter of the official in charge of the Program at the campus of origin certifying that they meet the conduct and satisfactory academic progress norms.

D. Transfers

Students must meet the transfer norms included in the section Admission of Transfer Students to Masters' Programs, the conditions established in the section Admission Requirements for Masters' Programs and with the norms indicated below:

1. Present a letter from the official in charge of the Program of origin certifying that they meet the conduct and satisfactory academic progress norms of the Program.

The Aguadilla Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN PSYCHOLOGICAL COUNSELING WITH SPECIALIZATION IN FAMILY

| | |
|-----------------------------|-------------------|
| Core Course Requirements | 32 credits |
| Specialization Requirements | <u>27</u> credits |
| Total | 59 |

Core Course Requirements - 32 credits

Psychological Fundamentals -18 credits

| | | | |
|------|------|--|---|
| PSYC | 5030 | Ethics and the Legal Aspects of Psychology | 3 |
| PSYC | 5040 | Physiological Psychology | 3 |
| PSYC | 5050 | Developmental Psychology | 3 |
| PSYC | 5060 | Psychology of Personality | 3 |
| PSYC | 5100 | Cognition, Motivation and Learning | 3 |
| PSYC | 5200 | Contemporary Social Psychology | 3 |

Methodology and Statistics - 14 credits

| | | | |
|------|------|---------------------------------------|---|
| PSYC | 5150 | Advanced Statistics | 2 |
| PSYC | 5220 | Methodology of Research in Psychology | 2 |
| PSYC | 5231 | Psychological Measurement I | 3 |
| PSYC | 5232 | Psychological Measurement II | 3 |
| PSYC | 6421 | Practice in Advanced Statistics | 1 |
| PSYC | 6422 | Practice in Psychology Research | 1 |
| PSYC | 6925 | Practice in Psychological Research | 2 |

Specialization Requirements - 27 credits

| | | | |
|------|------|--|---|
| PSYC | 5033 | Interview Processes and Techniques | 2 |
| PSYC | 6000 | Theoretical Foundations of Family Therapy | 3 |
| PSYC | 6005 | Family Psychopathology | 3 |
| PSYC | 6010 | Counseling Techniques and Individual, and Group and Family Psychotherapy | 3 |
| PSYC | 6015 | The Nontraditional Family | 3 |
| PSYC | 6020 | Intervention with Families in Crisis | 3 |
| PSYC | 6410 | Practice in Interview Processes and Techniques | 1 |
| PSYC | 691A | Supervised Practice in Psychological Counseling I | 2 |
| PSYC | 691B | Supervised Practice in Psychological Counseling II | 2 |
| PSYC | 691C | Supervised Practice in Psychological Counseling III | 2 |
| PSYC | 697F | Advanced Integration Seminar | 3 |

Psychology (MA)

The Masters Program leading to the Masters of Arts Degree in Psychology has as its goal to offer theoretical and practical education leading to the formation of professionals in this field following the standards of certifying organizations in Puerto Rico and the United States. The courses and the practices expose students to topics and fundamental experiences for understanding and handling the diverse manifestations of human behavior produced in Puerto Rican society. The Program also has as its goal to offer the required preparation for students and professionals who aspire to continue studies at the doctoral level.

The following specializations are offered:

- Psychological Counseling
- School Psychology
- Industrial/Organizational Psychology

Profile of the Competencies of the Graduate

The Program is designed to allow the development of the following core competencies:

Knowledge

1. Describe the biological, cognitive, affective, social and multicultural foundations of human behavior.
2. Ponder individual differences in typical and atypical human behavior and development.

Skills

1. Evaluate scientific literature related to psychology as a guide for professional practice.
2. Perform different interview approaches to diverse populations as a means for understanding human behavior.

Attitudes

1. Value ethical behavior in providing professional services.

Competencies of the Psychological Counseling field

Knowledge

1. Distinguish the theoretical foundations of cognitive, personality, vocational interests, and career planning evaluation processes.
2. Determine the conceptual and theoretical bases of the different intervention models pertaining Psychological Counseling.

Skills

1. Perform psychological diagnoses in adult populations.
2. Design intervention plans for different psychological conditions.
3. Provide psychological services for diverse populations.

Attitudes

1. Act with respect towards diversity in evaluation and treatment situations specific to such specialization.

Competencies of the School Psychology field

Knowledge

1. Distinguish the theoretical foundations of the psychoeducational, cognitive and personality evaluation processes.
2. Determine the conceptual and theoretical bases of different intervention and consulting models specific to the specialization.

Skills

1. Perform psychological and psychoeducational diagnoses in children and adolescent populations.
2. Design intervention plans for different psychological and psychoeducational conditions.
3. Conduct consulting and psycho-educational interventions to different components of the school system.

Attitudes

1. Value family and cultural backgrounds, as well as individual learning characteristics in psychological interventions.

Admission Requirements

People who seek admission to the Master of Arts Degree in the Psychology Program must meet the admission requirements established in the section Admission Requirements for Masters' Programs at the time of their admission. In addition, they must satisfy the following conditions:

1. Have earned a bachelor's degree in psychology from an accredited university with a minimum academic index of 3.00 in the last sixty (60) credits of academic work and in their major. Those who have a baccalaureate from an accredited university in another field with an academic index of 3.00 in the last sixty (60) credits, must satisfy the courses indicated in section 2 and a general psychology course with a minimum grade of B.
2. Provide official evidence of having passed with a minimum grade of B, the courses at the bachelor's level (or its equivalent) that are indicated below:

Statistical Methods 3

Biological Bases of Behavior or
Physiological Psychology or
Introduction to Neuropsychology 3

Experimental Psychology or
Research Methods 3 or 4

3. Have passed, during the last five years prior to the date of the application for admission, the *Examen de Admisión a Estudios Graduados* (EXADEP) with a minimum score of 400 or its equivalent in the Graduate Record Examination (GRE).
4. Present a Negative Criminal Record Certificate issued by the Police Department of Puerto Rico (original).
5. Have an interview with the Program's Admissions Committee and be recommended favorably by it.

Norms and Procedures

Academic Progress

The student will comply with the norms established in the Satisfactory Academic Progress Requirements section and with the norms indicated below:

It is a requirement to pass all courses leading to the degree with a minimum grade of B and with a minimum score of 80 for the practicum experience courses. The student who does not pass a course with a minimum grade of B will not be able to enroll in any course that has this course as a prerequisite. The student will have the opportunity to repeat only twice a course or practicum which he has failed.

It is a requirement to pass the Comprehensive Exam or the Integrative Seminar with a minimum grade of 80 percent equivalent to P (approved).

Conduct

Students of the Program must at all times comply with the norms, policies and procedures established in the Program, as established in the Psychology Program Graduate Student Manual as well as in the General Student Regulations of Inter American University of Puerto Rico.

Any violation to the established norms will be sufficient reason to apply disciplinary sanctions. Any student who is suspended from the Program due to violation of the norms cannot be re-admitted to the Program in any campus.

Internal Transfers

Students of Inter American University of Puerto Rico, who wish to transfer to another unit of the System to complete the Requirements of the Masters' of Arts Degree in Psychology, must comply with the following requirements:

1. Have admission as a regular student of the Program.
2. Request the transfer of their academic file to the unit to which they wish to transfer.
3. Have an interview with the Admissions Committee of the Program of the unit to which they wish to transfer.
4. Present a letter of the official in charge of the Program certifying that they fulfill the norms of conduct and satisfactory academic progress of the Program.

Transfers

Students will comply with the norms of transfer contained in the section Admission of Transfer Students to Masters' Programs and the norms indicated below:

1. Present a letter of the official in charge of the Program from the unit of origin certifying that they fulfill the norms of conduct and satisfactory academic progress of the Program.

Graduation Requirements

To obtain a Master of Arts degree in Psychology, the student must meet the academic requirements of the master's degree described in this Catalog. In addition, the student must meet the following specific program requirements:

1. Approve all courses of the program with a minimum general average of 3.00.
2. Pass the Integrative Seminar with a minimum grade of 80 percent equivalent to P (approved).

The Metropolitan and San Germán campuses are authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

| | | |
|--|-------|-------------------|
| Specialization in Psychological Counseling | | |
| Core Course Requirement | | 28 credits |
| Specialization Requirements | | <u>34 credits</u> |
| | Total | 62 |
| Specialization in School Psychology | | |
| Core Course Requirement | | 28 credits |
| Specialization Requirements | | <u>34 credits</u> |
| | Total | 62 |
| Specialization in Industrial/Organizational Psychology | | |
| Core Course Requirement | | 28 credits |
| Specialization Requirements | | <u>35 credits</u> |
| | Total | 63 |

Core Course Requirements - 28 credits

| | | | |
|------|------|--|---|
| PSYC | 5015 | History and Systems of Psychology | 2 |
| PSYC | 5030 | Ethics and Legal Aspects of Psychology | 3 |
| PSYC | 5033 | Interview Processes and Techniques | 2 |
| PSYC | 5040 | Biological Basis of Behavior | 3 |
| PSYC | 5050 | Development throughout the Life Cycle | 3 |
| PSYC | 5060 | Psychology of Personality | 3 |
| PSYC | 5100 | Cognitive and Affective Basis of Behavior | 3 |
| PSYC | 5220 | Research Methods | 2 |
| PSYC | 5150 | Statistics Applied to Psychology | 2 |
| PSYC | 5170 | Measurement and Test Construction | 2 |
| PSYC | 5200 | Social and Multicultural Basis of Behavior | 3 |

Specialization Requirements - 34 or 35

Students must choose one of the following specializations:

Specialization in Psychological Counseling

Specialization in Psychological Counseling - 34 credits

| | | | |
|------|------|---|---|
| PSYC | 5286 | Psychological Counseling and Career Assessment | 2 |
| PSYC | 5287 | Practicum Psychological Counseling and Career Assessment | 1 |
| PSYC | 6090 | Psychopathology throughout the Life Cycle | 3 |
| PSYC | 6255 | Cognitive Assessment | 2 |
| PSYC | 6265 | Personality Assessment | 2 |
| PSYC | 6275 | Models of Individual Psychotherapy Based on Evidence | 2 |
| PSYC | 6276 | Practicum in Models of Individual Psychotherapy Based on Evidence | 1 |
| PSYC | 6280 | Systemic Models Based on Evidence | 2 |
| PSYC | 6280 | Practicum in Systemic Models Based on Evidence | 1 |
| PSYC | 6290 | Group Psychotherapy | 2 |
| PSYC | 6291 | Practicum in Group Psychotherapy | 1 |
| PSYC | 6914 | Practicum in Cognitive Assessment | 1 |
| PSYC | 6915 | Practicum in Personality Assessment | 1 |
| PSYC | 6933 | Practice I Personal and Professional Development | 1 |

| | | | |
|------|------|--|---|
| PSYC | 6934 | Practice II in Psychological Counseling | 3 |
| PSYC | 6935 | Practice III in Psychological Counseling | 3 |
| PSYC | 6936 | Practice IV in Psychological Counseling | 3 |
| SEMI | 6970 | Integration Seminar | 3 |

Specialization in School Psychology

Specialization in School Psychology - 34 credits

| | | | |
|------|------|---|---|
| PSYC | 5296 | School Consultation, Collaboration and Organization | 2 |
| PSYC | 5297 | Practicum in School Consultation, Collaboration and Organization | 1 |
| PSYC | 6090 | Psychopathology throughout the Life Cycle | 3 |
| PSYC | 6255 | Cognitive Assessment | 2 |
| PSYC | 6265 | Personality Assessment | 2 |
| PSYC | 6216 | Psychoeducational Evaluation and Intervention | 2 |
| PSYC | 6428 | Practicum in Psychoeducational Evaluation and Intervention | 1 |
| PSYC | 6285 | Intervention and Psychotherapy with Children and Adolescents | 2 |
| PSYC | 6286 | Practicum in Intervention and Psychotherapy with Children and Adolescents | 1 |
| PSYC | 6290 | Group Psychotherapy | 2 |
| PSYC | 6291 | Practicum in Group Psychotherapy | 1 |
| PSYC | 6914 | Practicum in Cognitive Assessment | 1 |
| PSYC | 6915 | Practicum in Personality Assessment | 1 |
| PSYC | 6933 | Practice I Personal and Professional Development | 1 |
| PSYC | 6944 | Practice II in School Psychology | 3 |
| PSYC | 6945 | Practice III in School Psychology | 3 |
| PSYC | 6946 | Practice IV in School Psychology | 3 |
| SEMI | 6970 | Integration Seminar | 3 |

Specialization in Industrial/Organizational Psychology

Specialization in Industrial/Organizational Psychology - 35 credits

| | | | |
|------|------|---|---|
| PSYC | 6300 | Personnel Psychology | 4 |
| PSYC | 6303 | Psychological and Social Aspects of Organizational Behavior | 3 |
| PSYC | 6304 | Strategies for Quality in the Organization | 3 |
| PSYC | 6305 | Strategies for Continuous Improvement and Decision Making | 2 |
| PSYC | 6306 | Psychological Dimensions in the Education and Training of Human Resources | 4 |
| PSYC | 6308 | Contemporary Aspects in Industrial/Organizational Psychology | 3 |
| PSYC | 6314 | Psychological Evaluation in Industrial/Organizational Environment | 3 |
| PSYC | 6933 | Practice I Personal and Professional Development | 1 |
| PSYC | 6954 | Practice II in Industrial/Organizational Psychology | 3 |
| PSYC | 6955 | Practice III in Industrial/Organizational Psychology | 3 |
| PSYC | 6956 | Practice IV in Industrial/Organizational Psychology | 3 |
| PSYC | 6980 | Research in Industrial/Organizational Psychology | 3 |

Psychology (PhD)

The Doctoral Program leading to the degree of Doctor of Philosophy in Psychology (Ph.D.) with specializations in Psychological Counseling and School Psychology provides educational and professional training framed in a scientific-practical model. The curriculum is designed to reflect the integration of psychological theory, scientific research, and professional practice in the discipline.

Graduates of the doctoral program in Psychology of Inter American University of Puerto Rico will demonstrate to a core body of scientist-professional knowledge and competencies and attitudes in harmony with the standards of the discipline of psychology.

Specialization in Psychological Counseling

This specialization integrates psychological science, theory and practice to facilitate individual and group functioning through the cycle of life, and to attend the cognitive, emotional, biological, social, cultural, occupational health, and human development aspects. This specialization uses a variety of methods for research, testing, evaluation and supervision, as well as, prevention and intervention techniques, to help people improve their well-being, identify, understand and search solution alternatives to the problems they have, and that do not let them develop their cognitive and socio-emotional potential. The formation that is offered in this specialization allows the professional to work with the functional as well as the dysfunctional aspects of individual and group development.

Specialization in School Psychology

This specialization integrates psychological science, theory, and practice to research, and promotes learning the cognitive, emotional and social development of students through the cycle of life as well as those of parents, teachers, and other personnel in the school scenario. Uses testing and evaluation techniques to identify and diagnosis problems and disorders in learning, and techniques in educational intervention and cognitive remediation. Develops strategies for the prevention and solution of problems and implements techniques to facilitate teaching-learning processes with the purpose of promoting psychological well-being and attending mental health and educational needs of all children and adolescents.

Philosophy

The doctoral program in psychology, framed in a scientific-practical model, educates and trains in the use of scientific and practical foundations of the discipline for creative, critical and responsible actions and reflections in decision-making and in problem solving requiring the knowledge and application of psychological principles.

Graduates from the Program may work independently and collaborate in an interdisciplinary manner in the roles, functions and responsibilities inherent to work as individual, group or organizational consultants. Respect for personal dignity and human diversity are emphasized and efforts are made to eliminate barriers preventing optimum human development. Graduates from the Program will accept the responsibility required by the profession and will, therefore, respect others as well as their cultures and expressions.

General Objectives of the Doctoral Program in Psychology

The course of study is designed to strengthen skills and knowledge in scientific research in psychology as well as in theoretical and practical knowledge in each specialization: Psychological Counseling, School Psychology and Industrial/Organizational Psychology. Students are exposed to different experiences in courses and seminars that foment knowledge from a critical perspective, courses that offer theory and practice in research methods and courses in their specialization that will enable them to practice psychology in the private or public sector.

- To prepare professional psychologists at the doctoral level capable of providing a wide variety of psychological services to children, adolescents, families, adults, persons with special needs, and groups in different scenarios, such as educational institutions, communities, organizations, hospitals and public and private psychological service agencies.
- To foment, in students, the development of a sensitive attitude to the cultural and social diversity present in society and the manifestation of a professional behavior that respects individual dignity.
- To promote the development of a critical attitude towards the different theoretical perspectives explaining human conduct in accord with our socio-cultural context.
- To develop psychologists committed to offer high quality services in agreement with the ethical and professional standards and the roles they should engage in interventions with different populations and in different scenarios.
- To develop professionals capable of applying models and scientific strategies that contribute to the identification of psychosocial problems, create and evaluate alternatives and psychological interventions.

Competencies in Psychological Counseling

1. Design and evaluate psychological service programs, training and professional qualification.
2. Perform evaluations and psychological treatment of adults, couples, groups and families.
3. Establish differential diagnoses and intervention with special populations.
4. Develop scientific research relevant to psychological counseling.
5. Offer counseling at different scenarios: legal, clinical, school and governmental agencies, among others.
6. Reflect on clinical cases considering controversies related to social and cultural diversity.
7. Apply established ethical principles to all professional work.

Competencies in School Psychology

1. Offer counseling in different scenarios, fundamentally to educational, school and mental health programs.
2. Evaluate psychological and psycho educational operations and establish differential and multiple diagnoses.
3. Design and evaluate individual and group psychotherapeutic interventions with children and adolescents, considering the cultural and social diversity.
4. Consider, design, apply and evaluate service, training, and professional preparation programs, which serve children and adolescents.
5. Develop scientific research relevant to school psychology.
6. Apply established ethical principles to all professional work.

Admission Requirements to the Doctoral Program in Psychology

The Doctoral Program of Philosophy in Psychology (Ph.D.) provides two levels of admission: (1) students who have a master's degree or credits at a doctoral level and (2) students who have a Bachelor Degree in Psychology and are interested in direct admittance to the Doctoral Program through a combined curriculum of courses at master's and doctoral levels.

Admission Requirements for Students with a Master's Degree in Psychology

1. **Have earned a Master's degree in Psychology or its equivalent at an accredited university with a general** grade point index of at least 3.00 or have completed the Master's level courses required for this Program.
2. Be proficient in Spanish and English.
3. Have passed, with scores acceptable for the University, one of the following tests within the five years immediately preceding the requested admission date:
 - a) Graduate Record Examination (GRE)
 - b) Miller Analogy Test (MAT)

- c) Examen de Admisión a Estudios de Posgrado (EXADEP)
- 4. Have requested that three letters of recommendation be sent to the University.
- 5. To submit a portfolio including an essay of personal interests, evidence of courses related to the fundamentals of psychology and the area of specialization. In the area of fundamentals of psychology, the candidate must show evidence of knowledge of the biological basis of behavior, social and cultural basis, cognitive and emotional basis of behavior, statistics, research methodology, and ethical and legal aspects. Evidence of a minimum of 20 credits in the area of fundamentals of psychology, research and statistics and from 20 to 22 credits or their equivalent in courses of the area of specialization.
- 6. Be interviewed by the Admissions Committee for Doctoral Studies and have received a favorable recommendation.

Admission Requirements for Students with a Bachelor's Degree

- 1. Have a bachelor degree from an accredited university.
- 2. Have a minimum grade point average of 2.50 in the last 60 credits of academic work. Even though in general, these credits will be at the bachelor's level, in the case of a student who has another Master's awarded by an accredited university, the student may combine the credits at the Master's level with the last passed credits of the bachelor's level until completing the 60 stipulated credits.
- 3. Have passed with scores acceptable for the University, one of the following tests during the last five years prior to the date the admission was requested:
 - a) Graduate Record Examination (GRE)
 - b) Miller Analogy Test (MAT)
 - c) Examen de Admisión a Estudios de Posgrado (EXADEP)
- 4. Show through a test or by any other way the Department or Academic Division deems appropriate the ability to interpret professional material, both in Spanish and English, and to express correctly in writing in one of the two languages.
- 5. Have an interview with the Admission's Committee of the Doctoral Program in Psychology and to be favorably recommended.
- 6. Show evidence of having passed satisfactorily the following bachelor courses (or their equivalents):

| | |
|--|---|
| PSYC 3001 Statistical Methods I | 3 |
| PSYC 3002 Statistical Methods II | 3 |
| PSYC 4200 Principles of Psychological Testing | 3 |
| PSYC 4600 Experimental Psychology | 4 |
| Two other psychology courses at bachelor's level | 6 |

Admission of Transfer Students

The admission of transfer students to the Doctoral Program will be taken into consideration if they meet the conditions of the Program described in "Admission Requirements to the Doctoral Program in Psychology".

Candidates should request that the university where they studied send a copy of their transcript directly to the Admissions Office of the Campus to which they are requesting admission, so that they may receive credit for their studies as stipulated below:

- 1. Candidates for admission as transfer students to the doctoral program will be considered if they meet the conditions of the Program established in the section "Admission Requirements to the Doctoral Program in Psychology".
- 2. Students that have begun doctoral studies in another accredited university may transfer up to 15 credits passed with grades of A or B if the courses are equivalent to the courses offered in the Doctoral Program in Psychology of this University and if the Faculty of the Program approves them.

Graduation and Academic Progress Requirements

Academic Progress and Graduation Requirements for Candidates with a Master's Degree in Psychology

To obtain the doctoral degree in Psychology students must comply with the requirements of academic progress of the doctoral degree described in this Catalog. In addition they must comply with the following requirements:

1. Pass all courses of the Doctoral Program in Psychology with a minimum grade of B.
2. Pass the doctoral internship in School Psychology or Psychological Counseling.
3. Pass the doctoral candidate examination before the oral defense of the dissertation. The examination may be taken after the student has passed at least 30 doctoral credits.
4. Pass the dissertation proposal. At this time the student is considered a doctoral candidate.
5. Complete and pass the doctoral dissertation.

Requirements of Academic Progress and Graduation for Candidates with a Bachelor in Psychology

To obtain the doctoral degree in Psychology candidates who have a bachelor's degree must comply with the following requirements:

1. Pass 40 or 42 Foundation and Specialization credits at the Master's level in Psychology with a minimum grade of B before taking courses at the doctoral level.
2. Pass the operational courses at the Master's level in Psychology.
3. Comply with all the requirements of academic progress and graduation at the doctoral level.

Residence Requirements

1. To complete the doctoral degree, students must complete a minimum of 60 percent of their credits at Inter American University.
2. Students must complete a minimum of one-year full time residence or its equivalent.

Time Limit to Finish the Degree

Students admitted to the Doctoral Program have a minimum of four (4) academic sessions and a maximum of eight (8) natural years to complete the degree requirements of the Program starting from the date of admission.

Program of Studies: Academic Requirements

The Program permits the admission of students with a Master's degree in Psychology as well as those that have only completed a bachelor's degree in psychology. Students admitted at the doctoral level will take the academic requirements described part A below. Students with a bachelor's degree in psychology must meet the academic requirements described in Part B of this section.

The Metropolitan Campus is authorized to offer this program.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE IN PSYCHOLOGY FOR STUDENTS WITH A MASTER'S DEGREE IN PSYCHOLOGY

| | |
|--------------------------------------|-------------------|
| Core Course Requirements | 20 credits |
| Specialization Requirements | 9-15 credits |
| Prescribed Distributive Requirements | 6-12 credits |
| Operational Requirements | <u>12 credits</u> |
| Total | 53 |

Core Course Requirements – 20 credits

| | | | |
|------|------|--|---|
| PSYC | 7010 | Human Diversity | 2 |
| PSYC | 7020 | Neuropsychology | 3 |
| PSYC | 7030 | Quantitative Research | 2 |
| PSYC | 7035 | Correlation and Regression | 2 |
| PSYC | 7040 | Qualitative Research | 2 |
| PSYC | 7045 | Analysis of Qualitative Data | 2 |
| PSYC | 7050 | Design and Evaluation of Psychological Programs and Services | 2 |
| PSYC | 7971 | Advanced Seminar in Research | 2 |
| PSYC | 8515 | Professional Consulting | 2 |
| PSYC | 8912 | Practice in Design and Evaluation of Psychological Programs and Services | 1 |

Specialization Requirements 9-15 credits

Psychological Counseling - 9 credits

| | | | |
|------|------|--|---|
| PSYC | 8210 | Adulthood: Psychological Perspectives | 3 |
| PSYC | 8220 | Psychotherapeutic Intervention with Families | 3 |
| PSYC | 8230 | Evaluation and Intervention in Populations with Special Conditions | 2 |
| PSYC | 8913 | Practice in Evaluation and Intervention in Populations with Special Conditions | 1 |

School Psychology - 12 credits

| | | | |
|------|------|---|---|
| PSYC | 8220 | Psychotherapeutic Intervention with Families | 3 |
| PSYC | 8310 | Professional Standards in School Psychology | 3 |
| PSYC | 8320 | School Organization and Operation | 3 |
| EDUC | 8110 | Design and Construction of Educational Programs | 3 |

Prescribed Distributive Requirements - 6-12 credits

Psychological Counseling - 12 credits

| | | | |
|------|------|---|-----|
| PSYC | 7970 | Special Topics | 1-3 |
| PSYC | 8240 | Seminar in Psychological Evaluation | 3 |
| PSYC | 8250 | Psychotherapeutic Intervention with Couples | 3 |
| PSYC | 8260 | Seminar: Handling High Risk Psychological Cases | 1-3 |
| PSYC | 8270 | Group Psychotherapy | 3 |
| PSYC | 8280 | Alternating and Complementary Therapies | 3 |
| PSYC | 8340 | Neuropsychological Evaluation | 2 |
| PSYC | 8915 | Practice in Neuropsicológica Evaluation | 1 |
| EDUC | 8370 | Age, Sickness and Death: Acceptance Counseling | 3 |
| EDUC | 8400 | Women Counseling Seminar | 3 |

School Psychology - 12 credits

| | | | |
|------|------|--|-----|
| PSYC | 7970 | Special Topics | 1-3 |
| PSYC | 8260 | Seminar: Handling High Risk Psychological Cases | 1-3 |
| PSYC | 8270 | Group Psychotherapy | 3 |
| PSYC | 8330 | Evaluation and Psychological Intervention with Infants and Pre-school Children | 2 |
| PSYC | 8340 | Neuropsychological Evaluation | 2 |
| PSYC | 8915 | Practice in Neuropsicológica Evaluation | 1 |

Operational Requirements - 12 credits

Psychological Counseling and School Psychology

Full-time students will take:

| | | | |
|------|-------|----------------|---|
| PSYC | 8917A | Internship | 3 |
| PSYC | 8917B | Internship | 3 |
| PSYC | 8991 | Dissertation A | 3 |
| PSYC | 8992 | Dissertation B | 3 |

Part-time students will take:

| | | | |
|------|-------|----------------|-----|
| PSYC | 8917C | Internship | 1.5 |
| PSYC | 8917D | Internship | 1.5 |
| PSYC | 8917E | Internship | 1.5 |
| PSYC | 8917F | Internship | 1.5 |
| PSYC | 8991 | Dissertation A | 3 |
| PSYC | 8992 | Dissertation B | 3 |

Psychology (PhD) Students with Bachelor's in Psychology

The Metropolitan Campus is authorized to offer this program.

ADDITIONAL ACADEMIC REQUIREMENTS FOR THE DOCTOR IN PHILOSOPHY IN PSYCHOLOGY DEGREE FOR CANDIDATES WITH A BACHELOR'S DEGREE

Depending on the specialization, either 43 or 44 credits must be passed at the level of the Master's degree in psychology (5000 or 6000 level courses), before beginning to take courses at the doctoral level (7000 or 8000 level courses). The distribution of courses required follows:

Specialization in Psychological Counseling

REQUIREMENTS FOR PSYCHOLOGICAL COUNSELING

| | |
|-----------------------------|-------------------|
| Core Course Requirements | 20 credits |
| Specialization Requirements | <u>20 credits</u> |
| Total | 40 |

Core Course Requirements - 20 credits

Twelve (12) credits selected from the following courses:

| | | | |
|------|------|--|---|
| PSYC | 5015 | History and Systems of Psychology | 2 |
| PSYC | 5040 | Biological Basis of Behavior | 3 |
| PSYC | 5050 | Development throughout the Life Cycle | 3 |
| PSYC | 5060 | Psychology of Personality | 3 |
| PSYC | 5100 | Cognitive and Affective Basis of Behavior | 3 |
| PSYC | 5200 | Social and Multicultural Basis of Behavior | 3 |

Methodology and Statistics - 8 credits

| | | | |
|------|------|------------------------------------|---|
| PSYC | 5150 | Statistics Applied to Psychology | 2 |
| PSYC | 5170 | Measurement and Test Construction | 2 |
| PSYC | 5220 | Research Methods | 2 |
| PSYC | 6925 | Practice in Psychological Research | 2 |

Specialization Requirements - 20 credits

| | | | |
|------|--------|---|---|
| PSYC | 5030 | Ethics and Legal Aspects in Psychology | 3 |
| PSYC | 5033 | Interview Processes and Techniques | 2 |
| PSYC | 6090 | Psychopathology throughout the Life Cycle | 3 |
| PSYC | 6113 | Models of Counseling and Psychotherapy | 3 |
| PSYC | 6114 | Counseling and Psychotherapy Techniques | 3 |
| PSYC | 6255 | Cognitive Assessment | 2 |
| PSYC | 6265 | Personality Assessment | 2 |
| PSYC | 6914 | Practice in Cognitive Assessment | 1 |
| PSYC | 6915 | Practice in Personality Assessment | 1 |
| PSYC | 6930* | Practice I in Personal and Professional Development in Psychology | |
| PSYC | 6931** | Practice II in Psychological Counseling | |
| PSYC | 6932** | Practice III in Psychological Counseling | |

Specialization in School Psychology

REQUIREMENTS FOR SCHOOL PSYCHOLOGY

| | |
|-----------------------------|-------------------|
| Core Course Requirements | 20 credits |
| Specialization Requirements | <u>20 credits</u> |
| Total | 40 |

Core Course Requirements - 20 credits

Twelve (12) credits selected from the following courses:

| | | | |
|------|------|--|---|
| PSYC | 5015 | History and Systems of Psychology | 2 |
| PSYC | 5040 | Biological Basis of Behavior | 3 |
| PSYC | 5050 | Development throughout the Life Cycle | 3 |
| PSYC | 5060 | Psychology of Personality | 3 |
| PSYC | 5100 | Cognitive and Affective Basis of Behavior | 3 |
| PSYC | 5200 | Social and Multicultural Basis of Behavior | 3 |

Methodology and Statistics - 8 credits

| | | | |
|------|------|------------------------------------|---|
| PSYC | 5150 | Statistics Applied to Psychology | 2 |
| PSYC | 5170 | Measurement and Test Construction | 2 |
| PSYC | 5220 | Research Methods | 2 |
| PSYC | 6925 | Practice in Psychological Research | 2 |

Specialization Requirements - 20 credits

| | | | |
|------|--------|---|---|
| PSYC | 5030 | Ethics and Legal Aspects in Psychology | 3 |
| PSYC | 5033 | Interview Processes and Techniques | 2 |
| PSYC | 5280 | Roles and Functions of the School Psychologist | 3 |
| PSYC | 6110 | Psychological and Learning Problems in Children and Adolescents | 3 |
| PSYC | 6214 | Intervention and Psychotherapy Models with Exceptional Children | 3 |
| PSYC | 6255 | Cognitive Assessment | 2 |
| PSYC | 6265 | Personality Assessment | 2 |
| PSYC | 6914 | Practice in Cognitive Assessment | 1 |
| PSYC | 6915 | Practice in Personality Assessment | 1 |
| PSYC | 6930* | Practice I in Personal and Professional Development in Psychology | |
| PSYC | 6941** | Practice II in School Psychology | |
| PSYC | 6942** | Practice III in School Psychology | |

* A fee equivalent to one credit

** A fee equivalent to three credits.

Psychology (PsyD)

Doctor of Psychology (PsyD) in Clinical and Counseling Psychology

The Doctorate in Psychology that is known by the abbreviation PsyD, is a combined-integrated program in Clinical Psychology/Counseling Psychology. The Program integrates clinical experience with academic preparation in a scholar-practitioner model of training. Students are trained in the theoretical foundations of psychology, evaluation techniques, intervention procedures, program evaluation and research, and administration and supervision. Special emphasis is given to the professional preparation for the delivery of psychological services. The definition of each of the two areas of specialization is conceptually integrated into the design of the program. These are:

Clinical Psychology

As a general practice specialization, clinical psychology concentrates on the understanding, evaluation, prediction, prevention and the relief from problems related to intellectual, emotional, biological, psychological and social functions. It emphasizes the identification of behavioral maladjustment, disability and mental disorders, as well as the improvement of psychological functions and prevention of dysfunctions. What distinguishes clinical psychology is the range of the problems it deals with and the characteristics of the population it serves.

Counseling Psychology

This focuses on the evaluation, diagnosis and psychotherapeutic interventions associated with the personal and interpersonal functioning through the application of scientific theories to the life cycle, to the social, emotional, vocational, educational, health and normative developmental aspects and to the organizational issues that have an impact on human mental health. Within the context of life-long development, be it normative or psychopathological, the counseling psychology professionals attend to the healthful aspects and the strengths of people (individual, couples, family, group, systems or organizations) in typical environmental situations, including cultural context, gender and lifestyle choices. In other words, Counseling Psychology addresses the emotional needs of people of all ages. It also integrates, as part of comprehensive conceptualization of the human being, the role of development, measurement, diagnosis and treatment of issues associated with vocational as well as career interests and aptitudes.

Admission Requirements

1. Hold a Master's Degree in Psychology from an accredited university and have approved the following courses or their equivalents: Interview Techniques and Processes, Counseling Psychology, Cognitive Evaluation, Personality Evaluation, Psychopathology, Intervention Models and Techniques. In addition, students must have completed a minimum of 500 hours of supervised practice in Counseling Psychology.
2. Hold a Master's Degree in Psychology in Counseling Psychology from an accredited university.
3. Show evidence of having approved satisfactorily during the master's degree in Counseling Psychology the following courses or their equivalents: Interview Techniques and Processes, Counseling Psychology, Cognitive Evaluation, Personality Evaluation, Psychopathology, Intervention Models and Techniques. In addition, students must have completed a minimum of 500 hours of supervised practice in Counseling Psychology. If the candidate has a Master's degree from an accredited university in another area of Psychology that is not Counseling Psychology, he must take the courses from the master's degree of the area of specialization indicated previously and complete the 500 hours of supervised practice.
4. Have a minimum academic index of 3.25 at the master's level.
5. Have a mastery of the English and Spanish languages.
6. Have passed within the last five years prior to the date of the application for admission the Entrance Examination to Graduate Studies (EXADEP) with a minimum score of 475 or its equivalent in the Graduate Record Examination (GRE).

7. Submit three letters of recommendation, two of which must be from professors, and one from a supervisor in a work experience.
8. Present in original a negative criminal record sent by the Department of the Police of Puerto Rico.
9. Have an interview with the Admissions Committee of the Program.

Academic Progress Requirements

To remain in the Program students must meet the following:

1. Maintain a minimum general average of 3.25.
2. Students will have the opportunity to repeat only once all failed courses or practices.
3. The courses of the program are approved with a minimum grade of B.
4. The doctoral candidacy examination, in either one of its two parts: core or clinical, may be taken a maximum of three times.

Graduation Requirements

1. Approve all program courses with a minimum general average of 3.25.
2. Pass both parts of the doctoral candidacy examination. The doctoral candidacy examination will be administered twice per year. Students may request to take the first part when they have approved all the core courses. They may request to take the second part of the examination when they have approved all the requirements of the specialization. The approval of both parts is a requirement for students to enter the doctoral internship. Students may only take the qualification examination on three occasions.
3. Approve the doctoral internship in clinical psychology/counseling psychology or clinical psychology/school psychology.
4. Defend and approve the doctoral dissertation.

Profile of the Competencies of Graduates of Clinical Psychology and Psychological Counseling

Knowledge:

1. Explain the models and the theories related to the psychological and vocational evaluations with diverse populations using the instruments frequently used in Puerto Rico.
2. Relate the models and the theories on the diagnosis processes and treatment, clinical supervision, and professional counseling.
3. Select the theory and the different models for the conceptualization of a clinical case.
4. Specify the theoretical and conceptual frames that form and structure the evaluation of interventions.
5. Identify interventions based on the evidence for particular populations and conditions.
6. Know the implications of the ethical and legal principles applicable to all aspects of the professional work.
7. Distinguish the methods and basic quantitative and qualitative designs of research.
8. Explain the multiple roles in the process of supervision and development of human resources.
9. Distinguish the educational methods and approaches to facilitate an individual and collective learning experience.
10. Explain the function and the methods related to the counseling processes.
11. Recognize the different models of personal and interpersonal development.

Skills:

1. Perform cognitive, psychological, vocational interests and aptitude evaluations.
2. Conceptualize a case using information from the clinical interview and multiple sources of information.
3. Design intervention plans using evidence-based practices.
4. Offer counseling services in specific situations.
5. Implement different models of clinical supervision.

6. Apply knowledge about individual and cultural differences to the processes of psychological evaluation and vocational evaluation and to the diagnosis, the clinical supervision, and to the consultation and research processes.
7. Perform according to the ethical and legal principles of the discipline when performing the activities of psychological evaluation, when establishing diagnoses, when planning and implementing the treatment, when performing the activities of clinical supervision, counseling and doing research.
8. Monitor and evaluate the effectiveness of psychological interventions.
9. Apply the findings of scientific literature in psychology to report the different activities of the professional practice.
10. Do research to report their professional practice.
11. Form and maintain treatment associations when they handle different clinical matters.
12. Integrate literature on the interpersonal relations with the experience in order to establish and maintain relations of associations with participants, peers, colleagues and other professionals.

Attitudes:

1. Demonstrate commitment to incorporate the available scientific information in the formulation of a clinical case, evaluation, diagnosis, the psychological interventions, and in the counseling process.
2. Prove a disposition to take into consideration ethical and legal aspects relevant to the activities of evaluation, diagnosis, treatment and the counseling, clinical supervision and research processes.
3. Demonstrate an internalized sense of professional identity, including esteem for the constructive interpersonal relations.

The Metropolitan Campus and the San Germán Campus are authorized to offer this Program.

REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL/COUNSELING PSYCHOLOGY

| | | |
|--------------------------------------|--------------|-------------------|
| Core Course Requirements | | 14 credits |
| Specialization Requirements | | 25 credits |
| Prescribed Distributive Requirements | | 9 credits |
| Operational Requirements | | <u>12 credits</u> |
| | Total | 60 |

Core Course Requirements - 14 credits

| | | | |
|------|------|--|---|
| PSYC | 7010 | Human Diversity | 2 |
| PSYC | 7020 | Neuropsychology | 3 |
| PSYC | 7030 | Quantitative Research | 2 |
| PSYC | 7040 | Qualitative Research | 2 |
| PSYC | 7045 | Analysis of Qualitative Data | 2 |
| PSYC | 7050 | Design and Evaluation of Psychological Programs and Services | 2 |
| PSYC | 8912 | Practicum in Design and Evaluation of Programs and Services | 1 |

Requirements in the Specialization in Clinical / Counseling Psychology - 25 credits

| | | | |
|------|------|--|---|
| PSYC | 7015 | Professional Standards in Clinical/Counseling Psychology | 1 |
| PSYC | 8610 | Family Therapy | 2 |
| PSYC | 8325 | Vocational Counseling and Evaluation of Careers | 2 |
| PSYC | 8630 | Objective Evaluation of Personality | 2 |
| PSYC | 8640 | Couples Therapy | 2 |
| PSYC | 8650 | Clinical Psychopharmacology | 2 |
| PSYC | 8660 | Clinical Supervision and Consultancy | 2 |
| PSYC | 8919 | Practicum in Family Therapy | 1 |
| PSYC | 8921 | Practicum in Objective Evaluation of Personality | 1 |
| PSYC | 8922 | Practicum in Couples Therapy | 1 |
| PSYC | 8923 | Practicum in Clinical Supervision and Consultancy | 1 |
| PSYC | 8970 | Integrated Practice in Clinical/Counseling Psychology I | 2 |

| | | | |
|------|------|---|---|
| PSYC | 8971 | Integrated Practice in Clinical/Counseling Psychology II | 3 |
| PSYC | 8972 | Integrated Practice in Clinical/Counseling Psychology III | 3 |

Prescribed Distributive Requirements in Clinical Psychology/ Counseling Psychology - 9 credits

(The student will take 6 credits from the area of Counseling Psychology and 3 credits from the Clinical area).

Area of Counseling Psychology

| | | | |
|------|------|---|-----|
| PSYC | 8720 | Substance Abuse | 3 |
| PSYC | 8730 | Evaluation of Allegations of Sexual Abuse | 3 |
| PSYC | 8750 | Intervention with Women Victims of Violence | 2 |
| PSYC | 8760 | Spirituality in Counseling Psychology | 2 |
| PSYC | 8770 | Alternative and Complementary Therapies | 2 |
| PSYC | 7970 | Special Topics | 1-3 |

Area of Clinical Psychology

| | | | |
|------|------|---|-----|
| PSYC | 8515 | Professional Consulting | 2 |
| PSYC | 8710 | Intervention in Crises | 3 |
| PSYC | 8715 | Projective Evaluation of Personality: Rorschach | 3 |
| PSYC | 8740 | Trauma: Psychological Perspective | 2 |
| PSYC | 8795 | Psychology of Health | 2 |
| PSYC | 8340 | Introduction to Neuropsychological Evaluation | 3 |
| PSYC | 7970 | Special Topics | 1-3 |

Operational Requirements - 12 credits

| | | | |
|------|-------|----------------|---|
| PSYC | 8990A | Internship | 3 |
| PSYC | 8990B | Internship | 3 |
| PSYC | 8991 | Dissertation A | 3 |
| PSYC | 8992 | Dissertation B | 3 |

Doctor of Psychology (PsyD) in Clinical and School Psychology

The Doctorate in Psychology that is known by the abbreviations PsyD is a combined-integrated program in Clinical Psychology/School Psychology. It represents a unique teaching model since it fuses the traditional areas of clinical psychology and school psychology in a generalist approach. The intention is to provide graduates a professional formation that allows them to combine and to integrate the knowledge and the skills of two specialization areas, clinical psychology and school psychology. In contrast to an exclusive training in one or the other area of specialization, the graduates of this combined-integrated program will be able to perform the roles and functions of both specializations in a unifying manner, with multiple populations, ages, conditions and in varied scenarios, from the school to the clinical scenarios.

The Program also integrates clinical experience with academic preparation in a scholar-practitioner model of training. Students are trained in the theoretical foundations of psychology, evaluation techniques, the intervention procedures, program evaluation and research, and in administration and supervision. Special emphasis in the professional preparation for the delivery of psychological services to people throughout the life cycle. Conceptually it integrates and combines in the design of the program the definitions of each of the two areas of specializations. These are:

Clinical Psychology

As a general practice specialization, clinical psychology concentrates in the understanding, evaluation, prediction, prevention and relief from the problems related to intellectual, emotional, biological, psychological and social functions. It emphasizes the identification of behavioral maladjustment, disability and mental disorders, as well as the improvement of psychological function and prevention of dysfunction. What distinguishes clinical psychology is the range of the problems that it deals with and the characteristics of the population it serves.

School Psychology

It is related to the science and practice of psychology with children, young people, families and apprentices of all ages and with school processes. It recognizes the schools as a crucial context for development. One of the essential roles of school psychology professional is to synthesize the data obtained from the development and contextual mechanisms. It also must transfer them to the adult people who are responsible for promoting the healthful growth and the development of children and young people. Its work scenarios include an ample rank of contexts or environments such as schools, work centers, the health centers centered in schools and medical facilities, of social or reformatory services.

Admission Requirements

1. Hold a Master's Degree in Psychology from an accredited university and have approved the following courses or their equivalents: Interview Techniques and Processes, Counseling, Collaboration and School Organization, Cognitive Evaluation, Personality Evaluation, Evaluation and Psychoeducational Intervention, Psychopathology, Intervention Models and Techniques with Children and Adolescents. In addition, students must have completed a minimum of 500 hours of supervised practice in School Psychology.
2. Have a minimum academic index of 3.25 at the master's level.
3. Have a mastery of the English and Spanish languages.
4. Have passed within the last five years prior to the date of the application for admission the Entrance Examination to Graduate Studies (EXADEP) with a minimum score of 475 or its equivalent in the Graduate Record Examination (GRE).
5. Submit three letters of recommendation, two of which must be from professors, and one from a supervisor in a work experience.
6. Present in original a negative criminal record sent by the Department of the Police of Puerto Rico.
7. Have an interview with the Admissions Committee of the Program.

Academic Progress Requirements

To remain in the Program students must meet the following:

1. Maintain a minimum general average of 3.25.
2. Students will have the opportunity to repeat only once all failed courses or practices.
3. The courses of the program are approved with a minimum grade of B.
4. The doctoral candidacy examination, in either one of its two parts: core or clinical, may be taken a maximum of three times.

Graduation Requirements

1. Approve all the program courses with a minimum general average of 3.25.
2. Pass both parts of the doctoral candidacy examination. The doctoral candidacy examination will be administered twice per year. Students may request to take the first part when they have approved all the core courses. They may request to take the second part of the examination when they have approved all the requirements of the specialization. The approval of both parts is a requirement for students to enter the doctoral internship. Students may only take the qualification examination on three occasions.
3. Approve the doctoral internship in clinical psychology/counseling psychology or clinical psychology/school psychology.
4. Defend and approve the doctoral dissertation.

Profile of the Competencies of Graduates of Clinical and School Psychology

Knowledge:

1. Explain the models and the theories related to the psychological and psychoeducational evaluations with diverse populations using the instruments frequently uses in Puerto Rico.
2. Relate the models and the theories on the processes of diagnosis and treatment, the clinical supervision, and professional counseling.
3. Select the theory and the different models for the conceptualization of a clinical case.
4. Specify the theoretical and conceptual frames that form and structure the evaluation of interventions.
5. Identify interventions based on the evidence about matters of power, oppression and privilege for diverse populations and those with particular situations of life.
6. Know the implications of the ethical and legal principles applicable to all the aspects of professional work.
7. Describe the methods and basic quantitative and qualitative designs of research.
8. Recognize the different models of personal and interpersonal development.
9. Explain the multiple roles in the process of providing direct and indirect services.
10. Distinguish the educational methods and approaches to facilitate an experience of individual and collective learning.
11. Explain the function and the methods related to the processes of counseling, supervision and development of human resources.

Skills:

1. Perform cognitive, psychological and psychoeducational evaluations to people throughout the life cycle.
2. Conceptualize a case using information from the clinical interview and multiple sources of information.
3. Design intervention plans using evidence-based practices.
4. Offer counseling in specific situations.
5. Implement different models of clinical supervision.
6. Apply knowledge about the individual and cultural differences to the processes of psychological and psychoeducational evaluation, to diagnosis and clinical supervision, and to the processes of counseling and research.

7. Perform according to the ethical and legal principles of the discipline when performing the activities of psychological and psychoeducational evaluation, when establishing the diagnoses, when planning and implementing the treatment, when performing the activities of clinical supervision, counseling and research.
8. Monitor and evaluate the effectiveness of the psychological and psychoeducational interventions.
9. Apply the findings of scientific literature in psychology to report the different activities of the professional practice.
10. Do research to report their professional practice.
11. Form and maintain treatment associations when handling different clinical matters.
12. Integrate literature about interpersonal relations with experience in order to establish and maintain relations of associations with participants, peers, colleagues and other professionals.

Attitudes:

1. Demonstrate commitment to incorporate available scientific information about individual and cultural differences in the formulation of a clinical case, evaluation, diagnosis, the psychological and psychoeducational interventions and in the processes of counseling and research.
2. Prove a disposition to take into consideration ethical and legal aspects relevant to the activities of evaluation, diagnosis and treatment, and the processes of counseling, clinical supervision and research.
3. Demonstrate an internalized sense of the professional identity, including esteem for constructive interpersonal relations.

The Metropolitan Campus and the San Germán Campus are authorized to offer this Program.

REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL AND SCHOOL PSYCHOLOGY

| | | |
|--------------------------------------|--------------|-------------------|
| Core Course Requirements | | 14 credits |
| Specialization Requirements | | 25 credits |
| Prescribed Distributive Requirements | | 9 credits |
| Operational Requirements | | <u>12 credits</u> |
| | Total | 60 |

Core Course Requirements - 14 credits

| | | | |
|------|------|--|---|
| PSYC | 7010 | Human Diversity | 2 |
| PSYC | 7020 | Neuropsychology | 3 |
| PSYC | 7030 | Quantitative Research | 2 |
| PSYC | 7040 | Qualitative Research | 2 |
| PSYC | 7045 | Qualitative Data Analyzes | 2 |
| PSYC | 7050 | Design and Evaluation of Psychological Programs and Services | 2 |
| PSYC | 8912 | Practicum in Design and Evaluation of Programs and Services | 1 |

Requirements of the Specialization in Clinical Psychology/School Psychology - 25 credits

| | | | |
|------|------|--|---|
| PSYC | 7005 | Professional Standards in Clinical/School Psychology | 1 |
| PSYC | 8330 | Psychological Evaluation and Intervention with Infants and Preschool Children | 2 |
| PSYC | 8610 | Family Therapy | 2 |
| PSYC | 8620 | Psychological Interventions in Schools | 2 |
| PSYC | 8630 | Objective Evaluation of Personality | 2 |
| PSYC | 8650 | Clinical Psychopharmacology | 2 |
| PSYC | 8660 | Clinical Supervision and Consultancy | 2 |
| PSYC | 8914 | Practicum in Psychological Evaluation and Intervention with Infants and Preschool Children | 1 |
| PSYC | 8919 | Practicum in Family Therapy | 1 |
| PSYC | 8921 | Practicum in Objective Evaluation of Personality | 1 |
| PSYC | 8923 | Practicum in Clinical Supervision and Consultancy | 1 |

| | | | |
|------|------|---|---|
| PSYC | 8980 | Integrated Practice in Clinical/School Psychology I | 2 |
| PSYC | 8981 | Integrated Practice in Clinical/School Psychology II | 3 |
| PSYC | 8982 | Integrated Practice in Clinical/School Psychology III | 3 |

Prescribed Distributive Requirements in Clinical Psychology/School Psychology - 9 credits.

(The student will take 6 credits in the area of School Psychology and 3 credits in the Clinical area).

Area of School Psychology

| | | | |
|------|------|---|-----|
| PSYC | 8320 | Schools Organization and Operation | 3 |
| EDUC | 8190 | Design and Construction of Educational Programs | 3 |
| EDUC | 8135 | Development of Teaching Models | 3 |
| PSYC | 8780 | Infantile Psychoanalysis | 3 |
| PSYC | 7970 | Special Topics | 1-3 |

Area of Clinical Psychology

| | | | |
|------|------|---|-----|
| PSYC | 8515 | Professional Consultancy | 2 |
| PSYC | 8710 | Intervention in Crises | 3 |
| PSYC | 8715 | Projective Evaluation of Personality: Rorschach | 3 |
| PSYC | 8740 | Trauma: Psychological Perspective | 2 |
| PSYC | 8795 | Psychology of Health | 2 |
| PSYC | 8340 | Introduction to Neuropsychological Evaluation | 3 |
| PSYC | 7970 | Special Topics | 1-3 |

Operational Requirements - 12 credits

| | | | |
|------|-------|----------------|---|
| PSYC | 8990A | Internship | 3 |
| PSYC | 8990B | Internship | 3 |
| PSYC | 8991 | Dissertation A | 3 |
| PSYC | 8992 | Dissertation B | 3 |

Religious Education (MA)

The Masters of Arts in Religious Education has as its goal to form educational personnel in the field of Religion. The program gives emphasis to the analysis of Christian Principles and their role in the formation of the ethical values of human being. This program aspires to prepare educational and research personnel in the field of Religious Education by using theological tools.

Admission Requirements

Besides satisfying the admission requirements for the study of Masters Degrees, the candidate who wishes to enter the Program in Religious Education must meet the following requirements:

1. Possess a Baccalaureate in Religious Studies or related areas or have approved, at the bachelor's level a minimum of twelve (12) credits distributed between the areas of Education and Religious Studies.
2. Pass an interview with the Admissions Committee of the School of Theology of the Metropolitan Campus.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN RELIGIOUS EDUCATION

Specialization Requirements – 42 credits

| | | | |
|------|------|--|---|
| RELI | 5010 | History and Philosophy of Religious Education | 3 |
| RELI | 5215 | History of the Church | 3 |
| RELI | 5320 | Introduction to Theology | 3 |
| RELI | 5430 | Biblical Analysis | 3 |
| RELI | 5540 | Ecumenical Thought | 3 |
| RELI | 5650 | Religious Pluralism | 3 |
| RELI | 5760 | The Historical Jesus: Social Message | 3 |
| RELI | 5870 | Christian Ecclesiology | 3 |
| RELI | 5990 | Ethics and Pastoral Action | 3 |
| RELI | 6020 | Teaching Strategies in Religious Education | 3 |
| RELI | 6030 | Design and Evaluation of Curriculum in Religious Education | 3 |
| RELI | 6040 | Educational Leadership in Religious Education | 3 |
| RELI | 6975 | Integration Seminar | 3 |
| RELI | 6910 | Practicum | 3 |

Second Language Research (PhD)

The PhD in Second Language Research is designed to prepare leaders in the study of the second language. Graduates of the program will have developed a robust approach towards the investigation of the influential factors of the acquisition and use of a second language. The program provides students with the knowledge and skills necessary to conduct quantitative and qualitative research of high quality, as well as action research in educational and non-educational environments. The dissemination of results is a key component of the research process and the program requires the production of research articles of the quality required by a professional journal in many of the courses. The program offers two exit options: A student may choose to receive a Professional Certificate in Second Language Research after completing 15 credits of the specialization requirements, or a Master of Philosophy in Second Language Research after completing all specialization courses of study. (Details are found in the respective descriptions of each program in the Graduate Catalog).

The Ponce Campus is authorized to offer this program. The program is offered in English and exclusively by the distance learning modality.

Graduate Proficiency Profile of the Graduate

The Program is designed to develop competencies that allow the student to:

Knowledge

1. Understand the prominent factors related to the acquisition and use of the second language.
2. Acquire knowledge of quantitative research designs and methodologies and their applications for second language research.
3. Acquire knowledge of qualitative research designs and methodologies and their applications for second language research.
4. Acquire knowledge of action research and its applications for second language research.
5. Acquire knowledge of ethical considerations for the investigation of a second language.

Skills

1. Develop an appropriate research design for the second language research problem.
2. Analyze the social, cultural, psychological and linguistic aspects of the acquisition and use of the second language.
3. Synthesize existing literature of second language research.
4. Produce written and oral accounts of the research process and results of second language research.

Attitudes

1. Value diversity among, environments and users of the second language and languages as such.
2. Appreciate alternative points of view related to second language research.
3. Consider ethical aspects in the design and practice of research.

Requirements for Satisfactory Academic Progress

1. Comply with the requirements of satisfactory academic progress for doctoral programs as specified in the current Graduate Catalog.

2. Once the student has completed SLAR 8990, he/she has a total of four (4) terms to complete the dissertation that includes SLAR 8991 and the three (3) dissertation extension courses SLAR 8992, 8993 and 8994. If the student does not complete the dissertation at the end of the third extension course (SLAR 8994), he/she will be awarded the degree of Master of Philosophy in Second Language Research and cannot continue in the doctoral program. In extraordinary circumstances, the graduate program director, the dean of academic affairs, and the faculty of the program may give the student an additional term to complete his or her dissertation. In this case, the student must repeat SLAR 8991 Second Language Research Dissertation.

Graduation Requirements

In addition to complying with graduation requirements of the Graduate Catalog, students in this program must meet the following requirements.

1. Complete all the specialization requirements with a minimum average of 3.00.
2. After completing 15 credits of the specialization requirements (SLAR 7010, 7020, 7030, 7035 and an additional course of specialization requirements), the student can apply for a Post-Masters Professional Certificate in Second Language Research.
3. After completing the specialization requirements and SLAR 797_ Special Topic in Second Language Research, the student can apply for a Master of Philosophy in Second Language Research. The SLAR 8990 course can be substituted by a special subject course.
4. Complete the dissertation requirement within four (4) terms after having successfully defended the research proposal submitted in SLAR 8990. If the dissertation is not completed after completing the third dissertation extension course (SLAR 8994), a Master's degree in Second Language Research Philosophy will be awarded and the student will not graduate from the doctoral program.
5. This program has no residency requirements nor a comprehensive exam.

Admission requirements

1. Comply with the admission requirements in the current Graduate Catalog.
2. Hold a master's degree (or equivalent) from an accredited university with a minimum of 3.00 academic average.
3. Candidates who hold a master's or doctorate degree in areas not related to research or language teaching must pass the ENGL 5030 Principles of Linguistics course. Their admission will be provisional until the course is approved. They will not be able to enroll in any of the specialization courses until they have approved this course.
4. If the undergraduate or previous graduate degree did not require a statistical course or if the course was not passed with a grade of 3.00 or higher, the candidate must approve EDUC 5133 Statistics or any other introductory statistics course at the graduate level. Admission will be provisional until the student passes the course with 3.00 or higher. The candidate cannot enroll in any of the specialization courses until the course is passed.
5. Be bilingual in English (all courses will be offered in English) and an additional language (evidence is required).
6. Present evidence of previous experience in research projects (example: master's thesis, research done as a requirement of a course, published or unpublished research).

REQUIREMENTS FOR THE DOCTORAL DEGREE IN PHILOSOPHY IN SECOND LANGUAGE RESEARCH

| | | |
|-----------------------------|-------|------------------|
| Specialization Requirements | | 27 credits |
| Core Requirements | | <u>6</u> credits |
| | Total | 33 |

Specialization Requirements - 27 credits

| | | | |
|------|------|--|---|
| SLAR | 7010 | Introduction to Second Language Research | 3 |
| SLAR | 7020 | Quantitative Research Design | 3 |
| SLAR | 7030 | Qualitative Research Design | 3 |
| SLAR | 7035 | Research-Action Design | 3 |
| SLAR | 7040 | Second Language Social, Cultural and Political Aspects | 3 |
| SLAR | 7050 | Reading Research in a Second Language | 3 |
| SLAR | 7060 | Writing Research in a Second Language | 3 |
| SLAR | 7070 | Oral Communication Investigation in a Second Language | 3 |
| SLAR | 7080 | Language Learning through Computer Technology | 3 |

Core Requirements - from 6 (minimum) to 9 credits

| | | | |
|------|------|--|---|
| SLAR | 8990 | Dissertation Proposal for Second Language Research | 3 |
| SLAR | 8991 | Dissertation in Second Language Research | 3 |
| SLAR | 8992 | Dissertation Extension 1 | 1 |
| SLAR | 8993 | Dissertation Extension 2 | 1 |
| SLAR | 8994 | Dissertation Extension 3 | 1 |

Social Work (MSW)

The mission of the Master's Program of Social Work is to prepare students to be effective advanced practitioners in the fields of Administration in Social Work and Clinical Social Work. In addition, the program prepares professionals committed to the social and economic justice of human beings. To this end, the curriculum of the program is framed in the systemic-ecological approach and emphasizes the perspectives of empowerment and strengths, integrated with the biopsychosocial vision.

The Master's Program in Social Work has two specializations: Administration in Social Work and Clinical Social Work.

The goals of the Master's Program in Social Work are congruent with its mission and are oriented toward the preparation of advanced level practitioners who can:

1. Use the perspectives of strengths and empowerment in the practice of Social Work for the promotion, strengthening, maintenance and restoration of the mental health and well-being of individuals, families and the community in general.
2. Examine and use scientific findings and methodologies in their professional practice, evaluate the effectiveness and efficiency of their practice, and participate in the process of evaluating the achievement of the organizational goals.
3. Develop and implement strategies and techniques that promote social and economic justice for the benefit of systems within the context of human rights, values and ethics of the Social Work profession.
4. Incorporate in their practice strategies that promote the recognition of cultural diversity and human rights, and understand how they affect social systems.

Core Competencies of Graduates

The Program is designed to develop the core competencies, in agreement with the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) that will allow students at the graduate level, in harmony with their specialization, to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

The Master's in Social Work has two study Programs:

Regular Program - This curricular program is aimed at students with a baccalaureate in various specializations, including those that come from programs not accredited by the CSWE. The first 24 credits consist of courses of the fundamentals of the practice of General Social Work. The other 33 credits are specialization courses selected by the student. Fifty-seven (57) credits are required to complete the degree.

Advanced Program - This curricular program is aimed at students who hold a baccalaureate accredited by the CSWE and have completed their degree during the past 5 years. The student is admitted to the specialization of choice and 33 credits are required to complete the program.

The Master's in Social Work consists of two specializations: Administration in Social Work and Clinical Social Work.

The specialization in Administration in Social Work prepares advanced level practitioners with the knowledge, skills and values that enable them to perform professionally in human service organizations that offer family services. It includes the areas of management, administration, supervision, development, and analysis of social policy, and the planning, development, implementation, and evaluation of programs.

The specialization in Clinical Social Work prepares advanced level social workers with the knowledge, skills, and the values to intervene clinically with people, families and groups. Models of intervention are critically examined within their sociocultural context. It also includes professional practice from a perspective of strengths and empowerment integrated with the biopsychosocial approach.

Admission Requirements

In addition to meeting the admission requirements for master's programs established in the section "Requirements for Admission to Master's Programs" of this catalog, students must present the results of a standardized admissions test for graduate studies. The test score will be used in the admission formula to the Program. Submission of a negative certificate of Criminal Record and a negative certificate of the Sex Offender Registry (Law No. 300, of 1999) are also required. Students must also meet the following requirements according to the specialization of interest.

Regular Program Admission Requirements

Approval of the following courses at the baccalaureate level or equivalents with a minimum grade of C:

| | |
|----------------------------|-----------|
| Statistical Methods course | 3 credits |
| General Sociology course | 3 credits |

Advanced Program Admission Requirements

Have an academic grade point average of 3.00 or more in the Social Work specialization courses at the Baccalaureate level.

The Metropolitan Campus is authorized to offer this Program.

The Program is accredited by the Council on Social Work Education (CSWE) (<http://www.cswe.org>).

REQUIREMENTS FOR THE MASTER OF SOCIAL WORK DEGREE

Regular Program

| | |
|---|-------------------|
| Core Course Requirements (Fundamentals) | 24 credits |
| Specialization Requirements | <u>33</u> credits |
| Total | 57 |

Advanced Program

| | |
|-----------------------------|-------------------|
| Specialization Requirements | <u>33</u> credits |
| Total | 33 |

Core Requirements - 24 credits

| | | |
|-----------|--|---|
| SOWO 5011 | Human Behavior in the Social Environment I | 3 |
| SOWO 5012 | Human Behavior in the Social Environment II | 3 |
| SOWO 5013 | Fundamentals of Professional Practice in Social Work | 3 |

| | | |
|-----------|---|---|
| SOWO 5014 | Fundamentals of Professional Practice in Social Work II | 3 |
| SOWO 5015 | Social Policy and Social Welfare Systems | 3 |
| SOWO 5016 | Research in Social Work | 3 |
| SOWO 5923 | Practicum I | 3 |
| SOWO 5924 | Practicum II | 3 |

The student may choose one of the two specializations offered by the Master's Program in Social Work: Administration in Social Work or Clinical Social Work.

Specialization Requirements - 33 credits

Specialization in Administration in Social Work

| | | |
|-----------|--|---|
| SOWO 6029 | Diversity and Oppression | 3 |
| SOWO 6036 | Program Planning and Evaluation | 3 |
| SOWO 6037 | Administration in Social Work | 3 |
| SOWO 6038 | Administration of Human Resources | 3 |
| SOWO 6039 | Grant Proposals for Funding | 3 |
| SOWO 6042 | Social Work with Organizational and Community Groups | 3 |
| SOWO 6043 | Administration of Non-Governmental Organizations | 3 |
| SOWO 6052 | Supervision in the Organizational Context | 3 |
| SOWO 6924 | Practicum III Administration in Social Work | 3 |
| SOWO 6925 | Practicum IV Administration in Social Work | 3 |
| SOWO 6926 | Practicum V Administration in Social Work | 3 |

Specialization in Clinical Social Work

| | | |
|-----------|--|---|
| SOWO 6029 | Diversity and Oppression | 3 |
| SOWO 6064 | Mental Health and Social Work | 3 |
| SOWO 6072 | Clinical Supervision | 3 |
| SOWO 6131 | Family Intervention Models I | 3 |
| SOWO 6132 | Family Intervention Models II | 3 |
| SOWO 6143 | Evaluation of Effectiveness of Professional Practice | 3 |
| SOWO 6161 | Models in Social Group Work I | 3 |
| SOWO 6162 | Models in Social Group Work II | 3 |
| SOWO 6921 | Practicum III Clinical Social Work | 3 |
| SOWO 6922 | Practicum IV Clinical Social Work | 3 |
| SOWO 6923 | Practicum V Clinical Social Work | 3 |

Post Masters Degree Professional Certificate in Clinical Social Work

The Post Masters Degree Professional Certificate Program in Clinical Social Work aims to prepare social workers with a biopsycosocial and interdisciplinary approach to work in independent practice in diverse scenarios by integrating models for primary, secondary and tertiary prevention.

Current clinical social work deals with care of diverse human systems without excluding the possibility of intervening with broader social systems. Clinical social work with a biopsycosocial approach transfers its center of attention from the individual as the main client to the evaluation, diagnosis and intervention in and between human systems. It integrates diverse biological, psychological and social variables and associates them to explain behavior in family, group and interpersonal relations that individuals have with their environment. With this approach, social intervention moves, in addition, towards intervention centered on the family, consultation and evaluation of the professional practice. This can be conducted in public or private scenarios.

Admission Requirements

1. Have a Masters Degree in social work with a specialization in clinical, direct service or family from a university accredited by the Council on Social Work Education (CSWE).
2. If candidates have another specialization in social work; they must pass, prior to admission, the following courses of methodology in social intervention or their equivalents: SOWO 6032, 6034 and 6035.
3. Have a minimum of two years practical experience in direct service in public or private institutions.

Graduation Requirements

In order to complete the Post Masters Professional Certificate in Clinical Social Work, students must pass at least 18 credits with a general average of 3.00.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR POST MASTERS DEGREE PROFESSIONAL CERTIFICATE IN CLINICAL SOCIAL WORK

PROFESSIONAL CERTIFICATE REQUIREMENTS 18 credits

Certificate Requirements - 18 credits

| | | | |
|------|------|--|---|
| SOWO | 7130 | Conceptual Approaches in Clinical Social Work | 3 |
| SOWO | 7140 | Coordinated Handling of Mental Health and Clinical Social Work | 3 |
| SOWO | 7150 | Family Therapy in Social Work | 3 |
| SOWO | 7153 | Social Work in Couples Therapy | 3 |
| SOWO | 7154 | Group Therapy in Social Work | 3 |
| SOWO | 7156 | Practicum in Clinical Social Work | 3 |

Clinical Social Work (DSW)

The Doctoral Program in Clinical Social Work (DSW) is aimed at social workers interested in expanding their clinical knowledge, contributing to research and to the dissemination of the results of the effectiveness in the biopsychosocial intervention. In addition, it is oriented towards prevention, secondary and tertiary treatment in the field of mental health from a health perspective. Likewise, neuroscience is integrated into clinical practice.

The goals of the Doctoral Program in Clinical Social Work are focused on training professionals and scholars aimed at:

1. Carrying out the practice of clinical social work with diverse populations to strengthen, maintain and restore the biological, psychological, social and spiritual functioning of people in their eco-systemic environment.
2. Contributing the scientific knowledge of clinical social work by investigating evidence-based practices that evaluate the effectiveness of professional intervention.

Profile of the Graduate's Competencies

The Doctoral Program in Clinical Social Work is designed to develop the professional skills that allow the student to:

Knowledge

Demonstrate knowledge and understanding of:

1. the cognitive, neurobiological and sociocultural bases of human behavior on which the practice of clinical social work is based.
2. the issues and ethical dilemmas that arise in clinical practice to act in accordance with the Code of Ethics.
3. evidence-based practices that can be integrated into your profession as a clinical social worker.
4. therapeutic models to be applied according to the needs of individuals, families and groups in the practice of clinical social work.
5. quantitative and qualitative methodologies for the evaluation of their clinical practice.

Skills

1. Apply ethical reasoning strategies in the management of ethical issues and dilemmas that are made in the practice of clinical social work.
2. Diagnose psychosocial conditions that affect human behavior through the use of a variety of instruments.
3. Carry out interventions documented by the psychosocial diagnosis.
4. Intercede in the defense of diverse populations for access to mental health services.
5. Apply practices based on scientific evidence to generate new knowledge in clinical social work.

Attitudes

1. Commit to disseminate knowledge derived from the practice of clinical social work.
2. Combat discrimination, oppression and stigma as conditions that perpetuate inequality in access to mental health services.

Admission requirements

1. Have a command of the Spanish and English languages.
2. Submit the results obtained within the last five years preceding the requested admission date, of one of the following tests:

- Graduate Record Examination (GRE).
 - Miller Analogy Test (MAT).
 - Examination of Admission to Graduate Studies (EXADEP).
 - Graduate Management Admission Test (GMAT)
3. Have completed a master's degree in social work from a graduate program accredited by the CSWE or its equivalent in other countries.
 4. Submit an essay of their experiences in social work and their interest to be admitted to the doctoral program of clinical social work.
 5. Take part in an interview and be recommended by the Program Admissions Committee.

Admission of Transfer Students

The admission of students transferred to the Doctoral Program will be taken into consideration if they satisfy the program conditions set out in the "Requirements for Admission to the Doctoral Program in Clinical Social Work".

Candidates must arrange with their university of origin to have their academic record sent directly to the Campus' Admission, so that they are granted credit for studies already done with the conditions stipulated below:

1. Candidates for admission as transferred students will be considered if they meet the conditions set forth in the section "Academic Admission Requirements".
2. Students who have begun studies for a doctoral degree in another professional discipline or in another doctoral program in social work can transfer up to 15 credits that have been approved with A or B. No substitution or equivalence will be authorized for methodology or practice in clinical social work.
3. The courses to be transferred must be equivalent to the courses offered in the Doctoral Program in Clinical Social Work of the Inter-American University and be approved by the faculty.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE DOCTORATE IN CLINICAL SOCIAL WORK

| | |
|--------------------------------------|------------------|
| Specialization Requirements | 28 credits |
| Core Requirements | 12 credits |
| Prescribed Distributive Requirements | <u>4 credits</u> |
| Total | 44 |

Specialization Requirements - 28 credits

| | | | |
|------|------|---|---|
| SOWO | 7210 | Qualitative Research in Clinical Social Work | 2 |
| SOWO | 7220 | Quantitative Research in Clinical Social Work | 2 |
| SOWO | 7230 | Neurosciences and Clinical Practice in Social Work | 3 |
| SOWO | 7310 | Statistics Applied to the Evaluation of Clinical Social Work | 2 |
| SOWO | 7410 | Clinical Theory in Social Work I | 3 |
| SOWO | 7411 | Clinical Theory in Social Work II | 3 |
| SOWO | 8010 | Evaluation of Effectiveness in the Clinical Practice of Social Work | 2 |
| SOWO | 8020 | Biopsychosocial Diagnosis in Clinical Social Work | 2 |
| SOWO | 8030 | Clinical Practices with Families in Social Work | 3 |
| SOWO | 8040 | Clinical Practices with Children and Adolescents | 2 |
| SOWO | 8050 | Construction of Measuring Instruments in Clinical Social Work | 2 |
| SOWO | 8060 | Mental Health: Public Health Perspective in Clinical Work | 2 |

Core Requirements - 12 credits

| | | |
|-----------|---------------------|---|
| SOWO 8910 | Clinic Intern I | 1 |
| SOWO 8920 | Clinical Intern II | 1 |
| SOWO 8930 | Clinical Intern III | 1 |
| SOWO 8940 | Clinical Intern IV | 1 |
| SOWO 8950 | Clinical Intern V | 1 |
| SOWO 8960 | Clinical Intern VI | 1 |
| SOWO 8991 | Dissertation I | 3 |
| SOWO 8992 | Dissertation II | 3 |

Prescribed Distributive Requirements - 4 credits

The student must pass 4 credits from the following courses:

| | | |
|-----------|--|---|
| SOWO 8110 | Trauma and Advanced Clinical Practice in Social Work | 2 |
| SOWO 8120 | Addictions and the Practice of Clinical Social Work | 2 |
| SOWO 8130 | Therapeutic Groups with Different Populations | 2 |

Speech-Language Pathology (MS)

The Master of Science Program in Speech-Language Pathology aspires to prepare competent professionals who can offer prevention, evaluation, diagnosis and treatment services to children and adults with communication and swallowing disorders. It will also develop their skills in supervision and consulting, which are very important for this profession. The curricular design covers two (2) fundamental areas: Foundations of human communication and specialized courses in of Speech-Language Pathology.

Profile of the Competencies of Graduates

This Program is designed to develop the competencies that will permit students to:

Show Knowledge and Understanding of:

1. The biological, neurological, acoustic, psychological, linguistic, and cultural bases and of the development of the basic processes of human communication and swallowing.
2. The etiological factors, the anatomical/physiological, acoustic, and psychological characteristics and foundations, and the development involved in the disorders of speech, language, communication, hearing and swallowing.
3. The scientific literature related to communication and swallowing disorders, for the application and appropriate clinical intervention.
4. The particular characteristics of the diverse populations in the evaluation process, intervention and prevention of communication and swallowing disorders.
5. The technology developed to help people with communication disorders.

Skills

1. Establish diagnoses related to communication and swallowing disorders in children, adolescents and adults.
2. Design intervention and prevention plans for the communication and swallowing disorders in order to apply the findings in agreement with the conducted evaluations.
3. Critically evaluate the formal and informal instruments used in the evaluation of children and adults with of communication and swallowing disorders.
4. Use the technology and instrumentation in an innovating form in the services to patients with these disorders.
5. Apply the skills of supervision, administration and of consultancy in different scenarios of patient services.

Attitudes

1. Show an ethical behavior when performing the inherent functions to professional practice.
2. Value the need for continuous learning and professional development throughout life.
3. Show sensitivity and esteem by cultural and social differences and for the development of the diverse populations to which services are offered.

Admission Requirements

To be admitted to the Master of Science program in Speech-Language Pathology, the candidate must meet the general admission requirements for a Master's Degree, established by Inter American University of Puerto Rico in the Graduate Catalog and must meet the following specific program requirements:

1. Have completed a Bachelor's degree from an accredited University with an academic index of 3.0 or above.

Students who have completed the Baccalaureate in Speech and Language Therapy must take a Statistics course before being admitted to the Program.

Students, who have completed a baccalaureate in another area, must take a course in each of the following areas:

- Biological Sciences
- Physical Sciences
- Social Sciences (Psychology/Anthropology)
- Human Development
- Basic Mathematics
- Statistics
- Grammar
- Nature and Needs of the Exceptional Child

These courses must be passed with a grade of B or above before requesting admission to the Program.

2. Submit two letters of recommendation, one of them from a faculty member.
3. Have obtained a minimum score of 400 points in EXADEP test.
4. Write an essay related to their interest in the field of Speech-Language Pathology.
5. Submit a Professional Curriculum Vitae.
6. Have an admission interview with a faculty committee.
7. Submit an official transcript from their undergraduate institutions.
8. Complete and submit the admission application by the designated deadline.

Graduation Requirements:

The student of the Master of Science Program in Speech-Language Pathology must:

1. Complete and pass the 59 credits of the Program with a minimum grade of B.
2. Take the Examination PRAXIS I

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

| | | |
|------------------------------------|--|-------------------|
| Core Course Requirements | | 19 credits |
| Specialization Course Requirements | | <u>40 credits</u> |
| Total | | 59 |

Core Course Requirements - 19 credits

| | | | |
|------|------|--|---|
| SPLP | 5100 | Anatomy, Physiology and Neurology of of the Mechanisms of Speech, Language and Hearing | 3 |
| SPLP | 5105 | Foundations of Audiology | 3 |
| SPLP | 5110 | Normal Development of Speech and Language | 3 |
| SPLP | 5120 | Seminar: Contemporary Topics and Multicultural and Methodological Considerations | 1 |
| SPLP | 5215 | Professional Ethics in Speech-Language Pathology | 3 |
| SPLP | 6000 | Introduction to Auditory Habilitation/ Rehabilitation | 3 |
| SPLP | 6535 | Supervision and Administration of Speech-Language Pathology | 3 |

Specialization Course Requirements - 40 credits

| | | | |
|------|------|--------------------------------------|---|
| SPLP | 6100 | Articulation and Phonology Disorders | 3 |
| SPLP | 6101 | Language Disorders in Children I | 3 |
| SPLP | 6102 | Language Disorders in Children II | 3 |
| SPLP | 6210 | Fluency Disorders | 3 |
| SPLP | 6215 | Voice Disorders | 3 |

| | | | |
|------|------|--|---|
| SPLP | 6320 | Diagnostic Methods in Speech-Language Pathology | 3 |
| SPLP | 6325 | Acquired Language Disorders | 3 |
| SPLP | 6405 | Augmentative and Alternate Aid for Communication | 3 |
| SPLP | 6430 | Dysphagia in Children and Adults | 3 |
| SPLP | 6435 | Motor Disorders in Speech | 2 |
| SPLP | 6440 | Written Language Disorders | 2 |
| SPLP | 6910 | Clinical Practice I | 3 |
| SPLP | 6911 | Clinical Practice II | 4 |
| SPLP | 6970 | Integration Seminar | 2 |

Theology (PhD)

The main purpose of the Program is to prepare specialists with advanced academic studies in the fields of Christian Education and Pastoral Theology. These studies train the graduates to contribute as researchers and instructors of the Christian faith in the spiritual, social and academic areas, in Puerto Rico, as well as in the Caribbean, Latin America and Hispanic communities in the United States. From an interdisciplinary and ecumenical approach, it fosters thought about theology and its relevance in contemporary society. The Program emphasizes the analysis of the theological foundations of Christianity and the essential role that they play in the formation of ethical values of human beings.

The student who completes the Program successfully will be able to:

1. Evaluate the religious phenomenon in humans at the individual and community levels.
2. Explain the concepts of Christian theology.
3. Critically evaluate the history and development of theology.
4. Justify and interpret the relevance of theological work in contemporary society.
5. Integrate research skills to theological thought.
6. Propose new perspective on the existing theological models in order to contribute to the knowledge of the discipline.
7. Analyze the influence of the different theological models in the Latin American context.
8. Create a critical interreligious and interdisciplinary dialog.
9. Apply knowledge to decision making processes in matters of an ethical nature.
10. Stimulate reflection of the Christian faith and its relation to the spreading of values and improvement of society.

Admission Requirements

Candidates for admission must:

1. Have received a Master's Degree in Religion, Masters in Theology, Masters in Divinity or its equivalent, or in related areas from an accredited university or from an accredited institution of graduate studies, with a grade point average of no less than 3.00. Candidates that have a Masters degree in other fields, who have approved a minimum of 15 credits at this level in Religion, will also be considered.
2. Complete the admission form, which will include an essay about their intellectual and professional career, highlighting the factors that made the candidate apply to the Program. It should also express the candidate's academic, vocational, and professional purposes.
3. Have a full knowledge of the Spanish language and competency in the English language.
4. Have taken one of the following examinations: Graduate Record Examination (GRE), Miller Analogy Test or Examen de Admisión a Estudios de Posgrado (EXADEP) [Graduate Studies Aptitude Test] within the last three years of the date admission is requested. The Program's Admission Committee will establish the acceptable minimum score levels for the degree.
5. Have taken the test for the Teaching of English as a Foreign Language (TOEFL) - Required for students whose first and second language is not English.
6. Have passed a statistics course.
7. Present three (3) letters of recommendation, preferably from Faculty members that can properly comment on their academic, intellectual and personal ability to develop doctoral studies.
8. Submit an essay, term paper, or critical exegesis (of no more than thirty pages) that shows competency in master's studies. Preferably, the work must be related to the major that is being requested at a doctoral level.
9. Have an interview with the Admission Committee of the Doctoral of Philosophy Program in Theology, and be favorably recommended by it.

Special cases of students who request admission by transfer from a foreign accredited university or institution of graduate studies will be evaluated according to their individual merits.

Academic Progress Requirements

In the Doctoral Program the student will progress through the following phases:

1. Pass a reading examination in a third modern language after completing 24 credits of the Program.
2. Comply with the following requirements:
 - a) Pass all courses with a minimum of B.
 - b) Pass the comprehensive examination. Students must pass this test after having passed at least 30 credits (9 credits in core courses and 21 credits in courses related to their specialization).
 - c) Pass the thesis proposal.
3. Comply with all the preparation and presentation requirements of the dissertation.
4. Complete the degree in a period of seven years. Annual extensions can be awarded up to a maximum of three. These will be awarded based only on significant progress and work demonstrated by the student during the year that is awarded.

At the beginning of the first academic term of studies, the Director of the Doctoral Program will assign the student a faculty member that will temporarily serve as an academic advisor. At the end of the first academic term the advisor that will work with the student during the rest of the study program will be assigned. The advisor will be responsible of guiding the student on the courses that should be taken, as well as other aspects of the Program until the time of the comprehensive examination. At the end of the second academic term of the first year, the advisor will evaluate the work of the student during that period, and will give a written copy of the evaluation to the student and to the Director of the Doctoral Program.

It is expected that from the beginning of the first year of studies the student explore topics from which the doctoral dissertation may be developed.

To be considered a Doctoral Candidate, the student must have passed all the courses of the Program, except THEO 8994 – Doctoral Dissertation. An exception to the rule could be made with a course that the student is taking the academic term when the comprehensive examination is requested.

Having being admitted to the Doctoral Program does not guarantee admission to the degree candidacy. During the period prior to the request of admission to degree candidacy, the student should consult with his advisor to choose the topic of the dissertation. Once the topic is determined with the approval of the advisor, the student will prepare the proposal for research and will submit it to the Director of the Doctoral Program. If the proposal is accepted, the Director will officially inform the student that he has been admitted as a candidate for the degree.

The Director of the Doctoral Program, with the prior agreement of the degree candidate, will name three faculty members to form the candidate's Dissertation Committee, one of who will be designated as the candidate's Dissertation Director. This faculty member will also chair the committee. The Director of the Doctoral Program will make available to this committee the candidate's file which contains a record of the academic work done by the candidate to date, the results achieved on the comprehensive examination, the preliminary research proposal and any other documents academically relevant to the work of the candidate. The candidate's Dissertation Committee will thenceforth be responsible for advising and directing the student until the Dissertation is completed. Its defense will be through an oral examination before the Committee, which will be integrated by the three faculty members appointed by the Director of the Doctoral Program. The Committee can also invite other qualified persons to participate during the defense of the dissertation.

The Committee must officially approve the dissertation before this requirement can be completed. The student must comply with all the requirements to obtain the degree in a period of seven (7) years of having started in the Program. After those seven (7) years, an annual extension may be awarded up to a maximum of three. The extensions will be awarded only based on the significant progress and work shown by the student during the year prior requesting the extension.

All candidates must be completely fluent in the Spanish language. They must also have sufficient competency in English to be able to carry out complex and long readings in this language. In addition, candidates must pass an examination certifying that they have the necessary reading skills in a third modern language. This examination must be passed after completing 24 credits of the Program. The student may not take more than one course per academic term until this requirement of the third modern language is met.

Graduation Requirements

1. Pass all the courses of the Program with a minimum grade of B.
2. Pass the comprehensive examination.
3. Show knowledge of a third modern language.
4. Successfully complete, present, and defend the doctoral dissertation.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY PROGRAM IN THEOLOGY

| | |
|--------------------------------------|------------------|
| Core Course Requirements | 18 credits |
| Prescribed Distributive Requirements | 12 credits |
| Operational Requirements | 9 credits |
| Elective Courses | <u>6 credits</u> |
| Total | 45 |

Core Course Requirements - 18 credits

| | | | |
|------|------|---|---|
| THEO | 7000 | Fundamental Themes of Christian Theology | 3 |
| THEO | 7010 | Biblical Studies | 3 |
| THEO | 7020 | Christian Ethical Perspectives | 3 |
| THEO | 7030 | History of Christianity | 3 |
| THEO | 7190 | Classic Exponents of Christian Spirituality | 3 |
| THEO | 8020 | Human Suffering, and the Problem of Evil and Love | 3 |

Prescribed Distributive Requirements - 12 credits

Select 12 credits from the following courses in the area of dissertation.

Christian Thought

| | | | |
|------|------|---|---|
| THEO | 7016 | Evangelisation in the Caribbean | 3 |
| THEO | 7017 | Theology: Colonial America | 3 |
| THEO | 7019 | Theology: Contemporary America | 3 |
| THEO | 7220 | New Religious Movements in the Americas | 3 |
| THEO | 7250 | Spanish-Caribbean Theological Methods | 3 |
| THEO | 8000 | Mission Theology | 3 |

Practical Theology

| | | | |
|------|------|---|---|
| THEO | 7100 | Contemporary Theories of Christian Education | 3 |
| THEO | 7110 | Theological and Philosophical Foundations of Educational Ministry | 3 |
| THEO | 7260 | Theology of Pastoral Action | 3 |
| THEO | 7270 | Christology and Pastoral Action | 3 |
| THEO | 7290 | Eclesiología and Pastoral Action | 3 |
| THEO | 8010 | Theory of the Theological Method | 3 |

Operational Courses - 9 credits

| | | | |
|------|------|---------------------------------|---|
| EDUC | 7060 | Research Methods I | 3 |
| | | or | |
| HIST | 8970 | Historical Research Methodology | 3 |
| THEO | 8993 | Dissertation Proposal | 3 |
| THEO | 8994 | Dissertation | 3 |

University Teaching (MA)

The Master of Arts Degree in University Teaching is directed towards preparing professionals to perform as educators in higher education. This degree presents an academic offering in harmony with the educational needs of educators at the higher education level in different university contexts in Latin America. The curricular design comprises four (4) fundamental areas.

- Philosophical, Historical and Social Foundations of universities
- Theories and Methodologies for Educational Practice
- Research
- Technology

Students registered in the Program must have access to a computer with connection to the Internet. They must also have basic knowledge of computer handling and be able to work with word processing and electronic presentation applications and navigate the Internet.

Students desiring to enter the Master of Arts Degree in University Teaching may replace the admission tests stipulated in the Graduate Catalog with an equivalent test.

This Masters will be offered in the online education modality.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN UNIVERSITY TEACHING

| | |
|---|------------------|
| Philosophical, Historical and Social Foundations of Universities Requirements | 6 credits |
| Theories and Methodologies for Educational Practice Requirements | 9 credits |
| Research Requirements | 9 credits |
| Technology Requirements | <u>6 credits</u> |
| Total | 30 |

Philosophical, Historical and Social Foundations of Universities Requirements - 6 credits

| | | | |
|------|------|---|-----------|
| EDUC | 5200 | Development and Future of Higher Education | 3 credits |
| EDUC | 6605 | Current Problems and Controversies of Higher Education in Latin America | 3 credits |

Theories and Methodologies for the Educational Practice Requirements - 9 credits

| | | | |
|------|------|---|-----------|
| EDUC | 6024 | Educational Measurements and Evaluation | 3 credits |
| EDUC | 6610 | Learning Theories and Teaching Models in Higher Education | 3 credits |
| EDUC | 6620 | Planning and Educational Design in Higher Education | 3 credits |

Research Requirements - 9 credits

| | | | |
|------|------|-------------------------|-----------|
| EDUC | 5111 | Educational Research I | 3 credits |
| EDUC | 5112 | Educational Research II | 3 credits |
| EDUC | 697A | Integration Seminar | 3 credits |

Technology Requirements - 6 credits

| | | | |
|------|------|--|-----------|
| EDUC | 6601 | Virtual Learning Communities in Higher Education :Experience I | 1 credit |
| EDUC | 6602 | Virtual Learning Communities in Higher Education: Experience II | 1 credit |
| EDUC | 6603 | Virtual Learning Communities in Higher Education: Experience III | 1 credit |
| EDUC | 6615 | Educational Technology in Higher Education | 3 credits |

Course Descriptions

Courses in Accounting (ACCT)

ACCT 5101 FINANCIAL ACCOUNTING

Analysis and application of the theory of financial accounting at an advanced level. Preparation of financial reports for corporations and partnerships, consolidation of financial statements, mergers and acquisitions, taxes, issuance and valuation of stocks and bonds, and financial report analysis and interpretation. Discussion and analysis of current topics developing within the accounting profession. Prerequisites: ACCT 2252.

3 credits

ACCT 6110 ACCOUNTING FOR NON-PROFIT ORGANIZATIONS

Application of accounting norms that apply to non-profit organizations. Emphasis on the accounting principles applicable to: government, hospitals, universities, health organizations, and social welfare, among others.

3 credits

ACCT 6120 COMMERCIAL LAW FOR ACCOUNTANTS

Study of the United States Uniform Code of Commerce. Emphasis on contractual law, commercial laws, labor laws, ethical-legal responsibility of Certified Public Accountants and other laws related to the practice of the profession.

3 credits

ACCT 6220 BUDGET PLANNING AND CONTROL

Study of the process of budget preparation and use as a tool for managerial decision making. Includes aspects related to the budget, from its initial stages to the control process once it is implemented. Prerequisite: BADM 5040.

3 credits

ACCT 6410 INTERNATIONAL ACCOUNTING

Analysis of the main topics in international accounting such as national accounting systems and their effect on financial statements, decision making, the development of international accounting principles, the conversion of foreign currency, accounting in time of inflation, conversion prices and their implication in taxes. Comparison and analysis of accounting of several countries, discussion of coordination of accounting, with emphasis on logic, profits, ethical practices, consequences and problems that this coordination entails.

3 credits

ACCT 6420 INTERNATIONAL FINANCIAL STATEMENTS AND THEIR ANALYSIS

View of international accounting in the context of multinational company management. Application of a practical analysis of international financial statements and analysis in special situations. Definition and discussion of the conversion of financial statements to the local currency, the accounting and economic risk in foreign currency transactions and accounting for protection strategies.

3 credits

ACCT 6430 ADVANCED INTERNAL AUDITING

Review of academic literature related to internal auditing. Use of an auditing cycle (planning, field work, findings report, recommendations and discussion of this). Description of the function of the internal auditor within the administrative structure of a company at the local and international levels. Establishment of the responsibilities of internal auditors and their relationship with external auditors, management and the board of directors. Discussion of auditing procedures in multinational dependencies.

3 credits

ACCT 6440 FORENSIC ACCOUNTING

Study of the research, manifestation, documentation and prevention of fraud. Analysis of fraud and the tools, techniques and methods of auditing it, and investigative accounting in multinational companies. Case studies and presentations by students will be used to recognize the different stages of the development of forensic accounting and its application in multinational companies.

3 credits

ACCT 6940 AUDIT SEMINAR

Analysis of special topics within the audit field by means of research, case analysis and related readings. Prerequisite: BADM 6300.

3 credits

ACCT 6945 SEMINAR ON TAXES

Analysis of special topics within the Puerto Rico and Federal Tax Laws. Analysis of the most recent changes in these codes, by means of research, case analysis and related readings.

3 credits

ACCT 6980 RESEARCH SEMINAR

Research methods and techniques applied to accounting. Includes the design of a research proposal.

3 credits

ACCT 6985 RESEARCH PROJECT

Design and development of a research project on a current topic or problem related to accounting.

3 credits

Courses in Anesthesia (ANES)

ANES 5105 BIOCHEMISTRY AND PHYSICS

Concepts related to biochemistry and physics. Biochemical elements that facilitate the comprehension of pharmacokinetics and pharmacodynamics of anesthetic agents. Application of the laws of physics in the use of equipment and instruments in anesthesia.

3 credits

ANES 5110 INTRODUCTION TO ANESTHESIOLOGY

Historical development of anesthesia and current status of the anesthetist nurse in relation to other health professionals. Emphasis on moral-ethical and medical-legal considerations of anesthetic nursing practice and professional aspects of the anesthetist nurse.

2 credits

ANES 5111 PATHOPHYSIOLOGY I: CELLULAR

Analysis of the cellular biology, and the anatomy, physiology and pathophysiology of the nervous system with emphasis on the effects produced by the application of anesthesia.

3 credits

ANES 5112 PATHOPHYSIOLOGY II: BLOOD, CARDIOVASCULAR, RESPIRATORY AND RENAL

Analysis of the anatomy, physiology and pathophysiology of the cardiovascular, respiratory and renal systems and the implications related to anesthesia. Study of the ventilation and perfusion concepts and how these relate to oxygen, the administering of anesthesia and metabolism. Discussion of blood composition and the coagulation paths. Study of the effects in the cardiac and pulmonary commitment, renal function and its implications for administering anesthesia to the patient.

3 credits

ANES 5113 ADVANCED PATHOPHYSIOLOGY

Evaluation of the anatomy, physiology and pathophysiology of the conditions related to the acid-base imbalance of the endocrine and gastrointestinal systems. Analysis of the effects produced by the application of anesthesia. Prerequisite: ANES 5112.

3 credits

ANES 5121 PRINCIPLES OF ANESTHESIA I

Fundamentals of anesthetic management. Evaluation of pre and post anesthetic phase premedication, formulation of the anesthesia care plan, anesthetic techniques and procedures, endotracheal intubation equipment, documentation and prevention of complications. Mechanical principles governing the operation of anesthesia equipment and safety mechanisms. Corequisite: ANES 5122.

2 credits

ANES 5122 CLINICAL PRACTICE I: ADVANCED PHYSICAL ASSESSMENT OF HEALTH IN ANESTHESIA

Use of medical history data. Holistic evaluation of the patient. Preparation of the anesthesia care plan. Performance of the following skills: endotracheal intubation, induction and management of the patient under the effects of anesthesia. Practice in anesthesia equipment and safety mechanisms. Eight hours of clinical practice weekly. Corequisite: ANES 5121.

1 credit

ANES 5131 PHARMACOLOGY ANESTHETICS I: ANESTHETICS

Pharmacokinetics and pharmacodynamic of drugs used in premedication and anesthetic agents. Emphasis on determining dosage, mechanisms of action, characteristics of drugs effects, toxicity, secondary effects and interactions with other medications.

3 credits

ANES 5132 ADVANCED ANESTHETIC PHARMACOLOGY

Distinction of pharmacokinetics and pharmacodynamics in the advanced study of drugs used for multiple conditions of health, treatments and their side effect. Emphasis on oral antihypertensive, hypoglycemic, insulin, psychogenic, steroids, dysrhythmic, glycosides cardiac and antineoplastic drugs. Prerequisite: ANES 5131.

3 credits

ANES 5221 PRINCIPLES OF ANESTHESIA II: GENERAL SURGERY

Physical and mechanical bases for the management of monitors. Reading and interpretation of data obtained through monitors in the surgery room with patients with elective general surgery. Corequisite: ANES 5222. Prerequisites: ANES 5111, 5122.

2 credits

ANES 5222 CLINICAL PRACTICE ON PRINCIPLES OF ANESTHESIA II

Application of the physical and mechanical principles of monitors. Administration of anesthetics to patients on invasive monitoring, elective and ambulatory surgery and neurological procedures. Requires 24 hours of practice weekly. Corequisite: ANES 5132. Prerequisite: ANES 5122.

2 credits

ANES 5307 REGIONAL ANESTHESIA

Theoretical and practical considerations for the administration and management of regional anesthetics. Pharmacological aspects in the administration of anesthetic blocks: spinal, epidural and caudal. The use of local anesthetics is included.

2 credits

ANES 5331 PRINCIPLES OF ANESTHESIA III: OBSTETRICS AND PEDIATRICS

Fundamentals on anesthetic management in obstetrics with emphasis on the pathophysiological condition of pregnancy in the obstetric process. Anesthetic management in pediatrics including anatomic, physiological and pathological characteristics from infancy to late childhood. Corequisites: ANES 5222, 5332.

2 credits

ANES 5332 CLINICAL PRACTICE ON PRINCIPLES OF ANESTHESIA III

Practice on procedures to alleviate pain. Preparation of the patient for the administration of regional and general anesthesia. Assessment and management of the fetus, mother and the child. Tracheal intubation considering the quantitative and qualitative differences of the patient. Continuous monitoring during the perianesthetic procedure. Requires 32 hours of practice weekly. Corequisite: ANES 5331. Prerequisite: ANES 5222.

2 credits

ANES 5431 PRINCIPLES OF ANESTHESIA IV: CARDIOTHORACIC AND NEUROLOGICAL

Anesthetic management of emergency patients and patients with trauma and in cardiothoracic surgery. Includes specific procedures in cardiothoracic anesthesia and neuroanesthesia. Prerequisites: ANES 5313, 5331.

2 credits

ANES 5432 CLINICAL PRACTICE ON PRINCIPLES OF ANESTHESIA IV

Administration of anesthesia to emergency patients and patients in trauma and in cardiothoracic and neurosurgery. Practice in specialized settings. Requires 32 hours of clinical practice weekly. Corequisite: ANES 5431. Prerequisite: ANES 5332.

2 credits

ANES 5497 TRENDS AND CONTROVERSIES IN ANESTHESIOLOGY

Trends and controversial topics in modern anesthesiology, such as: practice standards, patients' bill of rights, new trends in anesthesiology; ethic-legal controversies, interaction with health organizations and other topics of particular interest.

2 credits

ANES 6390 CLINICAL ANALYSIS

Discussion of case studies chosen during the clinical practice. Emphasis on the analysis and decision-making in the perianesthetic process.

1 credit

ANES 6395 RESEARCH PROCESS

Introduction to the research process: methodology, techniques and statistical analysis. Research of a nursing anesthetic problem identified by the student through observation during the perianesthetic intervention. Oral and written presentation of the problem, methodology used, findings and recommendations to improve the practice of anesthetic nursing. Prerequisite: ANES 5432.

3 credits

ANES 6397 ADMINISTRATION AND SUPERVISION

Processes and techniques of administration and clinical supervision. Use of technology in clinical services. Theory and practice in quality control of personnel, equipment, materials and documents required in the anesthesia area.

2 credits

ANES 6911 INTEGRATED SUPERVISED PRACTICE I

Integration of knowledge and skills acquired from courses. Application of methods and techniques of administration of anesthetic and pharmacological agents. Intensive practice on pharmacological agents. Intensive practice in specialized settings under the supervision on an anesthesiologist and/or anesthetic nurse. Students begin with "on call" experiences. Requires 32 hours of practice weekly. Prerequisite: ANES 5432.

2 credits

ANES 6912 INTEGRATED SUPERVISED PRACTICE II

Independent practice where the student acts as head anesthetist nurse under the indirect supervision of a clinical instructor (anesthesiologist or anesthetic nursing). Clinical experience at different levels of administration and supervision within the Department of Anesthesia. Requires 32 hours of practice weekly. Prerequisite: ANES 6911.

2 credits

ANES 6970 SEMINAR

Analysis and concept integration of the physiology and pharmacology courses and basic and advanced principles of anesthesia that contribute to the professional development of students.

3 credits

Courses in Bilingual Education (BLED)

BLED 5020 SOCIOCULTURAL ASPECTS IN BILINGUAL TEACHING

Analysis of the factors that influence in the concept of multicultural and bilingual education. Emphasis on the selection and integration of teaching strategies, assessment and curriculum that reflect language, ethnic group, gender and other components of cultural diversity.

3 credits

BLED 5030 INSTRUCTIONAL CONTENT IN BILINGUAL PROGRAMS

Study of theories and approaches for bilingual teaching throughout the curriculum. Integration of language learning and the instructional content simultaneously.

3 credits

BLED 5040 MATERIALS AND TECHNOLOGY IN THE BILINGUAL CLASSROOM

Evaluation and preparation of resources for teaching in a bilingual and multicultural scene. Use of technology in teaching in a multicultural society and analysis of its implications for the teaching and learning process.

3 credits

BLED 6020 METHODS OF BILINGUAL TEACHING AT THE ELEMENTARY LEVEL

Analysis of models and strategies of teaching in a bilingual environment at the elementary level. Demonstration of teaching techniques. Evaluation of materials and resources available on the market.

3 credits

BLED 6030 METHODS OF BILINGUAL TEACHING AT THE SECONDARY LEVEL

Analysis of models and strategies of teaching in a bilingual environment at the secondary level. Demonstration of teaching techniques. Evaluation of materials and resources available on the market.

3 credits

BLED 6040 CONTEMPORARY TOPICS IN BILINGUAL EDUCATION

Exploration and discussion of contemporary topics in the field of the bilingual education.

3 credits

BLED 6510 ASSESSMENT IN A BILINGUAL EDUCATIONAL SCENARIO

Study of the basic principles and the innovating approaches to evaluation in bilingual education. Selection, adaptation, development and administration of a variety of evaluation techniques.

3 credits

Courses in Biology (BIOL)

BIOL 5001 INTEGRATED BIOLOGY I

Analysis of the structures of biomolecules and how these are related to their respective functions, their role in the regulation of the organelles, the cells and organisms in general.

3 credits

BIOL 5002 INTEGRATED BIOLOGY II

Analysis of the translation of signals that dictate the cellular function and embryonic development. Relation between the biomolecular aspects and the interaction of the organism with its environment. Prerequisite: BIOL 5001.

3 credits

BIOL 5011 ORGANISMS: DIVERSITY AND INTERACTIONS

Analysis of the main groups of organisms that belong to the kingdoms, their importance in the ecosystems and their socioeconomic impact. Emphasis on the evolutionary development of animals and plants. Analysis of strategies for the protection and management of threatened or endangered species. It requires 45 hours of conference-laboratory.

3 credits

BIOL 5012 HUMAN BIOLOGY

Analysis of the structures of the human body and its functions. Emphasis on the concepts of pathologies related to organic systems. Incorporation of strategies and tests to demonstrate human structures and processes. It requires 45 hours of conference-laboratory.

3 credits

BIOL 6000 ECOLOGY, EVOLUTION AND ENVIRONMENTAL SCIENCES

Analysis of the relationship of organisms with their environment at the levels of the individual, the population, the structure and the stability of ecosystems. Analysis of the ecology of Puerto Rico and its environmental problems. Integration of ecology concepts with the evolution of species. It requires 45 hours of conference-laboratory.

3 credits

BIOL 6003 MOLECULAR IMMUNOLOGY

Analysis of the molecular mechanisms used by the immunological system to recognize the antigens, to obtain their activation and the elimination of molecules, cells and organisms alien to the body. Clinical problems are included, mainly immunological ones. Emphasis on the interpretation of recent scientific readings presenting experimental studies in the field of molecular immunology.

3 credits

BIOL 6004 MOLECULAR GENETICS

Analysis of the hereditary characteristics, the relation between genes and the ruling of the genetic expression. Emphasis on molecular genetic research techniques. Includes topics such as structure and function of the genes, recombinant DNA, expression mechanism in prokaryotic and eukaryotic cells, genomic instability, cellular cycle control, proliferation, repair and apoptosis.

3 credits

BIOL 6005 BIOTECHNOLOGY AND BIOINFORMATICS

Analysis of the foundations of molecular biology that are the basis for the development and the applications of biotechnology. Includes the basic aspects of recombinant DNA technology, the methodology, techniques and processes that are necessary for the development of any biotechnological application. Emphasis on the studies of genomes, manipulation of genes, generation and handling of biological sequences and structural information, including the relation between sequence, structure and function of macro-molecules.

3 credits

BIOL 6006 BIOMOLECULAR TECHNIQUES LABORATORY

Training and development of the abilities of research and scientific thought by means of the accomplishment of experiments of a biomolecular nature. Application of the methodologies and use of equipment in research laboratories. Emphasis on experimental design and the fundamental skills of scientific writing. Requires 30 hours of lecture and 30 hours of closed laboratory.

3 credits

BIOL 6007 PLANTS BIOTECHNOLOGY

Analysis of the foundations of the molecular Biology of plants and the developments of technologies for genetic manipulation. Emphasis on the structure and function of the genes and genomes and the development of transgenic systems and metabolic genetic engineering, the environmental impact of the transgenic plants and the regulations that govern their use.

3 credits

BIOL 6008 ADVANCED VIROLOGY

Analysis of the general, physical and genetic characteristics of the main groups of viruses that infect humans with pathogenic interest. Emphasis on the cycles of infection and viral duplication at the molecular and cellular level. In addition, the fundamental aspects of the relation of the virus with the infecting cell guest and the immune response are discussed.

3 credits

BIOL 6009 BIOREMEDIATION

Analysis of the foundations of remediation of contaminated environments by means of the use of biological methods. Analysis of the development and use of microorganisms, and natural and genetically modified plants for the treatment of waters, land and sediments.

3 credits

BIOL 6010 PROTOZOOLOGY

Analysis of the main groups of protozoa that affect man and other animals. Emphasis on basic biological aspects, structure, ecology, survival strategies, their transmission and control.

3 credits

BIOL 6012 BIOLOGY AND CONSERVATION OF MARINE MAMMALS

Analysis and discussion of topics in biology, ecology, distribution, abundance, taxonomy, phylogeny, evolution, anatomy, physiology, natural history, development, and behavior of the marine mammals. Emphasis on the conservation programs of whales, dolphins and manatees in the Caribbean area.

3 credits

BIOL 6013 ENVIRONMENTAL MICROBIOLOGY

Analysis of the interactions between microorganisms and their biotic and a-biotic environment. Emphasis on the distribution, function and impact of microorganisms in the environment. Use of microorganisms as instruments of bioremediation and conservation. Requires 45 hours of lecture/lab.

3 credits

BIOL 6014 BACTERIOLOGICAL DIAGNOSIS

Analysis of the general principles that govern the identification of the organisms. Study of the selection, collection and transportation of clinical samples and other products. Includes the study of conventional and fast methods of identification of microorganisms. The systems of classification of organisms and the main groups of bacteria. Requires 45 hours of lecture/lab.

3 credits

BIOL 6016 EVOLUTIONARY PROCESSES

Analysis of the evolutionary mechanisms and the patterns of biological diversity that result from these. Focus on the genetic and ecological aspects of evolution. Discussion of the importance of evolution in the health, agriculture and conservation areas.

3 credits

BIOL 6050 CELLULAR AND MOLECULAR BIOLOGY

Integration of genetics and molecular biology, their evolution and how they are framed within biotechnology and bioinformatics. Presentation of techniques for the analysis of DNA and proteins. Use of bioinformatics tools for the analysis of genetic sequences and proteins. Emphasis on the application of these concepts in the classroom for the different school levels. It requires 45 hours of conference-laboratory.

3 credits

BIOL 6102 ENVIRONMENTAL AND ECOLOGICAL SCIENCES

Analysis and discussion of environmental characteristics and their effect on the different ecological systems. Study of the main processes of environmental contamination of the soil, water and air. Emphasis on the strategies of conservation and restoration of the ecological systems by means of the use of the different trends of ethical-ecological thought.

3 credits

BIOL 6103 TROPICAL ECOLOGY

Analysis of the evolution of species in the tropics. Emphasis on tropical communities and ecosystems. Emphasis on the biotic and a-biotic interactions that influence the biodiversity of the tropics. Includes the flow of energy through the trophic network. Requires 45 hours of lecture/lab.

3 credits

BIOL 6104 POPULATION ECOLOGY

Analysis of the dynamics of populations and importance in the evolutionary mechanisms. Focus on demography, population growth and control of tropical organisms. Includes the techniques of population studies, marks and recapture, histories of life and genetics of populations. Requires 45 hours of lecture/lab.

3 credits

BIOL 6105 ISLAND BIOGEOGRAPHY

Analysis of the geologic origins and the biodiversity of islands. Focuses on the a-biotic and biotic processes that influence the ecological and evolutionary processes in islands. Emphasis on islands as models for the study of evolution and conservation.

3 credits

BIOL 6107 POLLUTION AND ECOLOGICAL SYSTEMS

Analysis of the main factors that govern the ecosystems and the impact of contamination on them. Analysis of the flow of polluting agents and toxic compounds through the environment.

3 credits

BIOL 6108 ENVIRONMENTAL PHYSIOLOGY OF ANIMALS

Analysis of the physiological aspects of ecology and conservation. Analysis of the evolution and operation of physiological systems in relation to the environment. Emphasis on the dynamics of the natural history of animals and their dependency of the environment in which they develop, with special attention to the hydro, energy, locomotion and thermoregulation balance of terrestrial vertebrates in islands.

3 credits

BIOL 6109 DEVELOPMENTAL BIOLOGY

Study of the development of multi-cellular organisms. Discussion of the anatomical perceptions of embryology and the life cycle of organisms. Emphasis on the relation between unicellular and multi-cellular organisms. Analysis of the genetic factors and their roles in the development of the embryo in the context of the specification of the different structures within the organism. Emphasis on the foundations of experimental embryology and the importance of cellular communication.

3 credits

BIOL 6110 RESEARCH SKILLS IN BIOLOGY

Application of the stages of the scientific method: bibliographic search, experimental design, interpretation and data analysis; as well as the presentation and writing of scientific articles. Emphasis on research applicable to students at intermediate and higher levels. It requires 45 hours of conference-laboratory.

3 credits

BIOL 6111 CURRENT TOPICS IN BIOLOGY

Critical analysis of current issues in biology through readings and discussion of articles from scientific journals. Requirements: The student must have approved 15 credits of the area of specialty or with the permission of the professor of the course.

3 credits

BIOL 6204 METHODS OF RESEARCH IN ECOLOGY

Development of skills of research and scientific thought. Includes the discussion of theoretical aspects and field practice to prepare students in the planning and development of research in ecology. Emphasis on the experimental design and on the fundamental skills of the scientific document. Requires 30 hours of lecture and 30 hours of closed lab.

3 credits

BIOL 6904 CELLULAR BIOLOGY

Analysis of the function and structure of cells, tissue, organs and their organizational levels, including physical and chemical mechanisms. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Biology.

3 credits

BIOL 6905 MOLECULAR BIOLOGY

Comprehensive study and analysis of topics in structure and expression of nucleic acid, repair and genetic regulation, recombination and transcription of the DNA, the genetic code and protein synthesis, cellular division and carcinogenesis, in addition to the basic principles of biotechnology. Laboratory demonstrations are included. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Biology.

3 credits

BIOL 6906 HUMAN PHYSIOLOGY

Comprehensive study and analysis of human body function. Emphasis on the integration of basic functions from the cellular level to the total organism. Integration of physiological concepts for problem solving. Laboratory demonstrations will be included. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Biology.

3 credits

BIOL 6907 IMMUNOLOGY

Study and analysis of the cellular, humeral and molecular aspects of immune reactions. There will be an introduction to the immunocitochemistry. Emphasis on antigen-antibody reactions. Laboratory demonstrations will be included. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Biology.

3 credits

BIOL 6908 MARINE BIOLOGY

Comprehensive course that includes the general description of tropical marine ecosystems and the integrated study of oceanographic processes of the communities of the costal area, beaches, rocky coast, areas of marine grass, mangrove swamps and coral reef. The interactions of the plankton and bentikos ecosystems, nutrient cycle, productivity and trophic chains will be described. Field trips will be included. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Biology.

3 credits

BIOL 6909 BIOGEOGRAPHY

Study of space distribution patterns of flora and fauna on the earth's surface. Designed with a multidisciplinary approach with emphasis on the connection of ecology, geography, geology and the evolutionary history of earth organisms. Field trips will be included. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Biology.

3 credits

BIOL 6910 ENVIRONMENTAL SCIENCE

Study and analysis of the principle concepts and forms of teaching environmental science at the primary and secondary school levels. Emphasis on the scientific aspects of environmental studies, including the description and analysis of socioeconomic and cultural factors that affect the natural environment and ecosystems. Field trips will be included. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Biology.

3 credits

BIOL 697_SPECIAL TOPICS IN BIOLOGY

Analysis and discussion of different specific topics on Biology with emphasis on integration of the different levels of organization of life. Prerequisite: BIOL 5002.

3 credits

BIOL 6970 INTEGRATIVE SEMINAR IN BIOLOGY

Analysis of current topics related to the field of biology or teaching in biology. Critical analysis of contemporary scientific literature and research. It requires the presentation of written and oral works. Requirement: Have passed all specialty courses. Qualification: P/NP.

3 credits

BIOL 6971 SEMINAR I

Analysis of recent scientific articles in the different areas of Biology. Emphasis on the discussion of the most recent techniques and the analysis of the results. Grade: P/NP.

1 credit

BIOL 6972 SEMINAR II

Preparation of an oral presentation of a topic in the area of biology, using as it basis recent scientific articles. Prerequisite: BIOL 6971. Grade: P/NP.

1 credit

BIOL 6990 SCIENTIFIC WRITING

Discussion of scientific articles focused on experimental design. Application of the principles of effective writing. Study of the appropriate styles of writing in the sciences. The development of scientific article and research proposals is required. Emphasis on the process of writing and the scientific and ethical principles associated to this. Prerequisites: BIOL 6006 or BIOL 6204 and BIOL 697_ according to the specialization.

3 credits

BIOL 6991 THESIS I

Development and presentation of a research proposal and the later conduct of a scientific research work based on this proposal. This proposal must have the approval of the thesis adviser. Grade: P/NP.

4 credits

BIOL 6992 THESIS II

Development of the scientific research work proposed in BIOL 6991. Grade: P/NP.

4 credits

BIOL 6993 THESIS III

Completion and presentation of the scientific research work initiated in BIOL 6991 and continued in BIOL 6992. Grade: P/NP or TP.

4 credits

BIOL 6995 RESEARCH PROJECT IN BIOLOGY

Planning and development of a theoretical or experimental research project in the field of biology or teaching of biology, under the supervision of a professor. It requires an oral and written presentation of the research work and additional hours of work in or outside the laboratory. The student will enroll in this course as many times as necessary until completing his research work. Requisite: approval of the professor to enroll in the course. Qualification:P/NP.

3 credits

Courses in Biotechnology (BIOT)

BIOT 5011 CELLULAR AND MOLECULAR BIOTECHNOLOGY

Analysis of the basic metabolic routes associated with cellular growth and their regulation. Includes the principles on which the methods used in genetic engineering are based. Emphasis on the applications related to the selection and manipulation of DNA, the expression and the purification of proteins. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 5100 MOLECULAR GENETICS AND BIOINFORMATICS

Analysis of the flow of genetic information in molecular terms, from the duplication, transcription, translation and control of the genetic expression. Includes the search and analysis of sequences of nucleic acids and proteins through the use of public bioinformatics tools. Includes the development of bioinformatics projects. Requires additional time in an open lab.

3 credits

BIOT 6100 BIO-SECURITY

Critical review of current topics in the area of security and biotechnology. Analysis of findings, applications and pertinent implications of animal and plant biotechnology.

2 credits

BIOT 6105 BIOTECHNOLOGY OF MICROORGANISMS

Analysis of the concepts and of the applications of the microorganisms relevant to biotechnology. Includes the use of microorganisms in diverse genetic engineering techniques. Emphasis on their application in industry, agriculture and health. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6115 BIOTECHNOLOGY OF PLANTS

Analysis of the principles associated to the use of plants in biotechnology. The implications of the biotechnology in modern agriculture, genetic engineering of plants, and in bio-fuels are examined. Identification of the challenges and opportunities in the use of plants in biotechnology. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6116 MICRO-PROPAGATION OF PLANTS

Critical analysis of the principles and technologies associated with the micro-propagation of plants. Description of the requirements of culture rooms, sterile clothes, aseptic techniques and instrumentation to generate and maintain the plants in optimal growth conditions. Application of plant tissue, organs, cells and protoplasts cultures. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6117 PLANTS AS BIOFACTORIES

Analysis of the principles and technologies associated with the use of plants as systems of expression and means to produce substances with biomedical and agricultural value, among others. Includes the use of plants to produce bio-fuels and the application of strategies for the development of plants as bioreactors.

3 credits

BIOT 6120 ANIMAL BIOTECHNOLOGY

Critical review of the genetic bases of features associated with health and animal production. Analysis of the potential of animal cells with regard to their selective and programmed alteration through genetic engineering. Integration of the technologies of genomic manipulation in animal cells. Includes strategies for the genetic improvement of animals and the different ethical-social perspectives and implications. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6125 INSTRUMENTAL ANALYSIS OF BIOMOLECULES

Review of the theoretical aspects and the applications of the instrumental methods for the analysis of biomolecules. Emphasis on ultraviolet spectroscopy, and visible and infrared spectroscopy of atomic absorption, liquid and gaseous chromatography, centrifugation, electrophoresis and mass spectrometry. Emphasis on the instrumental analysis of proteins and derivatives, carbohydrates, lipids and nucleic acids. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6130 ANIMAL TISSUE CULTURE IN INDUSTRIAL BIOTECHNOLOGY

Application of methods for cell culture coming from mammals, birds, and insects in the bioindustry. Review of the applications of animal tissue culture in the biotechnology industry and its ethical implications. Emphasis on the requirements of clean rooms, sterile clothes, aseptic techniques, instrumentation, classification of cellular lines, detection of contamination and quality controls. Use of the techniques for cellular culture and of those used for the detection of cellular components or products. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6200 INDUSTRIAL AND COMMERCIAL BIOTECHNOLOGY

Critical analysis of the technologies involved in the production of biological products and the strategies for the planning and the organization of biotechnological industries. Emphasis on the technologies required in the bio-processes for the production of secondary metabolites, enzymes, biopharmaceuticals, among others. Integration of examples of business plans, marketing and intellectual property regarding biotechnology.

3 credits

BIOT 6210 BIOTECHNOLOGY AND IMPROVEMENT OF CULTURES

Analysis of the theoretical aspects and the practical applications of the biotechnological methods for the improvement of cultures. Emphasis on the biotechnological strategies to improve cultures with biopharmaceutical purposes, food production and conservation of the environment.

3 credits

BIOT 6220 RESEARCH METHODS IN BIOTECHNOLOGY I

Application of the scientific method in the solution of a problem related to biotechnology. Includes the preparation of a research proposal, the training and the implementation of laboratory techniques, the interpretation and the analysis of scientific data. Selection of the Thesis Committee. Grade: P/NP.

3 credits

BIOT 6221 RESEARCH METHODS IN BIOTECHNOLOGY II

Continuation of research in the biotechnology area. Application of the scientific method in the solution of a problem related to biotechnology. Includes follow-up to the development of a research topic, the interpretation and the analysis of scientific data in harmony with the thesis proposal. Grade: P/NP. Prerequisite: BIOT 6220.

3 credits

BIOT 6225 MARINE BIOTECHNOLOGY

Analysis of the principles and technologies associated with the biotechnological applications of marine life. Discussion and applications related to biotechnological products derived from marine life, such as biofuels and medicines. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6230 BIOPROCESSES

Analysis and practice of the technologies involved in the biological conversion of raw material, such as: plant-made pharmaceuticals, foods, fuels, secondary metabolites, and chemical substances. Examples of biotechnological products and procedures to assure quality and compliance with the regulations of the industry are included. Requires 30 hours of lecture and 45 of closed lab.

3 credits

BIOT 6240 SPECIAL TOPICS IN BIOTECHNOLOGY

Critical analysis of recent and relevant topics in the area of biotechnology. Emphasis on findings and on biotechnological applications to solve biomedical, industrial, environmental and agricultural problems.

3 credits

BIOT 6970 SEMINAR

Critical analysis of current and relevant topics in the area of biotechnology and presentation of findings and applications. Emphasis on the analysis of research articles related to general and plant biotechnology.

1 credit

BIOT 6990 THESIS IN BIOTECHNOLOGY

Development of a thesis by means of the compilation and analysis of the experimental results of the research project. The student will work under the supervision of a thesis adviser and the thesis committee. Includes the defense of the thesis. Students will register as many times as necessary until finishing their research work. Grade: P/NP. Prerequisite: BIOT 6220.

3 credits

Courses in Business Administration (BADM)

BADM 5010 QUANTITATIVE METHODS FOR DECISION ANALYSIS

Study of quantitative methods and the application of mathematical and statistical models for decision-making in organizations.

3 credits

BADM 5020 BUSINESS ECONOMICS

Application of economic analysis in business decisions making at the executive level. It includes the study of the market system, production, costs, maximizing profit and competitive strategies. Analysis of current economic issues that affect decision making and the complexity of the company in the local and international level.

3 credits

BADM 5030 RESEARCH METHODOLOGY

Study of the process of research: methodology, techniques, and statistical analysis. Application of the scientific method in the solution of problems related to organizations. Prerequisite: BADM 5010.

3 credits

BADM 5040 ACCOUNTING FOR MANAGERS

Use of accounting information for planning, control and decision-making. Application of the budget process in short and long term decisions. Behavioral evaluation management in the achievements of the company's goals. Consideration of ethical aspects in the company.

3 credits

BADM 5060 MANAGEMENT INFORMATION SYSTEMS

Study of the use of management information systems and the impact on decision making. Emphasis on the competitive advantage of the use of information systems and electronic trade in the global world.

3 credits

BADM 5070 PUBLIC POLICY TOWARD BUSINESS

Analysis of the government's monetary, fiscal and regulatory policies regarding business cycles and their impact on firms. Study of current trends in these areas at the local, national and international government levels.

3 credits

BADM 5090 BUSINESS MARKETING

Application of marketing functions in the process of making managerial decisions. Study of marketing techniques in the creation and development of organizations with or without profit.

3 credits

BADM 5100 ORGANIZATIONAL THEORY AND BEHAVIOR

Analysis of the dynamics of human interactions within the organizational culture. Integration of innovative and creative practices for motivation and development of human resources. Emphasis on the ethical and legal aspects of decision making.

3 credits

BADM 5120 OPERATIONS MANAGEMENT

Development of ways to define, analyze and solve complex operational problems in all types of organizations. Analysis of problems associated with the effective use of strategic resources.

3 credits

BADM 5130 ORGANIZATIONAL BEHAVIOR

Basic topics on organizational behavior, including motivation, communication, leadership, performance, organizational design, professional planning, power and conflict. The course aims to provide the knowledge and skills needed to work with individuals and groups as members of social and business systems.

3 credits

BADM 5140 LEGAL AND SOCIAL ENVIRONMENT IN BUSINESS

Legal systems focusing on the managerial decision-making process. Special attention is given to the relationship between firms and the government and on how laws and the environment affect business activities. Contemporary legal problems and lawmaking trends are considered.

3 credits

BADM 5150 ORGANIZATIONAL THEORY

Individual and group behavior in the organizational context, viewing the organization as a continuous social system. Analysis of organizational problems of change and development and of organizational processes.

3 credits

BADM 5190 CORPORATE FINANCE

Analysis of the financial processes of the companies. Emphasis on the financial aspects of making decisions applied to corporations, small and medium-sized enterprises and multinational companies with an ethical and globalized dimension.

3 credits

BADM 5470 FOUNDATIONS OF KNOWLEDGE MANAGEMENT

Description of the nature, evolution and theoretical concepts of the knowledge management in organizations, such as: tacit knowledge, explicit knowledge and learning.

3 credits

BADM 5480 DIGITAL MARKETING

Analysis of digital marketing of companies and their products, through the Internet, mobile technology and other emerging and converging technologies. Integration of these technologies to the development of a marketing campaign.

3 credits

BADM 5776 TRANSFORMATION OF THE LIBERAL STATE IN CURRENT GLOBALIZATION

Critical analysis of the transformations of the liberal state in comparison with the ideal of the democratic state. Study of these processes within the framework of the implementation of the neoliberal ideology in current globalization.

3 credits

BADM 6010 HUMAN RESOURCES MANAGEMENT IN THE INTERNATIONAL ENVIRONMENT

Critical analysis of the foundations, processes and policies inherent to the management of human resources in an international environment. Analysis of the fundamental vision of the dynamics of changes in the economic, political, socio-cultural and technological environment in the contemporary world. Evaluation of the impact of these transformations in the organizational structural models to obtain competitiveness in the globalized economy. Discussion of the characteristics of the recruitment, selection and development functions and the legal and financial responsibilities of personnel administration at the international level.

3 credits

BADM 6020 TRAINING AND DEVELOPMENT OF THE HUMAN RESOURCE

Analysis of the components of a training program and development of human resources from the strategic perspective. Study of theories and techniques for the elaboration of programs of training and development of employees and managers. Emphasis on the needs analysis, the evaluation of programs and knowledge transfer.

3 credits

BADM 6030 DATABASE SYSTEMS

Fundamental concepts for the design and implementation of database systems from the perspective of different levels of abstraction and data models: conceptual, logical and physical. Algebraic and relational calculus operations, Structured Query language (SQL), Data Definition Language (DDL) and Data Manipulation Language (DML). Trends, technologies and most influential current models of databases, including object oriented, semantic and deductive models. Prerequisite: BADM 5060.

3 credits

BADM 6040 SYSTEM ANALYSIS AND DESIGN

Techniques and methodologies used to develop information systems in the organization, including steps and procedures to follow from the initiation of a new system until its implementation in the enterprise. Application of computerized tools that facilitate the analysis and design of an information system. Prerequisite: BADM 6030.

3 credits

BADM 6045 TELECOMMUNICATIONS AND NETWORKING

Study of technologies, architectures, protocols, and network performance characteristics. Analysis of the strategies, tools and techniques for planning, implementation, management, maintenance and security of these. Emphasis on applications in the field of communications. Prerequisite: BADM 5060.

3 credits

BADM 6060 BANKING ADMINISTRATION

Analysis of the principles and managerial processes required for the administration of commercial banks.

3 credits

BADM 6070 HUMAN RESOURCES MANAGEMENT

Analysis of challenges and trends in the strategic management of human resources in the face of global changes. Emphasis on the design of standards and programs related to the administration of human resources within the organizational context.

3 credits

BADM 6080 ADMINISTRATION OF COMPENSATION AND BENEFITS

Analysis and design of an effective system of compensation (remunerations). Evaluation of the social, economic, legal and ethical implications in the determination of salaries, wages and benefits. Emphasis on the application of strategic techniques that affect the compensation system.

3 credits

BADM 6090 SUPERVISION AND LEADERSHIP

Integration of functions and duties of the supervisor in the organizational processes. Emphasis in the supervision of a diverse workforce. Representation of roles of the supervisor within a globalized labor environment.

3 credits

BADM 6100 INTRODUCTION TO OPERATIONS MANAGEMENT

Analysis of the principles of operations management. Emphasis on the functions of the operations manager in the administration of a global industrial company. Examination of the productive use of the factors of production and management of production and operations as a strategy for innovation and competitiveness of the industrial enterprises in a global environment. Study of new trends in the discipline.

3 credits

BADM 6130 PRODUCTION PLANNING AND CONTROL

Analysis of principles and techniques in the planning and control of operations. Emphasis on the techniques of projection, production planning, material requirements and inventory control.

3 credits

BADM 6140 QUALITY MANAGEMENT AND CONTROL

Analysis of quality management in companies as a competitive strategy. Use of techniques of evaluation and quality control.

3 credits

BADM 6150 PUBLIC FINANCE AND FISCAL POLICY

Analysis of public finances in order to analyze the process of decision-making process and behavior of the public sector. Use of the economic effects of government activity: spending on main government programs, income tax and intergovernmental transfer. Discussion of current fiscal policy problems.

3 credits

BADM 6160 MARKETING RESEARCH

Application of the research process to market problems. Emphasis on analytical skills of research problems in the development of critical thinking. It includes the assessment of the potential and limitations of research methods. Prerequisite: BADM 5090.

3 credits

BADM 6170 MANAGEMENT SCIENCE APPLIED TO OPERATIONS MANAGEMENT

Application of quantitative methods to the decision-making process adaptable to production and operations, under conditions of certainty, risk and uncertainty.

3 credits

BADM 6180 ADVANCED COST ACCOUNTING

Analysis, design and implementation of cost systems. Study of cost information for the process of making internal decisions and the preparation of external financial statements. Prerequisite: BADM 5040.

3 credits

BADM 6190 ADVANCED CORPORATE FINANCE

Advanced analysis of business management. Emphasis on the study of the factors and variables for the decision-making of investment in assets, capital structure and dividend policy. It includes the theory of investment portfolio and valuation models of capital assets. Prerequisite: BADM 5190.

3 credits

BADM 6200 INTERNATIONAL BUSINESS FINANCE

Study of the structure and functioning of foreign currency markets and of the factors that determine the exchange rates of currencies. Analysis of investment decision-making and the financing of companies and institutions from a global perspective.

3 credits

BADM 6210 FINANCIAL ADMINISTRATION OF RETIREMENT PLANS

Study of the characteristics and operations of defined benefits and tax plans. The processes of investment and financial administration are analyzed in detail from the point of view of duty and of the fiduciary process provided by the *Employee Retirement Income Security Act* (ERISA) and applicable norms.

3 credits

BADM 6220 THEORY AND MONETARY POLICY

Analysis of the interrelationships between supply and demand and the influence of these on the level of income, the employment and prices. Study of the formulation and implementation of monetary policy in banking matters and national and international credit.

3 credits

BADM 6230 INVESTMENTS

Analysis of the factors and variables on decision making of financial instrument investment. Emphasis on the understanding of techniques and models of capital assets valuation, individually as well as in the context of instruments portfolios and of valuation relative to the market. Study of the different types of patrimony, debt and derivative financial instruments, as well as, of their respective markets. Prerequisite: BADM 5190.

3 credits

BADM 6240 FINANCIAL MARKETS

Study of the processes of change and innovations, instruments of value of public and private institutions in financial markets and the regulations to which they are subject. Emphasis on understanding the behavior of interest rates in the market, monetary policy and the financial administration of financial intermediaries.

3 credits

BADM 6260 ADVANCED PROGRAMMING

Advanced concepts in computer programming. Use, handling and practical application of a selected programming language and its impact within businesses and organizations. Prerequisites: BADM 5060, 6030, 6040.

3 credits

BADM 6265 KNOWLEDGE MANAGEMENT AND BUSINESS INTELLIGENCE

Analysis of knowledge management and business intelligence technologies. Study of the technology for the management of knowledge as a means to achieve a competitive advantage. Emphasis in issues related to the design and implementation of knowledge management strategies.

3 credits

BADM 6275 INTERNET IN ORGANIZATIONS

Analysis of the essential characteristics, architecture, tools, and programming languages for the Web. Evaluation of e-commerce and recent developments in information services, including new work strategies, organizational structures and creative ways to reach consumers. Analysis of the challenges faced by individuals, organizations and society. Prerequisite: BADM 6045.

3 credits

BADM 6285 INFORMATION SECURITY, PRIVACY AND COMPLIANCE NORMATIVE

Analysis of the information technologies to comply with the policies, procedures, and controls in the management of information risks in accordance with legal and ethical requirements. Emphasis in the security and audit of information in companies, privacy, and regulatory compliance of the Emerging Information Governance (GI) that applies to the management of electronic documents and the input and output of information.

3 credits

BADM 6290 TRANSPORTATION SYSTEMS AND SUPPLY CHAIN

Analysis of the management of land, maritime and air transportation systems. Emphasis in the regulation, documentation and operation of transport systems. Study of new trends in the transport.

3 credits

BADM 6295 GLOBAL OPERATIONS

Analysis of operations management of in a global environment. Use of production systems and competitiveness strategies at the global level. Emphasis on global communication systems, resource allocation, and capital investment. Includes location of operations, logistics, management of supply chains, diversity of human factors and ethical and legal aspects at the global level.

3 credits

BADM 6300 ADVANCED AUDITING

Analysis of the auditing standards generally accepted in the United States and the process of audit and other related services. Study of the role of the external auditor in accordance with the rules and laws that regulate the practice of the profession within an ethical framework. Prerequisite: BADM 5040.

3 credits

BADM 6310 ADVANCED FINANCIAL ACCOUNTING

Analysis of advanced financial accounting topics. Study of current topics in the area of accounting. Prerequisite: BADM 5040.

3 credits

BADM 6320 FEDERAL INCOME TAXES – ADVANCED

Analysis of the Federal law on contributions and study of cases related to the area of taxes. Application of alternatives to the tax return. Prerequisite: BADM 5040.

3 credits

BADM 6330 PUERTO RICO INCOME TAXES – ADVANCED

Analysis of the Puerto Rico law of contributions and study of cases related to the area of taxes. Application of alternatives to the tax return. Prerequisite: BADM 5040.

3 credits

BADM 6340 LEADERSHIP AND MOTIVATION

Analysis of the various styles of authority and leadership and their effectiveness on the different levels of the organization. Evaluation of the theories of personal motivation, their effectiveness and practicability.

3 credits

BADM 6350 STRATEGIC MARKETING

Introduction to problems in the decision-making process at managerial levels within the different marketing strategies that develop during the planning period.

3 credits

BADM 6360 MARKETING COMMUNICATION

Application of principles and concepts of communication in the managerial process. Analysis and solution of promotional problems arising in any organization. Emphasis on the five variables of the promotional program, their application and the implementation of marketing strategies. Prerequisite: BADM 5090.

3 credits

BADM 6370 SALES ANALYSIS AND FORECASTING

Analysis of general commercial conditions through the study of factors that determine the demand for goods and services, demand for industrial products and sale of companies. Identification and development of methods of sales projection for the planning and development of sales strategies. Prerequisite: BADM 5090.

3 credits

BADM 6380 CONSUMER BEHAVIOR

Evaluation of the personal and social factors that influence decision making in obtaining, consuming and purchase of products and services. Study of economic concepts and social sciences that help understand and forecast the behavior of the different types of consumers in the market. Prerequisite: BADM 5090.

3 credits

BADM 6390 GLOBAL MARKETING

Analysis of the process of marketing in global markets. Study of perspectives in the management of interactions in the international market and cultural, geographical, economic and political features. Emphasis on the regions in economic growth in the global market. Prerequisite: BADM 5090.

3 credits

BADM 6410 LABOR RELATIONS AND EXTERNAL ENVIRONMENT

Review of labor relations between management and labor organizations as well as the external environment that influences them. Analysis of the social, economic, political and technological factors that have affected the development of the labor movements and collective bargaining. The impact of relations on the general public and the news media is considered.

3 credits

BADM 6415 INTERNATIONAL ADMINISTRATION OF SALARIES, BENEFITS AND SERVICES

Demonstration of the components and strategies of an effective model of total compensation in organizations immersed in the contemporary globalized economy, from the macroeconomic and microeconomic perspectives. Discussion of the legal and taxing aspects that impact remuneration in multinational companies and special programs of incentives, benefits and services to personnel sent from their country on international assignments.

3 credits

BADM 6420 ORGANIZATIONAL PLANNING

Major administrative functions such as planning, direction, coordination and control. Study of objectives and techniques of planning and prediction. Evaluation of the effectiveness of different administration styles. The methods and intended purposes of control and coordination and their relationship with planning, directing, coordinating and controlling.

3 credits

BADM 6430 ADMINISTRATION OF INTELLECTUAL CAPITAL

Analysis of the essential components of intellectual capital and of management in the administration of companies. Estimate of the existing intellectual capital in the organization and in the market. Prerequisite: BADM 5470.

3 credits

BADM 6440 ADVANCED PERSONNEL ADMINISTRATION

Study of the objectives, functions and procedures of personnel administration by examining contemporary theories. The needs of personnel administration of large and complex organizations of both the private and public sector are examined. Use of a comprehensive personnel program as an example of the broad administration of the organization.

3 credits

BADM 6450 DECISION-MAKING

Economic and financial business problems and the techniques used in the decision-making process for their solution. Emphasis on the practical aspects of decision-making problems pertaining to the use of organizational resources. Discussion of business objectives, demand concepts, market structure, costs, capital flow as well as the different economic decision-making techniques.

3 credits

BADM 6460 RISK AND INSURANCE

Fundamental principles and practices in the management of insurance. Emphasis on terminology, expedition and contents of contracts. Study of the methods used to deal with economic risks.

3 credits

BADM 6470 STRATEGIES OF KNOWLEDGE MANAGEMENT

Evaluation of advanced topics and the research related to the knowledge management. Application of the practical knowledge on general management and the tactics to design, integrate and apply strategies based on the use of knowledge. Prerequisite: BADM 6430.

3 credits

BADM 6480 INTERNATIONAL PRICING

Analysis of factors that determine the design of the price strategies for international markets. Development of price strategies taking into account the particularities of the markets, the competitive scenario and the type of product from a managerial perspective.

3 credits

BADM 6500 INTEGRATION SEMINAR ON ENTERPRENURIAL STRATEGIES

Analysis of the factors to be considered in the formulation and selection of strategies and policies for the development and operations of companies in local and international competitive markets. Prerequisite: Have completed all core courses. Grade P/NP.

3 credits

BADM 6510 INTERNATIONAL LABOR ECONOMICS

Analysis of the problems related to the labor market and labor relations in the new order of the globalized economy. Definition of microeconomic aspects and relationships on an individual and enterprise scale, macroeconomic matters as policies for employment and social welfare. Use of research of specific markets, demographic and migratory changes of the work force in an international environment, problems of cultural diversity and participation of minority groups in the labor market, labor supply and demands, unemployment and inflation. Discussion of governmental strategies of labor promotion and investment in human capital, industrial policies and protection against competition, salary scales, collective bargaining and trends in social security plans.

3 credits

BADM 6550 SEMINAR ON CURRENT MARKETING TOPICS

Analysis of general and specific current topics related to the marketing field. Study of managing situations and tendencies faced by marketing management, which impact short, medium, and long term strategies. Prerequisite: BADM 5090.

3 credits

BADM 6555 INTRODUCTION TO RESEARCH IN SOCIAL SCIENCES

Study of the research methods in the fields related to social sciences. Application of the techniques to undertake any type of research work, report or project related to the field of social sciences.

3 credits

BADM 6559 ANALYSIS OF REGRESSION APPLIED TO SOCIAL SCIENCES

Application of evaluation techniques of models applied to the different fields of economics. Study of statistical inference to carry out contrasts of hypotheses and selection of models. Description of the techniques needed to include explanatory factors in the models.

3 credits

BADM 6577 INTRODUCTION TO ECONOMETRY

Use of the necessary statistical and mathematical techniques for the analysis of regression applied to econometric models. Study of descriptive statistics and of statistical inference, of matrix algebra, the vectorial spaces, the quadratic forms and the techniques of optimization most common in economic applications.

3 credits

BADM 6580 GLOBALIZATION: INTERNATIONAL COMMERCE, CAPITAL FLOW, NEW GOVERNANCE AND FAIRNESS

Interpretation of the intensification process of international economic relations in the commercial, financial, production, technological and institutional levels that have been carried out in the last decades under the name of globalization. Study of the formulation of strategies of development and the measurement of fairness.

3 credits

BADM 6590 DIMENSIONS OF GLOBALIZATION AND INCIDENCES IN ECONOMIC, POLITICAL AND SOCIO LABOR RELATIONS

Analysis of the main trends in the distribution of production and employment among the great world-wide economic regions. Study of the basic differences in the job markets, migratory movements, the policies of employment as well as the role of education in the formation of the human and social capital at the global level.

3 credits

BADM 6600 POLICY OF INNOVATION IN GLOBALIZATION

Study of the meaning of technological activities at the international level. Analysis of the characteristics and importance of technological knowhow in the context of the development policies of the nations.

3 credits

BADM 6610 CULTURE, IDENTITY AND POLICY IN THE CONTEXT OF GLOBALIZATION

Analysis of the elements linked with globalization, identity and culture. Identification of the anthropological structures that make interaction possible among the different cultures.

3 credits

BADM 6700 GLOBAL BUSINESS

Analysis of global business and investments with emphasis on the Caribbean and Latin American regions. Comparative management approaches and business behavior in these areas. Prerequisite: BADM 5090.

3 credits

BADM 6780 THE MANAGER IN AN INTERNATIONAL ECONOMY

Principles and practices of behavior in businesses that extend beyond national boundaries. Discussion of important international agreements, considering the multiple roles that a manager can play at the international level.

3 credits

BADM 6820 THE MULTINATIONAL COMPANY

Review of the interaction of forces that promote the formation and expansion of the multinational company. Analysis of the relations between the private and public sector. Historical origin of these enterprises, the legal frame within which they operate and financial resources. Discussion of specific aspects of operation such as production methods, marketing, personnel administration, research and development.

3 credits

BADM 6910 PRACTICE IN HUMAN RESOURCES

Supervised practice in the tasks of the supervisor in human resources. This will be done under the supervision of a faculty member and will consist of a minimum of 135 hours of practice. It includes meetings and periodic visits to a practice center by the faculty member. Requirements: Approval of three (3) specialty courses and authorization from the Department Director.

3 credits

BADM 6945 SMALL BUSINESS INSTITUTE INTEGRATION SEMINAR

Designed to give the graduate student the opportunity to provide consulting services to clients of the Small Business Administration. Class work, field research, business analysis and report writing with recommendations and conclusions are integrated into the course.

3 credits

BADM 6957 INTEGRATION SEMINAR IN RESEARCH IN INFORMATION SYSTEMS

Application of theoretical principles and research on issues related to the development of information systems. Integration of knowledge in related areas. Analysis of the impact advances in the management of the information resources and of ethical implications within the organization. It includes the development of a research proposal. Requirements: 5060 BADM and approval of all specialty courses. Grade: P/NP.

3 credits

BADM 697A INTEGRATION SEMINAR IN RESEARCH IN ACCOUNTING

Application of theoretical principles and research tools. Interpretation of relevant literature in processes of decision-making in the company and external consulting. It includes the development of a research proposal. Requirements: BADM 5030, 5040 and approval of all specialty courses of the specialty. Grade: P/NP.

3 credits

BADM 697B INTEGRATION SEMINAR IN RESEARCH IN FINANCE

Application of theoretical principles and research tools. Analysis of research on the decision making in the contemporary company. Includes the development of a proposal for research. Requirements: BADM 5030, 5190 and approval of all specialty courses. Grade: P/NP.

3 credits

BADM 697C INTEGRATION SEMINAR IN RESEARCH AND CONSULTING IN HUMAN RESOURCES

Application of theoretical principles and research tools. Use of knowledge, skills and attitudes to integrate effective processes in strategic management of human resources. Emphasis on research and consulting services. Includes the development of a proposal for research. Requirements: BADM 5030, 5100 and approval of all specialty courses. Grade: P/NP.

3 credits

BADM 697D INTEGRATION SEMINAR IN RESEARCH IN INDUSTRIAL MANAGEMENT

Application of theoretical principles and tools of research for the formulation, development and evaluation of global strategies related to current and new trends in the management of operations. Emphasis on the role of operations management and entrepreneurial thinking. Includes the development of a research proposal. Requirements: BADM 5030, 6295 and approval of all specialty courses. Grade: P/NP.

3 credits

BADM 697E INTEGRATION SEMINAR IN RESEARCH IN MARKETING

Application of the theoretical principles and research tools. Analysis of cases and business situations in the domestic and international markets. Application of research methods for the solution of marketing problems. It includes the development of a research proposal. Requirements: BADM 5030, 5090 and approval of all specialty courses. Grade: P/NP.

3 credits

BADM 697F INTEGRATION SEMINAR FOR BUSINESS MANAGERS

Analysis of case studies related to significant managerial challenges that an executive manager faces and the practical solutions to these.

3 credits

BADM 697K INTEGRATION SEMINAR IN RESEARCH IN THE GENERAL PROGRAM

Analysis of the principles and the general concepts of the business administration area. Application of research methods for the solution of complex problems in organizations. Requirements: BADM 5030 and fifteen credits approved in specialty courses. Grade: P/NP.

3 credits

BADM 6971 SEMINAR IN BUSINESS SOCIAL RESPONSIBILITY

Analysis of the theory and practices necessary to achieve a socially responsible company or organization. Providing company managers and professionals with knowledge of the existing methodologies to analyze, practice and inform employees on the company's social responsibility.

3 credits

BADM 7000 ORGANIZATIONAL THEORY AND DESIGN

Review of the theories and practices related to the formal design of organizations. Analysis of the organizational problems of changes and development.

3 credits

BADM 7001 PROFESSIONAL SEMINAR

Review of the business administration field from a scientific perspective. Analysis of the ethical and legal aspects regarding the development of research related to the discipline. Guidance on the academic and administrative processes related to the Doctoral Program in Entrepreneurial and Managerial Development. Will be taken during the first semester of studies. Grade: P/NP.

1 credit

BADM 7010 ENTERPRISE DEVELOPMENT

Evaluation of the opportunities and risks that small and medium size organizations face in the international and global world. Review of the public policy that affects enterprise development in Puerto Rico, the Caribbean and Latin America. Emphasis on the ethical, social and cultural aspects of enterprise development for small and medium size companies. Includes the development of a plan for the establishment of a company.

3 credits

BADM 7020 RESEARCH METHODS

Evaluation of the different theories, research methods, principles and instruments that give direction to scientific research applied to business administration.

3 credits

BADM 7070 ORGANIZATIONAL BEHAVIOR

Analysis of individual and group behavior in organizations, procedures for providing and strengthening emerging behavior. Review of the organizational interaction with the environment. Research of selected topics in organizational conduct. Includes a practical study of individual and/or group behavior in the organization.

3 credits

BADM 7150 PUBLIC POLICY AND CORPORATIVE DECISIONS

Analysis of the philosophical and economic foundations of the enterprise activity and the enterprise function in the growth of capitalism. Analysis of the effects of public policies on the economic results of the financial and enterprise activity in the capitalist economic system.

3 credits

BADM 7201 QUANTITATIVE METHODS I

Formulation and solution of managerial and economic problems using quantitative and statistical methods. Application of matrix algebra, differential calculus, linear programming and differential equations in the economic analysis.

3 credits

BADM 7202 QUANTITATIVE METHODS II

Application of statistical methods to summarize and analyze economic and commercial data in the decision-making process. Review of descriptive and inferential statistics, probability theory, variables distribution, decision making under risk and uncertain conditions, sampling, estimation and hypothesis tests. Development of intuitive reasoning by the use of statistical programs. Consideration of ethical aspects when using these methods. Prerequisite: BADM 7201.

3 credits

BADM 7220 MICROECONOMIC THEORY

Theoretical and empirical analysis of consumer behavior, the firm and industry within the framework of a free commerce economy. Study of the production theory, production costs, and different market structures. Includes development of empirical tests derived from theories discussed.

3 credits

BADM 7223 MACROECONOMIC THEORY

Review of the macroeconomic theory and policy in open economies and the adjustment problems according to different approaches. Comparison of the macroeconomic policy in open economies under flexible and fixed exchange rates.

3 credits

BADM 7225 MANAGERIAL ECONOMETRICS

Analysis and construction of econometric models of micro and macroeconomics using transversal data and historic series. Analysis of stationary and non-stationary historical series, using different econometric models and computer programs.

3 credits

BADM 797_ SPECIAL TOPICS SEMINAR

Development of special topics in the area of business administration, according to the student's interest and under the supervision of a faculty member. Comparison of discipline studies and their application in business strategies in different scenarios.

3 credits

BADM 797A SPECIAL TOPICS SEMINAR IN ENTREPRENEURIAL AND MANAGERIAL DEVELOPMENT

Development of special topics in the area of entrepreneurial and managerial development, according to the student's interests and under the supervision of a faculty member. Comparison of discipline studies and their application in business strategies in different scenarios.

3 credits

BADM 797B SPECIAL TOPICS SEMINAR ON MANAGEMENT INFORMATION SYSTEMS

Development of special topics in the management information systems area, according to the student's interest and under the supervision of a faculty member. Comparison of discipline studies and their application in business strategies in different scenarios.

3 credits

BADM 797C SPECIAL TOPICS SEMINAR IN ACCOUNTING

Development of special topics in the accounting area, according to the student's interest and under the supervision of a faculty member. Comparison of discipline studies and their application in business strategies in different scenarios.

3 credits

BADM 797D SPECIAL TOPICS SEMINAR IN MARKETING

Development of special topics in the marketing area, according to the student's interest and under the supervision of a faculty member. Comparison of discipline studies and their application in business strategies in different scenarios.

3 credits

BADM 797E SPECIAL TOPICS SEMINAR ON FINANCE

Development of special topics in the area of finance, according to the student's interest and under the supervision of a faculty member. Comparison of discipline studies and their application in business strategies in different scenarios.

3 credits

BADM 8950 RESEARCH SEMINAR

Application of the different theories, research methods, principles and instruments in the preparation of research proposals. Critical analysis of ethical, legal and financing aspects of research projects. Development of style, forms and content of the proposal and dissertation. Prerequisite: BADM 7020.

3 credits

BADM 8991 DOCTORAL DISSERTATION I

Development of the doctoral dissertation proposal. Defense of the first three chapters before the dissertation committee. The student must submit the proposal approved by the committee to the Institutional Review Board and have its approval, as is applicable. Prerequisite: To have passed the comprehensive examination and course BADM 8950. Grade: P/NP/DP.

3 credits

BADM 8992 DOCTORAL DISSERTATION II

Writing of the dissertation. Defense of the doctoral dissertation in the specialization area of the student under the supervision of a doctoral dissertation committee. Prerequisite: BADM 8991. Grade: P/NP/DP.

3 credits

Courses in Business and Entrepreneurial Education (BUED)

BUED 5000 ADMINISTRATION OF OCCUPATIONAL AND TECHNICAL PROGRAMS

Analysis of theories and principles governing the administration of vocational and technical programs. Emphasis on the participation of the administrator in the development and supervision of curriculum, budget preparation and personnel training. History of these programs and applicable federal and state laws.

3 credits

BUED 5010 METHODOLOGY IN THE TEACHING OF THE KEYBOARD AND PROCESSING INFORMATION

Analysis of the instructional procedures, principles and techniques in developing skills for the selection and preparation of instructional material; measurement of achievement, and evaluation of student performance. Examination of the problems in developing of high level of keyboard skills and in information processing.

3 credits

BUED 5015 METHODOLOGY IN THE TEACHING OF ENTREPRENEURIAL, BUSINESS ADMINISTRATION AND MARKETING

Application of administrative theories, entrepreneurial principles, the process of formation or acquisition of companies, and the techniques and procedures in the managerial process. Application of marketing concepts and principles. Analysis and evaluation of teaching strategies applicable to the area of enterprise development, business administration and marketing at the different levels.

3 credits

BUED 5020 METHODOLOGY IN THE TEACHING OF ACCOUNTING

Analysis of the principles, techniques and resources governing the teaching of accounting. Development of instructional objectives, competencies, methods, activities and evaluation techniques. Integration of the computer in teaching accounting.

3 credits

BUED 5030 METHODOLOGY IN THE TEACHING OF SHORTHAND, TRANSCRIPTION OR ANOTHER SYSTEM OF ABBREVIATED WRITING

Study of instructional procedures, principles and techniques in developing skills, selection and preparation of teaching material, measurement of achievement and evaluation of student performance. Examination of the problems in abbreviated writing systems. Integration of the elements in the development of transcription skills.

3 credits

BUED 5035 COMPUTERS IN THE TEACHING OF BUSINESS AND ENTREPRENEURIAL EDUCATION

Analysis of principles, techniques and resources used in the evaluation of computers as instructional tools. Computer programs useful in teaching business and entrepreneurial education courses. Programs with educational applications, such as: calculus electronic sheet, database, word processing, advertising art, and tutorials.

3 credits

BUED 5040 CURRICULAR INNOVATIONS IN TEACHING

Analysis of the trends related to the principles, techniques and resources for teaching different disciplines in the area of business and entrepreneurial education. Evaluation of current topics and their implications for the development of pedagogical initiatives.

3 credits

BUED 5050 FUNDAMENTALS OF VIRTUAL LEARNING

Study through the discussion of the principles and theories on which virtual education is based. Analysis of diverse scenarios and effective teaching techniques for the implementation of virtual offerings. Use of synchronous and asynchronous technological tools to achieve learning in virtual environments.

3 credits

BUED 5055 METHODOLOGY FOR THE TEACHING OF COURSES RELATED WITH HEALTH SERVICES

Analysis of business procedures in health service offices. rse includes techniques and teaching strategies for courses related to this subject, as well as the study of electronic medical records and ethical principles. Evaluation of the laws, regulations and technological resources that govern the function and operation of this type of office.

3 credits

BUED 5060 PREPARATION OF MATERIALS FOR VIRTUAL EDUCATION

Application of design techniques and preparation of educational material directed towards learning through the Internet. Elaboration of instruction modules and didactic material to be distributed through a Website or a management system of on-line courses. Requires additional time in an open laboratory.

3 credits

BUED 6000 ADMINISTRATION AND SUPERVISION OF BUSINESS AND ENTREPRENEURIAL EDUCATION

Introduction to the basic principles of administration and supervision; tendencies, strategies, history, laws, and purposes of business and entrepreneurial education.

3 credits

BUED 6010 CURRICULUM DESIGN IN BUSINESS AND ENTREPRENEURIAL EDUCATION

Development, utilization and evaluation of the business education curriculum; effective curricular practices; basic guides for the development and evaluation of a business and entrepreneurial education curriculum. Identification of content, program organization, preparation of instructional objectives, guides for the selection and development of instructional materials.

3 credits

BUED 6020 ASSESSMENT, MEASUREMENT AND EVALUATION IN BUSINESS AND ENTREPRENEURIAL EDUCATION

Analysis of the evaluation and assessment process in teaching Business Education courses with emphasis on skills courses. Emphasis on the construction, administration and interpretation of tests and the existing evaluation systems and electronic manuals in the area.

3 credits

BUED 6050 STRATEGIES FOR OFFICE PERSONNEL TRAINING

Application of the educational theories of learning to the training of office systems personnel. Analysis of the instructional designs, technology, entrepreneurship, implementation and evaluation of trainings in an office environment. Analysis of laws that apply to the training of personnel. Writing of proposals for training office personnel.

3 credits

BUED 6060 INTEGRATION OF TECHNOLOGY IN BUSINESS AMND ENTREPRENEURIAL EDUCATION

Integration of instructional designs and the use of technologies to achieve both teaching and learning processes. Application of strategies, techniques and technology assistance for students with special needs. Evaluation of existing technology for both teaching and administrative processes in Business and Entrepreneurial Education.

3 credits

BUED 6070 VIRTUAL LEARNING ENVIRONMENTS FOR EXCEPTIONAL STUDENTS

Analysis of different virtual learning scenarios and their impact on the teaching of exceptional students. Practice in the development and evaluation of learning experiences for virtual environments aimed at exceptional students.

3 créditos

BUED 6910 PRACTICUM IN TEACHING BUSINESS EDUCATION COURSES AT THE SECONDARY AND/OR POST SECONDARY LEVEL

Supervised teaching of business courses at the secondary or post secondary level, coordinated by seminars. Students will be exposed to experiences within the classroom, under the direct supervision of a cooperating teacher with certification in the field. The internship will be conducted in public schools or in the approved scenarios that have business education programs.

3 credits

BUED 6911 SUPERVISED PRACTICUM IN BUSINESS AND ENTREPRENEURIAL EDUCATION

Supervised practicum in the tasks of an administrator of a vocational or technical school with a Business Education Department, under a supervision of a faculty member. A minimum of eight hours of practicum per week during the semester for a minimum of 120 hours is required. Includes meetings and seminars with the practicum coordinator.

3 credits

BUED 6970 INTEGRATING SEMINAR

Integration of the knowledge and skills acquired in the courses that compose the Masters in Business Education. Emphasis on case analyses and the research of current topics related to this field of study.

3 credits

BUED 7020 HISTORICAL, SOCIAL AND ETHICAL ASPECTS IN BUSINESS EDUCATION

Review of the development of business education and its impact on society. Discussion of the elements related to the shifts of institutional paradigms; personal, organizational and social responsibilities. Analysis of the ethical principles related to the use of technology in the educational environment.

3 credits

BUED 7030 CONTEMPORARY APPROACHES AND TEACHING STRATEGIES IN BUSINESS EDUCATION

Evaluation of contemporary teaching approaches and strategies applicable to Business Education. Critical review of instructional strategies for offering courses in traditional and nontraditional learning environments.

3 credits

BUED 7050 BUSINESS EDUCATION AT THE POST-SECONDARY AND UNIVERSITY LEVELS

Evaluation of faculty and administrative practices and responsibilities in post-secondary and university level institutions in which Business Education programs are offered. Review of research related to the effectiveness of these programs.

3 credits

BUED 797_ SPECIAL TOPICS IN BUSINESS EDUCATION

Research of special topics in the area of the Business Education, in accord with student interests and under the supervision of a member of the faculty.

3 credits

BUED 8500 BUSINESS EDUCATION IN THE GLOBAL CONTEXT

Evaluation of the trends in Business Education programs at the local, state and international levels. Review of the different geographic and cultural contexts in which these programs are developed.

3 credits

BUED 8520 EVALUATION AND SELECTION OF EMERGENT TECHNOLOGY IN BUSINESS EDUCATION

Evaluation of the emergent technology for business and vocational programs. Analysis of strategies for the effective selection of equipment and software for the development of academic programs.

3 credits

BUED 8525 ASSESSMENT AND EVALUATION OF BUSINESS EDUCATION PROGRAMS

Design of assessment and evaluation strategies for the development of Business Education programs. Analysis of research related to assessment processes. Requires the preparation of an assessment project for an educational scenario.

3 credits

BUED 8615 DESIGN AND ADMINISTRATION OF BUSINESS EDUCATION PROGRAMS

Evaluation of theories, principles, techniques and practices for the design and administration of academic programs based on competencies. Study and evaluation of the norms and regulations that govern these programs in public and private scenarios.

3 credits

BUED 8620 INSTRUCTIONAL DESIGN FOR ONLINE BUSINESS COURSES

Application of theories and techniques of instructional design for online skills courses. Preparation of a instructional module using a platform for course development.

3 credits

Courses in Chemistry (CHEM)

CHEM 5001 CONCEPTUALIZATION AND APPLICATION OF CHEMISTRY IN THE CLASSROOM

Analysis of chemistry topics that are discussed in the classroom at the intermediate and higher levels. It includes micro and macro aspects, characteristics of chemical reactions, as well as calculations in chemistry. Analysis of relevant topics of modern chemistry. Discussion of techniques and recommended strategies for the teaching of chemistry topics in the classroom. It requires 45 hours of conference-laboratory.

3 credits

CHEM 5005 CHEMISTRY APPLIED IN THE DAILY LIVE

Application of chemical principles to everyday experiences. Emphasis on the use of the scientific method and those subjects that are covered in chemistry courses at the intermediate and higher school level, following the current curricular framework, as well as current topics. Preparation of audiovisual resources that stimulate scientific thinking and deepen students' chemical concepts. It requires 45 hours of conference-laboratory.

3 credits

CHEM 5009 DEVELOPMENT OF DIDACTIC MATERIALS IN CHEMISTRY

Design and manufacture of teaching materials that stimulate the scientific and logical thinking of the students, as well as their curiosity about chemistry. Review of safety standards, the use of everyday materials and electronic resources in the creation of laboratory experiences. Evaluation of the effectiveness of the materials created. It requires 45 hours of conference-laboratory.

3 credits

CHEM 6000 CHEMISTRY IN THE ENVIRONMENT

Analysis of the planet's environmental problems from a chemical point of view. Discussion of the chemical aspects in each environmental area: atmosphere, water and sediments. Evaluation of the use and benefits of green chemistry. Evaluation of information sources and tools available to the teacher. It requires 45 hours of conference-laboratory.

3 credits

CHEM 6110 SCIENTIFIC RESEARCH SKILLS IN CHEMISTRY

Application of the stages of the scientific method: bibliographic search, experimental design, interpretation and data analysis; as well as the presentation and writing of scientific articles. Emphasis on the research applicable to students at the intermediate and higher levels. It requires 45 hours of conference-laboratory.

3 credits

CHEM 6111 CURRENT TOPICS IN CHEMISTRY

Critical analysis of current issues in Chemistry through readings and discussion of articles from scientific journals. Requisites: The student must have approved 15 credits of the concentration area of specialty or with the permission of the professor of the course.

3 credits

CHEM 6904 ADVANCED INORGANIC CHEMISTRY

Advanced study in the chemistry of transition elements with emphasis on coordination complexes, and on organ-metallic and inorganic compounds. Discussions will include molecular symmetry, electronic mechanisms of spectrums, theories of acids and bases, kinetic reactions and oxidation and reduction reactions. Study of group symmetry and theorems of the group theory with application to chemical structure, the type of connection and spectroscopy. Basic knowledge of linear algebra is needed. This course aims to prepare students to carry out research tasks in organic chemistry. As a complement to the educational component, students will develop a curricular segment where they will demonstrate mastery of the educational theory and a clear understanding of the fundamental chemical principles. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Chemistry.

3 credits

CHEM 6905 INSTRUMENTAL METHODS FOR CHEMICAL ANALYSIS

Advanced and detailed consideration of the theory and practice of different methods of chemical analysis that use instrumentation in solving problems of chemical composition. The principles of different spectroscopic, electrochemical and chromatographic methods and their applications will be discussed. Applications of chemical analysis in areas such as molecular biology, science of materials, environmental science, earth science, pharmaceutical chemistry, and nutrition and public health will be discussed. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Chemistry.

3 credits

CHEM 6906 ORGANIC REACTION MECHANISMS

Detailed and intense revision of organic chemical reactions with emphasis on modern synthetic methods and their applications in the synthesis of complex organic compounds. Topics on stereochemistry, molecular structure, reaction mechanisms of organic molecules, and select reactions will be studied. Also considered will be reactions of enolates, reactions of condensation of carbonyl groups, interconversions of functional groups, reactions of electrophilic addition, reductions, organometallic reagents, arranged reactions, oxidations, synthesis strategies including retro-synthesis analysis in the context of multiple steps syntheses taken from recent specialized literature. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Chemistry.

3 credits

CHEM 6970 INTEGRATOR SEMINAR IN CHEMISTRY

Analysis of current issues related to the field of chemistry or teaching in chemistry. Critical analysis of contemporary scientific literature and research. It requires the presentation of written and oral works. Requisite: Have passed all concentration courses. Qualification: P/NP.

3 credits

CHEM 6995 RESEARCH PROJECT IN CHEMISTRY

Planning and development of a theoretical or experimental research project in the field of chemistry or teaching of chemistry, under the supervision of a professor. It requires an oral and written presentation of the research work and additional hours of work in or outside the laboratory. The student will enroll in this course as many times as necessary until completing his research work. Requisite: Professor approval to enroll in the course. Qualification: P/NP.

3 credits

Courses in Computer Science (COMP)

COMP 5100 DESIGN OF ALGORITHMS

Analysis and design of algorithms and advanced data structures. Emphasis on the mathematical model of problem complexity. Development of methodologies, problems and the correct data structures for their solution. Requires an open lab.

3 credits

COMP 5110 AUTOMATA THEORY AND FORMAL LANGUAGES

Design of different types of automata. Visualization of the different concepts involved in automata theory. Use of the approach called learning from examples. Discussion of some aspects related to robots and formal languages. Study of the relations between formal languages and automata, as well as some of the forms of language specifications and their computer properties. Requires an open lab.

3 credits

COMP 5120 ARTIFICIAL INTELLIGENCE

Application of knowledge representation and use of algorithms for the solution of problems related to artificial intelligence. Analysis of the problems and solution techniques of artificial intelligence. Simulation of the processes of knowledge representation, search, control and learning in automatic systems. Introduction to the use of a language specialized for artificial intelligence. Requires 30 hours of lecture and 15 hours of virtual lab.

3 credits

COMP 5325 PROGRAMMING LANGUAGES

Discussion of the central concepts of programming languages and how they are manipulated into languages that follow certain paradigms. Analysis of languages in light of their semantic models. Application of structural, denotational, and axiomatic operational semantics. Detailed study of the nucleus of the Standard ML language. Includes the development of programs in that language and in some other current language. Requires 30 hours of lecture and 15 hours of virtual lab. Prerequisite: COMP 5110.

3 credits

COMP 5510 SOFTWARE DEVELOPMENT AND DESIGN

Analysis of the methodology that includes the development and design of systems to facilitate decision making. Emphasis on the development of prototypes to guide design activity. Discussion of the set of methods, techniques and tools of a software product. Prerequisite: COMP 5110.

3 credits

COMP 5525 SEMINAR I

Discussion and analysis of practices, current problems and trends in computation and related disciplines. This is a connect activity among professors, students and representatives of the industrial sector that provides students and the professor the elements to discern forms of application of the studied theory to the national reality. Prerequisite: COMP 5120.

3 credits

COMP 6010 OPERATIONS RESEARCH

Comparison of third and fourth generation languages. Learning and practice in a high-level language of visual programming. Development of a research plan under the supervision of a professor. Includes the operations, design and construction of logic models of programming for their implementation. Prerequisite: COMP 5525.

3 credits

COMP 6200 MULTIMEDIA AND HYPERMEDIA

Analysis of the fundamental concepts of multimedia and hypermedia, and their theoretical and practical aspects. Emphasis on the development of applications using Toolbook. Requires 30 hours of lecture and 15 hours of closed lab. Prerequisite: COMP 5525.

3 credits

COMP 6250 COMMUNICATION PROTOCOLS

Use of tools necessary for the design of data networks and use of the different communication protocols utilized by users. Requires an open lab. Prerequisite: COMP 5525.

3 credits

COMP 6300 NETWORKS I

Analysis of theoretical and methodological aspects typical of data transfer. Practice in installation, configuration and operation of a system local network administrator. Evaluation of the circumstances in which the local networks are viable solutions in data processing. Requires 30 hours of lecture and 15 hours of virtual lab. Prerequisite: COMP 5510.

3 credits

COMP 6315 OPERATING SYSTEMS

Analysis of the different operating systems and current trends in research and development. Evaluation and administration of the functions of an operating system. Requires an open lab. Prerequisite: COMP 5510.

3 credits

COMP 6400 NETWORKS II

Analysis of the problems of computer networks design and their implementation. Use of networks and data management. Implementation of networks. Emphasis on technologies similar to Internet. Requires 30 hours of lecture and 15 hours of virtual lab. Prerequisite: COMP 6300.

3 credits

COMP 6500 DATABASE WORKSHOP

Design, development and implementation of a relational data bank. Includes complex data models and advanced design tools. Requires 30 hours of lecture and 15 hours of virtual lab. Prerequisite: COMP 5325.

3 credits

COMP 6525 PROGRAMMING WORKSHOP

Practice in the skills and abilities acquired from the programming languages and the development and application of programs. Includes models of operations research and support systems in decision making. Requires 30 hours of lecture and 15 hours of virtual lab. Prerequisite: COMP 5325.

3 credits

COMP 6615 SEMINAR II: COMPUTATION AND SOCIETY

Study of the relation and the impact that computer technology has had and its products in diverse human activities and disciplines. Emphasis on the analysis of aspects related to ethics, the gender relations and current legislation, among others. Requires an open lab. Prerequisite: COMP 5525.

3 credits

COMP 6650 SYSTEMS ADMINISTRATION

Analysis of the function and processes of administration. Includes the technological resources related to Information systems. Development of a strategic plan that allows evolution, the administration and the evaluation of the Technology of Information in organizations. Requires an open lab. Prerequisite: COMP 6525.

3 credits

COMP 6970 INTEGRATED SEMINAR

Analysis and discussion of aspects related to information systems. Development of a research project under the supervision of a professor using the appropriate ethical criteria of the profession. Students will register in this course while they are working on the project. Grade P/NP. Prerequisite: Approval of the department director.

4 credits

Courses in Computer Science in Networks and Security (CSNS)

CSNS 5100 NETWORK ANALYSIS AND DESIGN

Analysis and design of computer networks. Use of different design methodologies of scalable networks. Emphasis on policies and costs when designing a computer network. Evaluation of the different types of network traffic and their importance when designing.

3 credits

CSNS 5110 PRINCIPLES OF RESEARCH

Application of the scientific method in problem solving. Emphasis on the use of the methodology and terminology of quantitative and qualitative research. Includes the preparation of a research proposal.

3 credits

CSNS 5121 ROUTING TECHNOLOGIES I

Application of the internal routing methods used in the connections between wide area networks. Emphasis on protocols, routing algorithms, and the identification methodology of three layer packages and their interaction with the other layers of the OSI model.

3 credits

CSNS 5131 NETWORK SWITCHING TECHNOLOGIES I

Review of network switching technologies protocols and standards. Includes the environmental configuration of local area networks and of virtual local networks. Analysis of plot structures. Emphasis on the transmission of point to point plots in a local area network and the administration of network switches at an operative system level.

3 credits

CSNS 5220 CRYPTOGRAPHY IN NETWORKS

Evaluation of the methods used by cryptography in the protection of the data and the use of the different coding technologies. Verification of the functionality of the coding in the protection of data integrity.

3 credits

CSNS 5222 ROUTING TECHNOLOGIES II

Application of exterior routing protocols and planning of scalable networks. Analysis of the routing protocol selection process between independent systems. Emphasis on the correct use of directions concerning local area networks and wide area networks. Prerequisite: CSNS 5121.

3 credits

CSNS 5232 NETWORK SWITCHING TECHNOLOGIES II

Application of protocols and standards in multi layer functional network switches. Emphasis on the configuration of the environment of the local area network and of the local virtual private area network in the diagnosis of operational failures of network switches, and on the application of audit and security techniques used in the management of network switch services. Prerequisite: CSNS 5131.

3 credits

CSNS 6100 FIREWALLS

Analysis of fundamental elements that make up a Firewall. Application of different design methodologies used in security network systems. Emphasis on the prevention plan for vulnerable situations to a security network system.

3 credits

CSNS 6110 SECURITY AND FORENSIC COMPUTING

Critical review of the vulnerability of information systems and the hacker profile. Analysis and control of risks. Includes the use of tools of open and commercial code to carry out simulated attacks and to protect information systems. Emphasis on the cryptography on forensic information, and on the characteristics of the specialist.

3 credits

CSNS 6220 INTRUSION DETECTION SYSTEMS

Evaluation of the operation of intrusion detection systems in local and wide area network systems. Emphasis on warning configuration through the use of traffic review policy techniques in networks. Prerequisites: CSNS 6100, 6110.

3 credits

CSNS 6230 SECURITY DESIGN IN NETWORKS

Analysis of the design elements for security in networks and implementation of safety techniques and their tools. Design of safe of remote access, small networks, wireless medians and. Prerequisites: CSNS 5222 and 6110.

3 credits

CSNS 6240 ASSESSMENT OF SECURITY IN NETWORKS

Use of *assessment* techniques to investigate the new trends in security and their application. Design analysis of the methodology of security in networks. Evaluation of the faults in layers 2, 3, 4 and 7 of the *Open System Interconnection* model (OSI). Prerequisite: CSNS 6230.

3 credits

CSNS 6310 NETWORK TROUBLESHOOTING TECHNIQUES

Evaluation of malfunctions in local and wide area networks. Emphasis on the techniques for identification of problems in the network by means of the use of OSI as a reference model. Analysis of common problems that can happen in a local or wide area network and the possible solutions to these problems.

3 credits

CSNS 6320 SATELLITE COMMUNICATIONS SYSTEMS

Review of the systems of satellite communications and their operation in data transmission. Emphasis on the Earth's orbits and the disruptions that affect the operation of a satellite system. Analysis of the components of a satellite system and their relation to computer networks systems.

3 credits

CSNS 6330 RESEARCH PROJECT

Identification of a research topic in the field of networks, telecommunications, or in network or information system security. Analysis of literature, selection of the methodology and the development of a research project. Application of research principles and methods. Creation and development of a research project to be evaluated and approved by the advisory professor of the project. The student will register in this course as many times as necessary until the research project is completed. Grade: P/NP. Prerequisites: CSNS 5110, 5221.

3 credits

Courses in Criminal Justice (CJUS)

CJUS 5010 LAW AND SOCIETY

Analysis of the interaction of the legal system of Puerto Rico, the individuals and society. Includes the laws, procedural aspects and the deliberate or non-deliberate consequences of the creation and application of the law. Integration of the criminological theories that contribute to the understanding of the dialectic relation between laws, individuals, and society.

3 credits

CJUS 5023 ELEMENTS OF CRIMINAL LAW

Discussion of the principles, theories and problems common to criminal law and of its development through history. Includes the doctrines of criminal responsibility and the legal capacity to commit crimes. Review of the elements of the crimes considering the infractions presented by the several fields of the penal legislation of Puerto Rico. Emphasis on the analysis and interpretation of legal cases.

3 credits

CJUS 5055 CRIMINOLOGY

Historical analysis of the scientific and interactive development of criminology and the creation of the formal and informal norms to take care of deviated and criminal behavior. Emphasis on the nature of the crime, the trends and the possible explanations of criminality from a biological, sociological, psychological and economic perspective. Review of social reactions to the social problem of criminality.

3 credits

CJUS 5060 METHODOLOGY OF SOCIAL-SCIENTIFIC RESEARCH

Analysis of the methodology of social-scientific research and its philosophical, theoretical and ethical aspects in the area of criminal justice. Application of the methodology studied in the design of the research proposal.

3 credits

CJUS 5070 SOCIAL-SCIENTIFIC RESEARCH APPLIED TO CRIMINAL JUSTICE

Application of the qualitative or quantitative designs of social-scientific research to a problem in the criminal justice area. Includes the integration of emerging technology in the field of research. Prerequisite: CJUS 5060.

3 credits

CJUS 5080 PUBLIC POLICY AND THE STATE AND FEDERAL JUSTICE SYSTEMS

Analysis of the governmental structuring at the federal and state level. Emphasis on the criminological foundations of federal and state public policy in Puerto Rico.

3 credits

CJUS 5237 JUVENILE JUSTICE

Analysis of the historical development of the social and legal aspects and of juvenile delinquency. Review of the theories, factors and conditions associated with this social problem, preventive strategies and modalities of treatment for minors who commit infractions. Emphasis on the procedural aspects.

3 credits

CJUS 5299 LAW AND CORRECTION

Analysis of the recent legal developments related to the correctional, institutional and community alternatives. Includes the rights that people under correctional supervision have.

3 credits

CJUS 5310 CRIMINAL PROCEDURE AND EVIDENCE LAW

Discussion of the principles of procedural and evidentiary law from the criminal or forensic investigator's perspective. Analysis of applicable jurisprudence.

3 credits

CJUS 5320 CONSTITUTIONAL AND ADMINISTRATIVE LAW

Discussion of the application of the constitutional rules established by the Constitution of the United States and the Constitution of the Commonwealth of Puerto Rico and their relation with the administrative procedure in governmental agencies. Includes the analysis of the laws applicable to citizens in the administrative procedure, as well as the applicable review of applicable jurisprudence and doctrines.

3 credits

CJUS 5340 CRIMINALISTICS AND THE LAW

Technical and legal aspects of scientific techniques and instruments in the trial of criminal cases. Emphasis on the evidential value and assistance of applicable scientific aids to prosecutor and defender. Among others, the following will be considered: firearm identification, examination of questioned documents, physical and chemical evidence, dactiloscopical identification and instrumental detection of fraud.

3 credits

CJUS 5410 WHITE COLLAR CRIME

Analysis of white collar crime: its origin, development, philosophy and its effects on the economy of Puerto Rico and the United States. Emphasis on the study of the topic from a sociological and practical theoretical perspective. Includes the discussion of state and federal laws to combat white collar crime and the functioning of investigative organisms.

3 credits

CJUS 5420 FORENSIC SCIENCE

Analysis of the scope of forensic sciences, criminology, and the evaluation of physical and biological evidence in violent crimes. Discussion of the most important scientific-forensic disciplines in criminal investigation. Includes the probatory value of evidence and its impact on the state and federal governmental institutions of the criminal justice system.

3 credits

CJUS 5430 INTERVIEW AND INTERROGATION TECHNIQUES

Discussion of the importance of interrogation in all stages of the Criminal Justice System. Emphasis on the basic methods, skills, techniques and principles in penal litigation. Includes the processes used in the different stages of the procedure according to the Approbatory Law of the interrogation of witnesses in the penal process.

3 credits

CJUS 5510 ALTERNATE METHODS OF ADJUDICATION

Discussion of the theoretical and practical aspects of alternate methods of adjudication. Identification of the necessary regulations, procedures and skills applicable to each one, with emphasis on the mediation of conflicts.

3 credits

CJUS 5520 MANAGERIAL ASPECTS IN PUBLIC AND PRIVATE SECURITY

Analysis of the managerial aspects in the administration of public and private security, such as the organization and operation of security services. Emphasis on counseling in security that includes budget preparation, planning, recruitment and training, the preparation of reports, proposals and prevention strategies. Includes the analysis of the ethical and responsibility aspects in public and private security, as well as the benefits and limitations for the Criminal Justice System. Review of the jurisprudence and applicable laws.

3 credits

CJUS 5613 ADDICTION, CRIMINALITY AND REHABILITATION

Analysis of the factors and conditions that induce people to depend on psychoactive or illegal substances and criminal behavior. Evaluation of the effectiveness of the prevention, treatment and rehabilitation strategies of persons with deviated behavior.

3 credits

CJUS 5634 PSYCHOPATHOLOGY

Systematic study of those forms of behavior traditionally treated as pathological by the psychiatric model of human behavior and contrast of the medical and psychosocial viewpoints. Emphasis on the juridical viewpoint of deviant behavior, especially as it affects criminal responsibility and the criminal justice process.

3 credits

CJUS 5900 SPECIAL ASSIGNMENT

Participation in a supervised practice experience in an agency of the State or Federal Criminal Justice System or the completion of an investigation project in areas of criminal justice. The nature of the practice or the investigation will be determined by the Faculty of the Program that will supervise both activities.

3 credits

CJUS 5970 SPECIAL TOPICS

Review of selected areas of contemporary importance in aspects related to criminal justice in regard to new social, legislative and judicial considerations in preventive, investigative, procedural, adjudicative, dispositive, and correctional processes for adults and minors who come in conflict with the law.

3 credits

CJUS 6970 INTEGRATION SEMINAR

Integrating seminar of an interdisciplinary character with general and specific material proportional to the distribution of these parts in the totality of credits required for the degree. The course will be developed by means of a methodology of readings, lectures, group discussions, case studies and others to address the relevant topics.

3 credits

Courses in Economics (ECON)

ECON 5300 STATISTICAL AND ECONOMIC ANALYSIS OF LABOR MARKETS

Analysis of the factors affecting the development and trends of labor markets in a capitalist economy. These include work supply and demand, economic analysis of compensation, income distribution and public policies. Application of the concepts and methodology of basic statistic and sampling.

3 credits

ECON 6320 ADVANCED LABOR ECONOMICS

Advanced study of economic problems in the labor market, population and labor force; the economic impact of bargaining, automation and change; and the effects of wages and wage bargaining on employment, the business cycle and industrial growth.

3 credits

ECON 7200 LABOR ECONOMY

Critical examination of the production functions of business and the contractual relationship of employment in corporate and non-corporate markets. Analysis of the collective action efforts in the work environment: workers unions and employment contracts.

3 credits

ECON 8000 ECONOMY OF THE LABOR MARKET STRUCTURE

Critical analysis of the economic theory and empirical evidence related to work distribution, salary determination, employment and unemployment.

3 credits

ECON 8150 REGIONAL AND GLOBAL ECONOMIC DEVELOPMENT

Review of economic theories, models and policies for economic development. Analysis of the aspects related to economic development planning and models most frequently used. Development of strategic factors for regional and global growth. Comparison of interregional disparities between developed and developing nations, as well as the policies designed to alleviate the problems arising from this disparity.

3 credits

ECON 8312 THEORY OF CAPITAL AND ECONOMIC CYCLES

Economical analysis of the nature and value of money, as well as of the deposits of money. Evaluation of the process of credit expansion and its effects in the formation of capital, in the structure of production, and in the generation of economic cycles.

3 credits

Courses in Education (EDUC)

EDUC 5013 SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Systematic study of the interaction between the society and education, the school and the community as institutions which generate social change.

3 credits

EDUC 5024 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Psychological principles of development, personality, learning and assessment and their application to the teaching-learning process within the socio-cultural context.

3 credits

EDUC 5035 VALUES AND PERSPECTIVES IN CONTEMPORARY EDUCATION

Analysis of the principal philosophical schools and examination of the axiological premises justifying contemporary educational purposes. Study of modern focuses on the teaching of values. Review of the Puerto Rican situation: Past, present and future perspectives.

3 credits

EDUC 5046 THE INDIVIDUAL, SOCIETY AND EDUCATION

Theoretical principles explaining and/or describing the influence of the physical, psychological and sociocultural environment on human behavior within the educational context.

3 credits

EDUC 5045 THE FAMILY, SCHOOL, COMMUNITY AND ETHICAL-MORAL AWARENESS

Study of the interaction and ways of family, school and community participation, and their impact in the integral development of children. Review of the role of curriculum for the development of ethical-moral intelligence. Value of family-school-community interaction to promote responsible citizenship in view of the cultural diversity of the society.

3 credits

EDUC 5047 PSYCHO-SOCIAL FOUNDATIONS OF EDUCATION

Discussion and analysis of the psycho-social applications and implications of the principle theories of learning. Discussion of the contributions, applications and implications of neurosciences to the teaching and learning processes.

3 credits

EDUC 5057 COMPARATIVE EDUCATION

Analysis of the psychological and sociological foundations that include the theories of learning, the concept of intelligence, the styles of learning, the models of education and neuroscience. Valuation of the contributions, the applications and the implications of the psycho-social foundations of the education.

3 credits

EDUC 5068 WESTERN WORLD EDUCATION

Historical development of educational ideas, institutions and practices in the Western world. Begins with the invention of writing and follows the development of the Judean-Greek-Roman civilization up to education in Puerto Rico.

3 credits

EDUC 5105 USE OF TECHNOLOGY IN TEACHING OF MATHEMATICS

Integration of calculators and computers in the teaching of mathematics. Development of learning activities that require their use. Emphasis on the use and evaluation of educational software in mathematics as a means of support in the teaching-learning process.

3 credits

EDUC 5107 TECHNOLOGICAL INNOVATIONS IN THE TEACHING OF SCIENCES

Application of technological innovations in science education. Development of instructional modules with the use of interactive multimedia to integrate different areas of curricular science programs. It requires 45 hours of conference-laboratory.

3 credits

EDUC 5111 EDUCATIONAL RESEARCH I

Description of the scientific method in the solution of educational problems. Use of the terminology and methodology of quantitative and qualitative research. Includes the writing of a research proposal.

3 credits

EDUC 5112 EDUCATIONAL RESEARCH II

Practical study of an educational problem requiring the development of a research project under the supervision of a professor. Prerequisite: EDUC 5111.

3 credits

EDUC 5114 CURRICULUM AND TEACHING OF SOCIAL STUDIES AT THE ELEMENTARY LEVEL

Study of the curricular content of social studies in the elementary level. Emphasis on the exchange and the continuity; people, places and the environment; personal development and cultural identity; production, distribution and consumption; ethical, democratic, global, scientific and technological awareness. Development of methods, strategies and activities for the teaching of social studies, sustained by theoretical foundations and research of the discipline.

3 credits

EDUC 5115 CURRICULUM AND TEACHING OF SCIENCE AT THE ELEMENTARY LEVEL

Study of the curricular content of science at the elementary level. Emphasis on the scientific method, the matter, energy, its manifestations and its transformations, conservation and change, the systems and models and their interactions. Development of methods, strategies and activities for the teaching of science, sustained by the most recent research in the discipline. Includes laboratory activities that will be developed and integrated to the course.

3 credits

EDUC 5116 CURRICULUM AND TEACHING OF SPANISH AT THE ELEMENTARY LEVEL

Analysis of the curricular content of the subject of Spanish in the areas of the oral and written communication and the understanding of reading at the elementary level. Development of methods, strategies and activities, based on the new models of teaching of the language arts for their application to pedagogical practices.

3 credits

EDUC 5117 CURRICULUM AND TEACHING MATHEMATICS AT THE ELEMENTARY LEVEL

Study of the curricular content of mathematics for the elementary level. Emphasis on the strategies for problem solving, numbers, arithmetic operations, fractions, ratio and proportion, measurement, the basic concepts of geometry, the solution of equations, the analysis of data and probability. Development of methods, strategies and activities for the teaching of mathematics at the elementary level, sustained by the most recent research in the discipline.

3 credits

EDUC 5118 ENGLISH AS A SECOND LANGUAGE AND TEACHING IT AT THE ELEMENTARY LEVEL

Study of the theories and new models in the curricular content of teaching English as a second language and its application to pedagogical practices at the elementary level. Emphasis on the development of methods, strategies and activities.

3 credits

EDUC 5119 TOPICS IN HEALTH AND TEACHING THEM AT THE ELEMENTARY LEVEL

Study of topics in health and the development of methods, strategies and activities for teaching them. Emphasis on the prevention of things affecting health from the psychological, physiological the social perspective at the elementary level.

3 credits

EDUC 5120 STATISTICS APPLIED TO THE FIELD OF EDUCATION

Study of the techniques of descriptive statistics and basic techniques of inferential statistics. Emphasis on solving practical problems and statistics applied to the field of education.

3 credits

EDUC 5121 ENVIRONMENTAL SCIENCES AND THEIR EDUCATION IN THE ELEMENTARY LEVEL

Study of environmental sciences with emphasis on the conservation of natural resources. Design and evaluation of methods, strategies and activities that demonstrate the systemic, cyclical and holistic nature of the ecosystems and the importance of these principles in conservation.

3 credits

EDUC 5122 CRITICAL ANALYSIS OF CHILDREN'S LITERATURE AT THE ELEMENTARY LEVEL

Critical analysis of children's literature from its origins, evolution, definition, characteristics and typology, with the purpose of using this as a pedagogical resource in the classroom. Study of recent research: its implications and applications.

3 credits

EDUC 5123 CREATIVITY AND CORPORAL EXPRESSION

Analysis of recent research and models of creative thinking: their implications and applications to diverse scenarios. Theoretical and practical study of the possibilities of corporal expression. Emphasis on the development of methods, strategies and activities for teaching.

3 credits

EDUC 5124 APPRECIATION AND INTEGRATION OF ART AT THE ELEMENTARY LEVEL

Study of design, history of art, the vocabulary and the strategies for its integration in the curriculum of the elementary school. Applied approach to the different facets of art appreciation in the elementary school. Emphasis on the development of methods, strategies and activities for teaching.

3 credits

EDUC 5125 THE FINE ARTS AND CORPORAL EXPRESSION IN TEACHING AT THE ELEMENTARY LEVEL

Understanding of artistic languages as the fine arts and the corporal expression. Analysis of its contribution for cultural enrichment and the development of creativity. Synthesis by means of the integration of the fine arts and corporal expression in the curriculum at the elementary level for the development of creative thought. The importance of the fine arts and corporal expression as a representation of ideas and feelings.

3 credits

EDUC 5130 FUNDAMENTALS OF THE ACQUISITION OF READING AND WRITING

Review of the theories and the historical perspectives on the learning of reading and writing. Analysis of the psychological, linguistic and sociological bases of this learning. Emphasis on the development of the process of reading and writing, the understanding of reading, the written production, the social use of language and the appropriation of the writing system.

3 credits

EDUC 5133 STATISTICS

Statistical methods applied to educational research. Application of descriptive and inferential statistics to data interpretation. Use of the computer in statistical analysis. Requires additional time in an open laboratory.

3 credits

EDUC 5142 MEDICAL AND PSYCHOLOGICAL ASPECTS FOR THE REHABILITATION AND SPECIAL EDUCATION PROFESSIONAL

Medical and psychiatric principles in rehabilitation. Analysis of population trends, basic principles of medical and clinical sciences, common mental and physical disabling conditions, recent research, legal aspects, medical service programs in government and private vocational rehabilitation agencies.

3 credits

EDUC 5144 INTRODUCTION TO REHABILITATION

Basic concepts in rehabilitation as a social movement. Historical, philosophical and legislative background in vocational rehabilitation with emphasis on the latest legislative changes at the federal and state levels and their repercussions in public and private service programs for handicapped persons. Analysis of the participation of community organizations in the development of rehabilitation services.

3 credits

EDUC 5145 VOCATIONAL EVALUATION OF PERSONS WITH SPECIAL NEEDS

Analysis of the Theory of Work Adjustment and intervention in vocational evaluation. Service models, types of cases and the role of the vocational evaluator.

3 credits

EDUC 5146 TESTS AND METHODS IN VOCATIONAL EVALUATION I

Critical examination of the psychometric tests applicable to vocational evaluation and work samples. Development of an Individualized Vocational Evaluation Plan and the procedures for vocational clinical services. Prerequisite: EDUC 5145.

3 credits

EDUC 5147 TESTS AND METHODS IN VOCATIONAL EVALUATION II

Use of occupational factors derived from the Occupation Titles Dictionary to analyze the vocational profile of cases. Application of interviewing techniques and observation and report format. Discussion of cases with professionals related with the field. Prerequisite: EDUC 5146.

3 credits

EDUC 5148 PRACTICUM IN VOCATIONAL EVALUATION

Laboratory in the use of selected psychometric tests; work samples, analysis of occupational, medical and educational interviewing techniques and clinical observation. A minimum of 80 hours of laboratory is required. Prerequisite: EDUC 5147.

3 credits

EDUC 5200 DEVELOPMENT AND FUTURE OF HIGHER EDUCATION

Analysis of the purpose and historical development of higher education institutions in Europe, United States, Puerto Rico and other Latin American countries to the present and their future trends. Review of their moral, philosophical, social and psychological foundations.

3 credits

EDUC 5210 TEACHING MANAGEMENT IN HIGHER EDUCATION

Identification, description and analysis of the pedagogic and research capabilities that the higher education teacher must have. Analysis of faculty hiring and retention procedures. Review of models, approaches and techniques for faculty development, retraining, and evaluation.

3 credits

EDUC 5220 HIGHER EDUCATION MANAGEMENT

Management theories, processes, models and their applications to higher education scenarios. Includes the study of conductive processes and supervision as a process for assistance and improvement. Emphasis on systems theories, educational leadership, decision making processes for problem solution and program planning and development.

3 credits

EDUC 5230 INSTITUTIONAL PLANNING, BUDGET AND ASSESSMENT

Analysis of theories, models and planning and evaluation of the quality of organizational results. Includes financing sources and the budget as a planning tool.

3 credits

EDUC 5250 TEACHING OF READING AND WRITING

Study and analysis of the teaching of reading and writing. Study of the processes of text composition, reading from the interactive and transactional perspective. Emphasis on the impact of the new technologies in the processes of reading and writing and their pedagogical implications.

3 credits

EDUC 5320 PROMOTION OF READING

Study of the policies to foment reading and the practices of the task of the promoter or mediator of reading in the 21st century. Emphasis on the main existing policies for the promotion of reading. Design of animation strategies to reading to stimulate the taste and the pleasure of reading in the school, family and community. Material administration and selection, in both printed and virtual forms.

3 credits

EDUC 5370 PRINCIPLES OF COUNSELING AND PROFESSIONAL ETHICS

Introduction to the field of professional counseling. Discussion of the philosophical, psychological and sociological foundations in its evolution. Includes the study of the assistance processes and the different components of a counseling program. Emphasis on the analysis of the nature of the services inherent to the profession. Review, reflection and application of the ethical and legal principles inherent in the profession. Includes practical experiences.

3 credits

EDUC 5410 EVALUATION OF READING AND WRITING

Study of the theories and methodological approaches that serve as the basis for evaluation of reading and writing. Design and evaluation of instruments for assessment of reading and writing in all disciplines.

3 credits

EDUC 5610 SOCIAL CONDITIONS AFFECTING THE INDIGENT

Description and analysis of value development and of behavior in urban society and its impact on non-urban societies. Emphasis on social conditions affecting the health, well being and nutrition of the indigent.

3 credits

EDUC 5700 SCHOOL AND COMMUNITY

Review of the place, function and authority of the school as a social institution and its relationship to non-school agencies.

3 credits

EDUC 5730 PROMULGATION AND ADOPTION OF EDUCATIONAL INNOVATIONS

Evaluation of educational innovations and their potential for promulgation and adoption in schools.

3 credits

EDUC 5740 EDUCATION OF THE EXCEPTIONAL POPULATION

Analysis and application of current state and federal legislation. Discussion of contemporary concepts, matters and trends in the evaluation, diagnosis and education of the population with incapacities. Emphasis on the services and opportunities for social, emotional, cognitive, vocational or occupational development. Analysis of current research.

3 credits

EDUC 5750 EDUCATIONAL MEDIA

Educational materials laboratory. A practical course in the use and production of audiovisual materials and other media. Consideration of the specific value and applicability of these media in various subject matter areas.

3 credits

EDUC 5760 ALTERNATIVES FOR THE FUTURE AND EDUCATIONAL POLICY

Philosophy of futurism and its application in the formulation of educational policy. Interdisciplinary approach to educational planning and program development from the futuristic point of view.

3 credits

EDUC 597_ SPECIAL TOPICS IN ELEMENTARY EDUCATION

Critical analysis and discussions of readings and recently published specialized research on subjects related to teaching and learning at the elementary level.

3 credits

EDUC 6000 HUMAN RESOURCES MANAGEMENT AND LABOR RELATIONS IN EDUCATIONAL SCENES

Analysis of the laws and processes that affect effective human resources administration in the educational scenario. Includes programs of professional development, motivation and satisfaction in the workplace.

3 credits

EDUC 6001 FISCAL MANAGEMENT

Analysis of the fundamental elements of budgeting and finance in educational scenarios. Includes the preparation and control of budget in educational institutions.

3 credits

EDUC 6004 INFORMATION SYSTEMS IN EDUCATIONAL MANAGEMENT

Application of existing technology and cybernetic information to administrative processes; logical functional design for processing, use of networks and their application and storage of information. Analysis and use of different useful computerized programs in educational management.

3 credits

EDUC 6013 ORGANIZATIONAL BEHAVIOR IN EDUCATIONAL INSTITUTIONS

Analysis of individual, interpersonal and group behavior in the context of educational organizations, by using different models and theories. Includes the development and evolution of organizational theory. Application of the theories to the sociocultural setting in which educational management and instructional supervision occur.

3 credits

EDUC 6024 EDUCATIONAL MEASUREMENTS AND EVALUATION

Evaluation of the academic achievement by means of the interpretation of the results of the forms of measurement used by the teacher. Analysis of the use of evaluation techniques, measurement and assessment in the teaching- learning process. Construction, administration, correction and interpretation of evaluation instruments and assessment. Application of technology in the evaluation process.

3 credits

EDUC 6035 EDUCATIONAL PLANNING

Application of the principles of educational planning. Study of practical situations in educational planning. Requires the design of an educational project.

3 credits

EDUC 6043 POPULATION WITH INTELLECTUAL IMPEDIMENTS

Analysis of the theories, concepts and current trends in the evaluation, diagnosis and assessment of the student with intellectual impediments. Evaluation of the services and opportunities for social, emotional, cognitive, vocational and occupational development. Analysis of recent research.

3 credits

EDUC 6044 POPULATION WITH SPECIFIC LEARNING PROBLEMS

Analysis of the theories, concepts and current trends in evaluation, diagnosis and assessment of the population with specific learning problems. Evaluation of the services and opportunities for social, emotional, cognitive, vocational and occupational development. Analysis of recent research.

3 credits

EDUC 6045 POPULATION WITH SUPERIOR INTELLIGENCE AND TALENTS

Study of the theories and current concepts on the population with superior intelligence and talents. Comparison of special service models. Analysis of research related to the superior abilities of this population and to educational practices.

3 credits

EDUC 6046 CURRICULUM DEVELOPMENT

Study of the foundations of the curriculum and their application to curriculum development. Includes different models of curriculum design, the study of the development of curriculum as a system; needs, content and strategies for teaching, implementation, evaluation and improvement of curriculum and the design of a curricular segment.

3 credits

EDUC 6047 NATURE AND NEEDS OF HANDICAPPED INFANTS AND PRESCHOOL CHILDREN

Review of the theories, concepts and current trends in the evaluation, diagnosis and assessment of pre-school handicapped infants. Discussion of the normal process in the basic areas of physical, cognitive, social, emotional and linguistic development, as well as self-aid and its deviations. Analysis of recent research.

3 credits

EDUC 6048 ASSESSMENT AND PROGRAMMING FOR HANDICAPPED INFANTS AND PRESCHOOL CHILDREN

Methods and techniques for evaluating and programming services and individualized instruction for infants and preschool children. The importance of the parents' participation in service and educational programs. Emphasis on the provision of guidance and counseling for parents and their participation in the preparation of individualized service programs for the family and of individualized teaching programs.

3 credits

EDUC 6049 DEALING WITH BEHAVIORAL DISORDERS

Study of the current theories and concepts, topics and trends in the evaluation, diagnosis and teaching of the population with specific learning problems. Review of the services and opportunities for social, emotional, cognitive, vocational and occupational development. Development of attitudes and values for a better quality of life. Analysis of recent research.

3 credits

EDUC 6050 CURRENT ISSUES IN INTERDISCIPLINARY SPECIAL EDUCATION

Comparison of regular and special educational programs. Identification of variables promoting the union of both fields of study. Study of federal and state laws related to education from early childhood to high school, program models, community resources, and program development. Knowledge of appropriate teaching practices and the factors that promote education in natural and inclusive environments.

3 credits

EDUC 6053 INTERVENTION WITH FAMILIES IN INCLUSIVE ENVIRONMENTS

Analysis of dynamic in family systems. Study of factors that affect family structure, impact of the presence of children with disabilities in the family, techniques for identifying the strengths and needs of the family and strategies for facilitating communication. Strategies for parents to intervene in their children's education with the purpose of improving academic achievement. Students will assist families in obtaining information and available services in the community.

3 credits

EDUC 6054 ASSESSMENT IN INTERDISCIPLINARY SPECIAL EDUCATION

Study of methods and techniques for assessing children with or without disabilities from infant to high school students in natural environments. Analysis of assessment instruments for infants, pre-school and high school students with or without disabilities. Students will develop evaluation instruments and participate in the process of transdisciplinary assessment.

3 credits

EDUC 6055 SEMINAR IN INTERDISCIPLINARY SPECIAL EDUCATION

Development of the Individualized Service Plan and the Individualized Educational Plan. Study of teamwork models with emphasis on the transdisciplinary model. Preparation of students of different disciplines to occupy direct intervention roles and provide a collaborative system for offering service to infants and students with special needs and to their families in inclusive environments.

3 credits

EDUC 6056 CURRICULUM EVALUATION

Analysis of the models, phases and principles of the curricular evaluation. Analysis of the functions and responsibilities of the curriculum specialist and other school personnel in curriculum evaluation. Practice in the design and construction of instruments for the curriculum evaluation at the different school levels. Evaluation of current educational programs and projects in our educational system.

3 credits

EDUC 6057 TEACHING MODELS AND STRATEGIES

Analysis and assessment of teaching models and the selection of instructional strategies applicable to different disciplines and levels.

3 credits

EDUC 6058 LEGAL FOUNDATIONS OF EDUCATION

Analysis and evaluation of the laws and regulations that govern education in Puerto Rico. Study of the local and federal courts decisions and their implications in education.

3 credits

EDUC 6059 DESIGN AND DEVELOPMENT OF INTERDISCIPLINARY SPECIAL CURRICULA

Analysis of curricular principles from the pre-school level to high school and their application in Puerto Rico. Emphasis on the development of appropriate curriculum models that may be used for teaching preschool children, and elementary and high school students in inclusive programs and natural environments.

3 credits

EDUC 6060 CURRICULUM, ASSESSMENT AND INTERVENTION METHODS FOR SPECIAL STUDENTS

Study of the curriculum, assessment, principles, techniques and innovative teaching strategies. Includes the examination of the materials, design and management of the environment to promote inclusion at all levels. Analysis of appropriate practices, interventions, programming, and health factors that affect the inclusion of students with disabilities.

3 credits

EDUC 6061 CONTEMPORARY METHODS IN THE TEACHING OF SCIENCES

Analysis of different families of teaching models and their interaction with the process of teaching science at the secondary level. It includes analysis, reflection and individual and group evaluations of the teaching methods discussed. Creation and presentation of lessons of various models and instructional strategies.

3 credits

EDUC 6063 CURRICULAR DESIGN AND EVALUATION IN EDUCATION IN SCIENCE

Analysis of the principles that guide the development of the curriculum. Evaluation of various curricular approaches that intervene in the preparation of the curriculum and how they relate to the educational process. Design and construction of a curricular segment aimed at addressing the concept of diversity in the teaching of science.

3 credits

EDUC 6066 TECHNOLOGICAL AID IN TEACHING EXCEPTIONAL STUDENTS

Application of the use of technology to facilitate the teaching and learning process of exceptional students. Includes the necessary adaptations of this technology for the home, school and learning communities.

3 credits

EDUC 6068 ADVANCED LANGUAGE AND READING

Advanced laboratory course in the procedures and practices of teaching language and reading. Clinical practice with individuals and small groups of children at the elementary and secondary levels. Emphasis on the development of practical and informal techniques and materials, diagnosing reading difficulties and the development of adequate reading skills and interests.

3 credits

EDUC 6079 INSTRUCTIONAL LEADERSHIP

Analysis of the competencies related to the application of supervision and instructional leadership to improve the teaching-learning process and other services related to teaching. Practical experiences in the educational scenario are required.

3 credits

EDUC 6090 STUDENTS WITH AUTISM

Discussion of the etiological aspects of autism. Analysis of the theories, concepts and current trends in the evaluation, diagnosis and assessment of the population with autism. Emphasis on the services and opportunities for social, emotional, cognitive, vocational and occupational development. Analysis of recent research.

3 credits

EDUC 6094 WORKSHOP IN EDUCATIONAL MANAGEMENT

Integration of theory and practice in the different areas of educational management. Emphasis on the relationship of theory and practice in the implementation and management of programs.

3 credits

EDUC 6113 EDUCATIONAL ADMINISTRATION (PK - 6)

Application of theories and models related to the basic strategies of decision-making in the principal work areas of educational administration at the elementary level. Areas include personnel management and supervision, finance, school organization, school population, educational programs and interaction between the school and the community. Includes case studies and school visitations for the purpose of creating an administrative and supervisory environment.

3 credits

EDUC 6124 EDUCATIONAL ADMINISTRATION (7-12)

Application of theories and models related to the basic strategies of decision-making in the principal work areas of educational administration at the secondary level. Areas include personnel management and supervision, finance, school organization, school population, educational programs and interaction between the school and the community. Includes case studies and school visitations for the purpose of creating an administrative and supervisory environment.

3 credits

EDUC 6143 TRANSITION PROCESS AND EMPLOYMENT IN SPECIAL EDUCATION AND VOCATIONAL REHABILITATION

Description of the concepts, modalities of employment and transition services in special education and vocational rehabilitation for employment opportunities for the exceptional population. Analysis of recent research.

3 credits

EDUC 6210 HUMAN RESOURCES AND LABOR RELATIONS

Practical applications of theories, principles, legal aspects, techniques, and modern procedures in faculty and administrative personnel management in higher education. Strategies aimed at satisfying professional and occupational competencies required by such institutions.

3 credits

EDUC 6220 HUMAN DEVELOPMENT PROCESSES AND DIVERSITY

Critical analysis of theories and research on human development and diversity and its implications for education. Includes practical experiences.

3 credits

EDUC 6230 STUDENT SERVICES

Student needs in Higher Education communication and motivational processes and the support services offered. Discussion of laws and regulations that affect students. Analysis of the nature and roles of student organizations, and the cultural activities that nurture and contribute to the integral development of students.

3 credits

EDUC 6240 TECHNIQUES IN BEHAVIOR ANALYSIS

Application of learning principles and techniques in behavior analysis to the exceptional population. Students will apply these techniques to groups and individually. Direct experience in the application of knowledge acquired.

3 credits

EDUC 6270 EVALUATION AND DESIGN OF TEACHING FOR EXCEPTIONAL STUDENTS

Application of formal and informal instruments in the evaluation of exceptional students. Use of the evaluation results to design and implement the Individual Teaching Program.

3 credits

EDUC 6281 SUPERVISED PRACTICE I

Practical experience in a rehabilitation or educational service setting or in a related community agency. Includes, under the supervision of the professor, individual interventions in the planning, administration, correction and interpretation of tests and the writing of reports. Students are required to complete a minimum of 160 hours of practice at their assigned center at the rate of eight hours weekly, and are required to devote 2.6 hours of reading and writing outside the center. The supervised practice will be conducted from Monday to Friday within the regular work schedule of the center. Prerequisite: EDUC 5148.

3 credits

EDUC 6282 SUPERVISED PRACTICE II

Culmination of the supervised practical experience in the application of the techniques and methods of vocational evaluation. The student will perform all the functions of a vocational evaluator. A minimum of 160 hours, including eight hours weekly of direct service is required. Prerequisite: EDUC 6281.

3 credits

EDUC 6300 STRATEGIES, METHODS AND TECHNIQUES FOR TEACHING READING AND WRITING TO THE EXCEPTIONAL POPULATION

Review of instruments used for evaluation and diagnosis of the difficulties in reading and writing at the different educational levels. Analysis of strategies, methods and intervention techniques with the population that presents difficulty. Includes the detection of needs and the design of activities for individual programming by means of direct experiences.

3 credits

EDUC 6310 METHODOLOGY IN TEACHING MATHEMATICS

Analysis of the methods and strategies of teaching mathematics. Discussion of the trends in the educational system, the philosophical bases: behaviorism and constructivism, and controversies in the teaching of mathematics. Review of documents of the Puerto Rico Department of Education and of professional associations related to the teaching of mathematics.

3 credits

EDUC 6320 STRATEGIES, METHODS AND TECHNIQUES FOR TEACHING MATHEMATICS TO THE EXCEPTIONAL POPULATION

Review of instruments used for the evaluation and diagnosis of the difficulties in the learning of mathematics. Analysis of strategies, methods and intervention techniques with the population that presents difficulty. Includes practice in detection of needs for individual programming, by means of the study of cases and direct experiences.

3 credits

EDUC 6340 DEVELOPMENT OF LANGUAGE AND READING

Analysis of the stages of linguistic development and the diverse theories on the acquisition of language and reading. Discussion of the interrelation between language and reading. Study on speech disorders and language and their impact on the methodology to be used for the teaching of reading and writing. Evaluation, diagnosis and teaching of reading and writing.

3 credits

EDUC 6345 METHODS OF EVALUATION

Planning and design of evaluation of educational projects. Practice in compiling, coding, processing and analyzing evaluation information. Identification of difficulties in the evaluation project and training to avoid them in practice. Prerequisite: EDUC 6024.

3 credits

EDUC 6360 THE FAMILY IN THE EDUCATION OF HANDICAPPED CHILDREN

Analysis of the problems associated with parents and families involved in rearing handicapped children. Techniques for effective communication between parents and teachers are presented as well as the resources available for assisting the parents. The importance of parents in the educational process, the rights and importance of values and professional ethics in the interaction process. Includes field experience, contacts with parents and simulated experiences.

3 credits

EDUC 6380 ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS

Principles of special education administration. Analysis of administrative problems inherent with the compliance of the requirements established by state and federal laws governing service and providing protection to the public. Discussion of the principles of professional ethics and value conflicts in providing special education services.

3 credits

EDUC 6420 LIFE AND CAREER TRANSITION COUNSELING

Application of the concepts related to life and career counseling in the transition stages of human development. Prerequisites: EDUC 6220 y EDUC 6455.

3 credits

EDUC 6451 COUNSELING THEORIES

Analysis of the theoretical frameworks: psychodynamic, behavioral, cognitive behavioral, humanistic and postmodernist, and their respective counseling theories. Application of theories in case conceptualization and therapeutic interventions and their respective techniques, considering the ethical and legal aspects of the profession. Prerequisites: EDUC 5370 y EDUC 6220.

3 credits

EDUC 6452 INDIVIDUAL COUNSELING

Discussion of the concepts, models, strategies and techniques of individual intervention in the counseling process. Emphasis on the observation of techniques in directed professional activities and demonstrations through simulations, recordings and other practical experiences in the classroom. Assessment of the ethical and legal aspects of the profession. Includes practical experiences. Prerequisite: EDUC 6451.

3 credits

EDUC 6455 ASSESSMENT OF THE INDIVIDUAL

Analysis of the principles and the formal and informal assessment process used by counselors to understand the individual as an integral whole. Examination of the statistical methods used to qualify and interpret tests and other standardized instruments and their application in the assistance process. Emphasis on the understanding and transformation of raw scores to standard scores of statistical elements. Includes the ethical and legal aspects that govern the assessment process. Prerequisite: Have approved a statistics course with a minimum grade of C.

2 credits

EDUC 6457 ASSESSMENT AND EVALUATION IN COUNSELING

Administration and interpretation of assessment instruments specific to professional counseling: evaluation, intervention, management and referral. Integration of aspects of personality, academic achievement, aptitude, and talents in career assessment. Emphasis on the ethical and legal aspects that govern the evaluation process. Requires practical experiences. Prerequisites: EDUC 5370, EDUC 6220 y EDUC 6455.

2 credits

EDUC 6460 CHILD AND ADOLESCENT COUNSELING

Examination of the different problems that affect the development of children and adolescents and their physical, mental, emotional, and social functioning. Includes models and strategies for the counseling of children and adolescents from the perspective of development, prevention and remediation. Emphasis on ethics, research and the application of counseling approaches in the child and adolescent population. Includes practical experiences in school and other scenarios. Prerequisites: EDUC 5370 y EDUC 6220.

3 credits

EDUC 6470 GROUP COUNSELING

Analysis of the theories, techniques and procedures of group counseling that apply to the development of an intervention plan, considering the ethical and legal aspects of the profession. Participation in activities that facilitate the development of competencies and skills necessary for group counseling. Includes practical experiences in school and other scenarios. Prerequisite: EDUC 6452.

3 credits

EDUC 6472 FAMILY COUNSELING AND CONSULTATION

Analysis of theories, research and models for family counseling, considering the ethical and legal aspects of the profession. Discussion of the construction of gender and its relationship with family. Examination of theories, strategies and techniques for intervention with families, as well as consultation models with parents and caregivers of students. Prerequisite: EDUC 6470.

3 credits

EDUC 6480 SEMINAR: CONTEMPORARY PROBLEMS AND TRENDS

Topics selected according to the problems, challenges and demands of current society.

3 credits

EDUC 6580 INTEGRATION OF TECHNOLOGY IN INSTRUCTIONAL DESIGN

Study of the technological resources for instructional design at the elementary level. Emphasis on the discussion of the contents of the disciplines by integrating technology to facilitate experiences that optimize the educational process, and critical and creative thought. Assessment of the importance of ethical and legal behavior, in a global and digital society.

3 credits

EDUC 6601 VIRTUAL LEARNING COMMUNITIES IN HIGHER EDUCATION: EXPERIENCE I

Analysis of the principles, foundations and applications of online learning technology, the typology and characteristics of virtual learning communities and the trends and controversies in this type of educational environment. Reflection, analysis and construction of a proper significance with respect to the experiences obtained as university online program students. Bibliographical search on the development of virtual communities, discussion of ethical aspects of online learning and reflection on the experience of participating in a virtual learning community.

1 credit

EDUC 6602 VIRTUAL LEARNING COMMUNITIES IN HIGHER EDUCATION: EXPERIENCE II

Planning and development of a virtual learning community and reflection on the experience of using educational technology. This experience continues in course EDUC 6603. Prerequisite: EDUC 6601.

1 credit

EDUC 6603 VIRTUAL LEARNING COMMUNITIES IN HIGHER EDUCATION: EXPERIENCE III

Discussion of strategies for maintaining virtual learning communities and creation of a portfolio where the masters degree experiences related to the use of technology and online education are compiled. Prerequisite: EDUC 6602.

1 credit

EDUC 6605 CURRENT PROBLEMS AND CONTROVERSIES OF HIGHER EDUCATION IN LATIN AMERICA

Analysis of the current problems of higher education, such as: teaching in the globalized world, innovation and use of new technologies, university government and policies adopted by Latin American countries, efficiency, quality and fairness in higher education. Discussion of the external and internal factors that affect the university's government and its effects on teaching.

3 credits

EDUC 6610 LEARNING THEORIES AND TEACHING MODELS IN HIGHER EDUCATION

Study of the learning theories and the teaching models that guide the educational practice in diverse contexts of higher education. Educators become qualified in using pedagogical approaches that facilitate the development of significant learning experiences applicable to determined social and cultural contexts. Analysis of the implications of integrating technology and research as a mean to reflect on educational practices.

3 credits

EDUC 6615 EDUCATIONAL TECHNOLOGY IN HIGHER EDUCATION

Analysis of the uses of educational technology utilized in the teaching and administration of higher educational institutions in Latin America and the Caribbean. Study of the applications and equipment most used for integrating technology in higher education. Planning, design and evaluation of technology use in higher education.

3 credits

EDUC 6620 PLANNING AND EDUCATIONAL DESIGN IN HIGHER EDUCATION

Integration of knowledge and skills used to plan educational programs in higher education. Emphasis on the development of educational designs that promote dynamic learning environments in response to the social, political and economic changes that contemporary higher educational institutions face in different contexts.

3 credits

EDUC 6624 MANAGERIAL PRACTICES IN EDUCATIONAL SCENARIOS

Application of organizational theory and research in the major task areas of educational management. Critical analysis of problems in actions with the community, personnel management, finances, facilities, equipment, program and other areas of interest. Includes case studies, simulation and role playing in order to create a suitable management environment.

3 credits

EDUC 6850 SEMINAR IN SPECIAL EDUCATION

Analysis of practices, current problems and modern trends on teaching exceptional students.

3 credits

EDUC 6861, 6862 FIELD STUDY SEMINAR

Student participation, either independently or as part of a team in a program of educational development or reform which is underway in the field and partially or wholly supervised by the University. Weekly or biweekly meetings with a seminar director and preparation of a report with particular emphasis on evaluation. Prerequisite: Permission from the advisor.

3 credits per course

EDUC 6900 THESIS SEMINAR

Identification of a research topic in the field of education; analysis of literature and development of the thesis proposal. Grade: P/NP.

3 credits

EDUC 6910 PRACTICE TEACHING

One semester of teaching experience under the direction of a special education teacher in a public school or in other appropriate scenarios which have handicapped children and have been approved by the University.

3 credits

EDUC 6912 PRACTICUM IN COUNSELING

Supervised practical experiences in school settings and other areas. Aimed at the integration and use of the theoretical knowledge, skills and attitudes of the profession. Requires the supervision of a licensed behavior professional. Involves 120 hours of supervised practice. Prerequisite: Have approved all specialization courses.

2 credits

EDUC 6914 INTERNSHIP

Under the supervision of a faculty member, each student is assigned to a school director, superintendent of schools or an administrator of an educational organization. In this situation, the student obtains experience in administration and supervision, making a work plan for a year, a daily program, case reports; additionally, the student participates in actual organization and supervision and carries on research, thus developing competence and leadership. Prerequisite: Permission from the advisor.

3 credits

EDUC 6915 INTERNSHIP IN MANAGEMENT AND EDUCATIONAL LEADERSHIP

Supervised practice in management related tasks. This will be performed under the supervision of a faculty member and will consist of a minimum of 135 hours of managerial experiences. Includes periodic meetings and seminars with the faculty member.

3 credits

EDUC 6916 INTERNSHIP IN EDUCATIONAL MANAGEMENT (7-12)

Supervised practice in management related tasks. This will be performed under the supervision of a faculty member and will consist of a minimum of 8 hours of practice weekly during the semester. Includes periodic meetings and seminars with the faculty member.

3 credits

EDUC 6917 INTERNSHIP IN HIGHER EDUCATION

Student placement in academic, administrative and student affairs scenarios at the higher education level, under the guardianship of a higher education administrator and the supervision of a faculty member. The student will be placed in a position that will allow the application of the program's acquired competencies. The internship requires a minimum of 130 hours. Prerequisite: a minimum of 18 credits approved in the program with a grade point average of 3.00 or more.

3 credits

EDUC 6918 INTERNSHIP IN COUNSELING I

Supervised practice of counseling services. Includes discussion of cases and situations encountered in the school setting or other related scenarios. Requires 300 hours of supervised practice. Prerequisite: EDUC 6912.

5 credits

EDUC 6919 INTERNSHIP IN COUNSELING II

Supervised practice in counseling and consultation of children, adolescents, family and school staff in various scenarios. Emphasis on the development of professional skills related to the coordination of services with the respective communities. Integration of the ethical and legal aspects of the profession. Requires 300 hours of supervised practice. Prerequisite: EDUC 6918.

5 credits

EDUC 691A INTERNSHIP IN INTERDISCIPLINARY SPECIAL EDUCATION

Integration of the knowledge and skills acquired through a supervised clinical experience in inclusive environments with infants, preschool children and students at the elementary, junior and high school levels. Students will analyze the importance of collaboration centered on the family, the placement in appropriate and inclusive environments and the empowerment of the family to make decisions. Two hundred twenty-five (225) hours at the rate of 15 hours weekly in a center selected by the University professor are required. The center should actively promote the inclusion of children with disabilities. Prerequisites: have approved 27 credits of the Specialization Requirements.

3 credits

EDUC 6923 INTERNSHIP IN ADMINISTRATION AND SUPERVISION OF OCCUPATIONAL PROGRAMS

Internship in educational settings under the supervision of a faculty member from the Education Program. Students will acquire experience in the administration and supervision of vocational and technical schools by preparing a yearly work plan, a daily schedule and case reports. Students will be assigned to a school director, a school superintendent or an administrator of an educational organization. A minimum of eight hours of practice per week is required. Includes periodic meetings and seminars with the faculty supervisor.

3 credits

EDUC 6931 RESEARCH OR APPLICATION PROJECT IN THE AREA OF SPECIALIZATION I

Analysis of the theoretical, historical, ethical, moral and political bases of the field of the scientific and educational research. Analysis of the design for a research or application project in the field of the selected specialization. The course will be governed by the guide: General Considerations for the Elaboration of Research or Application Projects. An oral and written presentation of the project. Grade: P/NP.

3 credits

EDUC 6932 RESEARCH OR APPLICATION PROJECT IN THE AREA OF SPECIALIZATION II

Academic experience directed to the development of a research or application project of the specialization under the supervision of a professor. Emphasis on the findings, conclusions and recommendations of the research or application project developed in EDUC 6931. Defense of the research or application project in the specialization area. The course will be governed by the guide: General Considerations for the Elaboration of Research or Application Projects. Prerequisite: EDUC 6931. Grade: P/NP.

3 credits

EDUC 6933 CONTINUATION OF THE PREPARATION OF THE RESEARCH OR APPLICATION PROJECT

The course will provide for the completion of the requirements of course EDUC 6932, when the student receives the grade of NP.

3 credits

EDUC 697_ INTEGRATION SEMINAR IN SPECIAL EDUCATION

Evaluation of theories, concepts and principles that support the practice of special education and the educational services offered to exceptional students. Synthesis and evaluation of models and design of planning, teaching and evaluation of students of diverse exceptions. Includes research analysis and special projects.

3 credits

EDUC 697A INTEGRATION SEMINAR

This course is for meeting the Requirements of Comprehensive Examinations and Other Options for Masters' Programs.

3 credits

EDUC 697G INTEGRATION SEMINAR IN COUNSELING

Synthesis of the foundations and theories, concepts and principles that are required in the practice of counseling. Includes discussion of the ethical and legal aspects of the profession. The minimum passing score for this course is 80%. Grading: P/NP. Prerequisites: PSCY 6090, EDUC 6918 y EDUC 6919.

3 credits

EDUC 6990 THESIS

Research project on a problem that will add information to existing knowledge in the area of education. This project requires the use of statistical methods to analyze gathered data. Prerequisite: Permission from the advisor. Grade: P/NP.

3 credits

EDUC 7003 FORMATION AND DEVELOPMENT OF EDUCATIONAL THOUGHT IN PUERTO RICO

Analysis of the formation and evolution of the educational thought that has guided education in Puerto Rico from the nineteenth century to the present.

3 credits

EDUC 7010 SOCIO-SCIENTIFIC CONCEPTS OF EDUCATION

Analysis of the relationship that exists between scientific strategies, theories and models and their application in identifying solutions for the educational problems society faces today.

3 credits

EDUC 7020 CULTURE, EDUCATION AND PHILOSOPHY

Analysis of anthropological and philosophical theories that give direction and illustrate the function and purposes of education in the transmission, preservation and change of culture and its elements within a local and global context.

3 credits

EDUC 7030 ANALYSIS OF HUMAN BEHAVIOR

Analysis of the philosophical and psychological background of learning, personality and human development theories as instruments for understanding human behavior. Emphasis on the application and implication of the theories in the teaching and learning processes.

3 credits

EDUC 7040 LOGIC AND LANGUAGE

Analysis of the foundations of the logical structure of discursive language and its relevance to understanding the process of communication in the dynamics of teaching. Emphasis on the practice of logical analysis to strengthen attitudes and critical thinking skills.

3 credits

EDUC 7050 STATISTICS

Analysis and application of descriptive, inferential and non-parametric statistics in different types of computing systems and their application to scientific investigation.

3 credits

EDUC 7060 QUANTITATIVE RESEARCH

Analysis and application of quantitative methods and techniques in educational research. Elaboration of a design for quantitative research.

3 credits

EDUC 7070 QUALITATIVE RESEARCH

Analysis and application of the qualitative methods and techniques in educational research. Elaboration of a design of qualitative research.

3 credits

EDUC 7100 FOUNDATIONS OF DESIGN OF TEACHING PROGRAMAS

Comparative analysis of the principles and historical, philosophical, psychological and social foundations that sustain the teaching programs in variable scenarios. Discussion of the implications of the diverse curricular approaches for the identification, selection and planning of educational activities.

3 credits

EDUC 7205 HISTORICAL FOUNDATIONS OF HIGHER EDUCATION

Analysis of the historical development of the institutions of higher education in Europe, United States, Latin America and Puerto Rico up to the present. Discussion of the philosophical, social and psychological elements.

3 credits

EDUC 7500 WORKSHOP ON COMPETENCY-BASED CURRICULUM DEVELOPMENT

Each student will undertake a project and present a curriculum based on the competencies developed.

3 credits

EDUC 7510 COMPARATIVE EDUCATION

Comparative analysis of educational policies, models and practices of educational systems in different countries. Emphasis on the philosophical, sociological and psychological foundations of the process of internationalization in areas of organizational change, curricular innovation, professional development of educational and administrative personnel and student mobility.

3 credits

EDUC 7530 EDUCATION FOR PEACE: THE INDIVIDUAL, SELF-MANAGEMENT AND SOCIAL DEVELOPMENT

Analysis of the role education holds for peace in contemporary societies and their educational systems. Emphasis on contemporary trends and future projections on massive communications and technologies to encourage and develop social and cultural equality.

3 credits

EDUC 7540 EDUCATION AND ECONOMIC AND SOCIO-POLITICAL DEVELOPMENT IN PUERTO RICO

Analysis of economic and socio-political development in Puerto Rico since the beginning of Spanish colonization. Emphasis on the changes that took place from the twentieth century to the present. Includes their implications for educational purposes, values and conditions of life in the Puerto Rican context.

3 credits

EDUC 7550 ACADEMIC PLANNING SYSTEMS FOR POSTSECONDARY INSTITUTIONS

Study and analysis of academic planning systems according to the theories and models upon which they are based. Each student must make a comparative analysis of at least two planning systems for postsecondary educational Institutions.

3 credits

EDUC 7560 INSTITUTIONAL RESEARCH

Study and analysis of theories and principles upon which institutional research is based. Emphasis on the development of a project of institutional research.

3 credits

EDUC 7570 AUTHORITY AND POWER IN EDUCATIONAL ADMINISTRATION

Concepts of authority and power and implications for administration in exercising both. Analysis of the foundations from which authority and power spring and of the different kinds of authority and power that characterize educational institutions together with their corresponding implications.

3 credits

EDUC 7580 COMPARATIVE ORGANIZATIONAL STRUCTURES IN EDUCATIONAL ADMINISTRATION

Diverse structures for organizing educational administration. Comparison in terms of the variables that condition them and their effects on administration.

3 credits

EDUC 7590 WORK, MOTIVATION AND OCCUPATIONAL SATISFACTION IN EDUCATIONAL ADMINISTRATION

Analysis of occupational factors in educational administration and their relationship to the interest, availability, satisfaction and motivation of employees.

3 credits

EDUC 7600 JOB OPENINGS IN EDUCATIONAL ADMINISTRATION

Existing and future job openings in educational administration. Analysis of the competencies needed to fill these jobs. Study of techniques and strategies to develop the competencies needed in the changing world within which educational administration functions.

3 credits

EDUC 7610 FACULTY EVALUATION AND DEVELOPMENT

Principles, models and strategies upon which the establishment of faculty evaluation and developmental systems are based. Experience in the analysis of evaluation systems and developmental programs is offered.

3 credits

EDUC 7620 EDUCATIONAL POLICY AND ALTERNATIVES FOR THE FUTURE

Philosophy of "futurism" and its application to the formulation of educational policy. Interdisciplinary approach to educational planning and program development from the "futuristic" point of view.

3 credits

EDUC 7630 DESIGN OF EDUCATIONAL FACILITIES AND SYSTEMS

Design of educational systems that include the physical facilities needed for the achievement of goals. Needs, evaluation, individual participation, the development of long and short-range plans and educational specifications.

3 credits

EDUC 8100 THEORETICAL PRINCIPLES FOR THE STUDY OF CURRICULUM AND TEACHING

Analysis of the economic, political and social forces that serve as a base for the historical evolution of the curriculum as a field of study and which sustain curricular changes. Comparison of the diverse theoretical perspectives that explain the relation between research curriculum, teaching and the research paradigms.

3 credits

EDUC 8103 CONTEMPORARY THEORETICAL PERSPECTIVE FOR THE STUDY OF CURRICULUM AND TEACHING

Critical analysis of the theories and approaches that guide discussion of contemporary curriculum and their implications for the development of curricula, teaching programs and educational research.

3 credits

EDUC 8120 THE SCIENCE OF "FUTURISM" AND EDUCATION

Review of "futurism" as an alternative in the search for solutions to problems posed by contemporary education. Implications for the design of educational programs, their implementation and evaluation.

3 credits

EDUC 8130 LEARNING AND TEACHING

Analysis of the concept of learning, its principles and their relation with the processes of thought and teaching from different theoretical perspectives. Review of learning as a contextual experience of transformation, construction and search FOR meaning. Discussion of research regarding the internal and external factors that affect the learning and teaching processes.

3 credits

EDUC 8135 DEVELOPMENT OF TEACHING MODELS

Evaluation of the trends and research related to the creation of learning environments by means of the use of teaching models at different levels, contexts and scenarios. Requires the development of one's own teaching model.

3 credits

EDUC 8140 READING AND WRITING AT COMPLEX LEVELS OF KNOWLEDGE

Analysis of social, linguistic, psychological and technological factors that condition the learning of reading and writing. Recent strategies and approaches to stimulate the student to understand and apply reading and writing processes at complex levels of knowledge. Development of taste in and appreciation for reading and writing as a means of personal enrichment.

3 credits

EDUC 8150 CURRICULUM AT THE POSTSECONDARY LEVEL

Analysis of the theoretical approaches and the models for the planning and development of curricula at the post-secondary level. Research on controversies and contemporary matters related to the curricula and teaching in diverse types of programs and postsecondary institutions.

3 credits

EDUC 8151 CHANGE AND CURRICULAR INNOVATION

Analysis of the theories and models of change and innovation related to curricular transformations, educational reforms and new pedagogies. Comparison of research on processes of change and educational innovations at different educational levels and countries. Design of an educational innovation project.

3 crédits

EDUC 8152 EDUCATIONAL POLICY AND CURRICULAR IMPLEMENTATION

Analysis of institutional educational policies that affect the practices of implementation of new curricula. Review of research related to the formulation of educational policies and curricular implementation.

3 credits

EDUC 8153 NEUROSCIENCE APPLIED TO CURRICULUM AND TEACHING

Analysis of the theories and scientific research related to educational neuroscience and their implications for the development of curricula and brain-appropriate environments of learning. Elaboration of a project based on research of educational neuroscience.

3 crédits

EDUC 8154 TECHNOLOGY, CURRICULUM AND TEACHING

Analysis of the subjects and the controversies related to education, integration and use of technology in the curriculum and their implications for learning. Research of the historical, social and scientific uses of technology in education from different perspectives and approaches.

3crédits

EDUC 8160 DESIGNS OF CURRICULAR EVALUATION

Analysis of the theories, principles and practices of evaluation models and their application in diverse educational scenarios. Requires the design of a model of curricular evaluation.

3 credits

EDUC 8163 CONSTRUCTION AND VALIDATION OF TESTS AND EVALUATION AND RESEARCH INSTRUMENTS

Analysis of diverse methods of evaluation and measurement applied to the field of education. Emphasis on effective development of scales, construction of questionnaires, administration of tests and systems of interpretation, as well as the validity and reliability of the instrument. Includes discussion of tests of diverse content, their use and application for the evaluation of capacities, attitudes and interests and the search for data and objective information.

3 credits

EDUC 8165 MODELS FOR CURRICULAR DEVELOPMENT

Critical review of different curricular models from the analysis and evaluation of educational projects in diverse social and cultural contexts. Requires the construction of a model for curricular development.

3 credits

EDUC 8170 FOUNDATIONS OF VIRTUAL TEACHING

Critical analysis of the principles and theories that serve as foundation for virtual education and the research of diverse scenarios and effective teaching techniques for the implementation of virtual offerings. Discussion of the technological resources, synchronous as well as asynchronous, used to promote learning in virtual environments.

3 credits

EDUC 8173 MODELS OF INSTRUCTIONAL DESIGN FOR ONLINE COURSES

Review of the models of instructional design applicable to virtual education, with emphasis in online courses. Analysis of the systematic process of instructional specifications to promote quality of instruction. Evaluation of distribution systems for didactic materials and of the implementation of online courses.

3 credits

EDUC 8175 CREATIVE THOUGHT IN EDUCATION

Analysis and integration of theories, models, approaches and research related to creative thought in aspects such as teaching, development of learning programs and curricular change. Includes the application of strategies, techniques and means to develop and strengthen creative thought, at the personal as well as the educational level.

3 credits

EDUC 8190 DESIGN AND CONSTRUCTION OF EDUCATIONAL PROGRAMAS

Analysis of the principles and models that guide the design of educational programs. Design and construction of curricular projects to take care of specific needs. Prerequisite: have approved all the required courses of the specialization.

3 credits

EDUC 8200 EARLY INTERVENTION WITH EXCEPTIONAL CHILDREN

Analysis of research and contemporary issues in the education of young children with handicapping conditions and their families. Curricula, methods, materials and intervention strategies.

3 credits

EDUC 8210 CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION

Basic elements in curriculum development in general education and specifically in special education. Identification and examination of the forces which shape curriculum theory and practice. Consideration of problems facing contemporary professionals who design and evaluate curriculum.

3 credits

EDUC 8215 PUBLIC POLICY IN HIGHER EDUCATION

Analysis of the policies and processes of actions related to globalization of higher education. Discussion of the the external and internal environmental factors that affect public policies and university government.

3 credits

EDUC 8220 INCLUSION OF CHILDREN WITH DISABILITIES

Current research and practice of inclusion. Issues related to public opinion on inclusion, misconceptions and the controversies surrounding this reform initiative.

3 credits

EDUC 8225 LEGAL FOUNDATIONS OF HIGHER EDUCATION

Evaluation of the legal norms that govern higher education. Analysis of the local and federal laws, rules and legal doctrines as well as their implications in decision making in higher education.

3 credits

EDUC 8230 STUDENT POPULATION IN HIGHER EDUCATION

Analysis of the recent research related to individual, institutional and social factors that affect the performance and retention of students at the post-secondary level. Emphasis on the study of the needs of the different student populations in the context of the diverse types of post-secondary institutions.

3 credits

EDUC 8240 INSTITUTIONAL EVALUATION IN HIGHER EDUCATION

Analysis of the principles, models and theories of evaluation to determine the effectiveness in post-secondary institutions. Application of analytical technical aspects to measure the goals and objectives that are considered in the mission of the university and post-secondary systems, as well as in their plans and strategies.

3 credits

EDUC 8300 COUNSELING AND CONSULTING PROGRAM DESIGN

Evaluation of programs in terms of goals, purposes, operation, congruencies and effectiveness. Analysis of the procedures for the organization and administration of counseling and consulting programs and customer services. Includes the theories of operational organization of programs and the coordination of services. Requires the preparation of a proposal for the creation of counseling or consulting program.

3 credits

EDUC 8320 INTERACTION LABORATORY

Laboratory work to emphasize the establishment of effective interpersonal relationships, self-understanding, understanding the psycho dynamics of human conduct and the interpretation of tests, as well as preparation for establishing a counseling relationship. Didactic and experimental approaches and limited experience with clients. Topics include discussion of moral dilemmas, motivation, emotion and attitudes and their relationship to personality development and character integration.

3 credits

EDUC 8330 STRATEGIES, METHODS, AND TECHNIQUES IN INDIVIDUAL COUNSELING

Analysis and practice of interventions in the process of individual counseling from different approaches. Critical evaluation of research made in this area. Emphasis on preventive intervention and development, in addition to remediation. Includes practical experiences in the counseling process, in the development and administration of cases, taking into consideration the stages of human development and the ethical and legal aspects of education. Requires 40 hours of practical experience.

3 credits

EDUC 8350 BEHAVIOR MODIFICATION AND ITS USE IN GUIDANCE

Study of the theory and application of processes of behavior modification in individual and group counseling. Approach is directed toward research done in the field, applied conduct, preparation of materials for guidance, assertiveness training, biofeedback, systematic desensitization and elimination of self-destructive habits.

3 credits

EDUC 8360 MARRIAGE AND FAMILY COUNSELING

Analysis of theories and research dealing with marriage and the family; exploration of critical issues in strategies for intervention in regard to marriage and family problems and tensions.

3 credits

EDUC 8370 AGE, SICKNESS AND DEATH: ACCEPTANCE COUNSELING

Discussion and analysis of problems, crises and themes in human development that offer multidimensional perspectives of the process of counseling mature adults, sick people and individuals in the terminal phases of life, using technical, biological, social, cognitive and emotional frameworks. Emphasis on therapeutic research that helps adults accept the realities of life.

3 credits

EDUC 8380 COUNSELING FOR THE INTEGRAL DEVELOPMENT OF THE EXCEPTIONAL INDIVIDUAL

Analysis of the biological, psychological and social needs of the exceptional population. Includes the current trends, approaches and intervention modalities in counseling for that population. Emphasis on the application and implication of the most adequate counseling theories to enable positive changes in the quality of life of people with handicaps, to facilitate their normalization process within our socio-cultural context. Requires practical experience.

3 credits

EDUC 8390 GROUP COUNSELING SEMINAR

Selection and use of group counseling theories in the assisting process with groups of special populations. Emphasis on the application of counseling strategies and techniques to facilitate the solution of human development problems. Requires 30 hours of lecture and 40 hours of practical experience.

3 credits

EDUC 8400 WOMEN COUNSELING SEMINAR

Study and analysis of the circumstances that affect the life of contemporary women; design and application techniques and strategies to develop the talent, capacity and personality of women and enable them to participate as equals in society. Discussion of situations such as rape, single mothers, discrimination in employment, inequality of opportunities, divorce, separation and family planning. Includes limited experiences with clients and research in different aspects of this topic.

3 credits

EDUC 8410 SEMINAR OF TRENDS AND CONTROVERSIAL MATTERS IN COUNSELING

Critical review of the trends and of controversial, ethical and legal matters, in the counseling field. The seminar offers students the opportunity to enrich their attitudes, knowledge and experiences by means of readings, analysis and discussion of topics of interest, relevant to the counseling profession.

3 credits

EDUC 8430 SPIRITUALITY IN COUNSELING

Review of the concept of spirituality and its difference with religion, philosophy, values and the concept of well-being. Emphasis on the importance and relation of spirituality with counseling. Includes the historical, theoretical and philosophical foundations to integrate spirituality in counseling.

3 credits

EDUC 8440 ADVANCED SEMINAR IN LIFE AND CAREER PLANNING

Analysis and application of the theories and models that prepare support professionals to attend to the needs of adult clients when confronting changes/transitions and adjustments in their career and in their developmental challenges. Emphasis on the competences for intervention with the supervisor/manager as facilitator for the development of careers of those supervised and as a manager of development and succession plans in an organization and in the planning for retirement.

3 credits

EDUC 8460 COUNSELING FOR CHILDREN AND ADOLESCENTS

Analysis of the strategies for the counseling of children and adolescents from the perspective of development, prevention and remediation. Emphasis on the research and application of counseling approaches and models to the children and adolescent population. Requires 30 hours of practical experiences in scenarios that offer counseling to children and adolescents.

3 credits

EDUC 8490 FAMILY VIOLENCE: THEORY AND INTERVENTION

Review of the macro systemic factors associated with family violence in the context of the cultural phenomenon of the Puerto Rican society. Analysis of the research and theories of social violence. Includes the studies of gender as a framework for the conceptualization and interventions in counseling, among others. Emphasis on relevant ethical and legal aspects. Prerequisite: EDUC 8360.

3 credits

EDUC 8500 MODELS, NORMATIVE AND DESCRIPTIVE THEORIES IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

Analysis of theories, principles and models that support management of educational institutions. Comparison of normative and descriptive theories, and their implications in the effectiveness of the educational manager and other leaders.

3 credits

EDUC 8505 INFORMATION PROCESSING IN EDUCATIONAL MANAGEMENT

Critical analysis of the theories and practices applied to the dynamic of information processing for problem solving in educational management.

3 credits

EDUC 8515 EDUCATIONAL MANAGEMENT AND LEADERSHIP SEMINAR

Critical analysis of contemporary literature and research in the educational management and leadership field.

3 credits

EDUC 8520 HUMAN RESOURCES MANAGEMENT IN EDUCATIONAL INSTITUTIONS

Analysis of theories, principles, techniques and practices in the management of personnel in the educational scenario. Discussion of human conduct, the legal and labor foundations and their repercussions in organizational effectiveness.

3 credits

EDUC 8530 LEADERSHIP IN EDUCATIONAL MANAGEMENT

Critical analysis of the principles and theories that serve as the basis for effective educational leadership. Discussion of the psychological, philosophical and sociological aspects that orient the conduct of the contemporary educational leader.

3 credits

EDUC 8540 LABOR RELATIONS IN EDUCATIONAL MANAGEMENT

Analysis of legal and labor foundations: their repercussions in educational management. Emphasis on the knowledge and administration of collective bargaining.

3 credits

EDUC 8545 PLANNING OF THE EDUCATIONAL BUDGET

Analysis of the basic foundations that control the preparation of a budget. Emphasis on the relations and functions of the budget and its implications in educational management.

3 credits

EDUC 8550 CONTEMPORARY PROBLEMS IN EDUCATIONAL MANAGEMENT SEMINAR

Critical analysis of contemporary managerial problems in educational institutions.

3 credits

EDUC 8560 EVALUATIVE PROCESS IN MANAGEMENT AND INSTRUCTIONAL LEADERSHIP

Analysis of the theories, principles and models of evaluation. Application of technical, analytical and statistical aspects for the interpretation of the evaluative process and their effects in determining the efficiency and effectiveness of management.

3 credits

EDUC 8565 INDUCTION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP SEMINAR

Analysis of real situations by visits and observations in the educational scenario. Includes the study of managerial principles and strategies that offer imaginative and creative solutions to the educational problems of these scenarios.

3 credits

EDUC 8570 CONTEMPORARY AND OPERATIONAL APPROACHES OF EDUCATIONAL MANAGEMENT

Analysis of new approaches in educational management. Creation of novel and viable strategies for application to current educational scenarios.

3 credits

EDUC 8575 PUBLIC POLICY IN EDUCATIONAL MANAGEMENT AND LEADERSHIP

Analysis of the formulation of public policy in the educational context. Emphasis on the structures of governance, the composition and interests of the educational communities, the participation of the public in general and the current political and contextual topics. Study of the main theories, models and approaches that determine who obtains what, when and how in the different educational scenarios.

3 credits

EDUC 8645 TEACHING METHODOLOGIES AND STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS

Evaluation of the different teaching strategies for students with special needs from the perspective of educational neuroscience. Prerequisite: EDUC 8153.

3 credits

EDUC 8650 SEMINAR: SPECIAL EDUCATION PROBLEMS IN ADMINISTRATIVE PROCESSES

Critical evaluation of problems in the organization and administration of special education programs. Alternatives for improving administrative processes in these programs. Analysis and interpretation of readings in special education administration and supervision, with emphasis on the results of scientific research.

3 credits

EDUC 8653 ASSESSMENT AND EVALUATION IN SPECIAL EDUCATION AND TRANSITION SERVICES

Analysis and application of the assessment and evaluation process in Special Education and transition services. Study and interpretation of methods and assessment procedures used for decision making, planning of individualized services, and placement of students with disabilities. Application through field study in available special education and transition services programs. Prerequisite: EDUC 7050.

3 credits

EDUC 8655 CURRICULAR ADAPTATION FOR TEACHING STUDENTS WITH SPECIAL NEEDS

Analysis of the school curriculum and the necessary conditions for adaptation and teaching-learning of students with special needs. Prerequisites: EDUC 8103, EDUC 8645 y EDUC 8653.

3 credits

EDUC 8660 THE EVALUATION PROCESS IN ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION

Study of models, theories and principles of evaluation. Application of proper technical, analytical and statistical aspects for the interpretation of the evaluation process and its effects in the determination of efficiency and effectiveness in special education administration and supervision.

3 credits

EDUC 8665 PROCEDURES IN SPECIAL EDUCATION AND TRANSITION SERVICES

Examination of the transition processes to which students with special needs are exposed. Planning, design and implementation of transition services in different government agencies and private institutions with an educational and vocational focus.

3 credits

EDUC 8670 ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS

Survey of topics that directly affect the quality of the organization and administration of programs for students with disabilities.

3 credits

EDUC 8680 TECHNOLOGICAL ASSISTANCE APPLIED TO SPECIAL EDUCATION AND VOCATIONAL REHABILITATION

Analysis of the processes of offering services of technological assistance for people with handicaps. Integration of general knowledge on reactive equipment and services of technological assistance according to the handicap categories. Consideration of the impact of federal and state regulations on technological aid in Special Education and Vocational Rehabilitation Programs.

3 credits

EDUC 8690 ASSESSMENT IN SPECIAL EDUCATION AND TRANSITION SERVICES

Evaluation of the assessment process in Special Education and transition services. Integration of assessment methods and procedures used for decision making, planning of individualized services and placement of the handicapped student. Diagnosis of needs and application of services through case studies in available special education and transition service programs.

3 credits

EDUC 8700 METHODS OF EDUCATIONAL PLANNING AND EVALUATION

Principles, theories and strategies that underlie educational planning and evaluation, practice in gathering, processing and analyzing educational information. Conceptualization and formulation of designs for educational planning and evaluation.

3 credits

EDUC 8710 SIMULATION AND FORMULATION OF EDUCATIONAL POLICIES

Theories, models and principles of simulation. Analysis and application of simulation techniques in the formulation of educational policies.

3 credits

EDUC 8730 QUANTITATIVE METHODS IN EDUCATIONAL PLANNING AND EVALUATION

Development and analysis of models for planning and evaluation. Study of technical, analytical and statistical aspects of educational experimentation.

3 credits

EDUC 8740 ANALYSIS OF READINGS AND RESEARCH IN PLANNING AND EVALUATION

Critical analysis of advanced, specialized readings and of recent research in educational planning and evaluation.

3 credits

EDUC 8900 TECHNOLOGICAL RESOURCES IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

Development and use of audiovisual materials; use of the language laboratory; television, radio and movies in TESL.

3 credits

EDUC 8910 INTERNSHIP

Integration of the knowledge, skills and attitudes in work scenarios such as organizations, corporations, institutions, and government or private agencies under the supervision of a licensed professional advisor in the specialization. Emphasis on the role as consultant, with the professionals of the center as well as with community clients. Includes intensive experiences in the conceptualization of cases and intervention with individual and group counseling at the personal, family and occupational level. Requires a minimum of 300 hours.

3 credits

EDUC 8915 SEMINAR IN SPECIAL EDUCATION AND TRANSITION SERVICES

Analysis of real-world situations through visits and observations in different work scenarios. Application of the models and processes, according to the most recent best practices, for the improvement of identified needs. Prerequisite: Have approved all specialization courses.

3 credits

EDUC 8920 DEVELOPMENT AND EVALUATION OF TEACHING METHODS IN TESL

Theories of language acquisition (first and second) theories and methods of teaching; design of evaluation instruments; formative and summative evaluation; curriculum development.

3 credits

EDUC 8960 RESEARCH SEMINAR

Beginning and development of the research proposal of the student. This proposal includes the first three chapters that will be used as a work document for the doctoral dissertation. Prerequisites: have approved all the required and elective courses. In addition, have passed the comprehensive examination in all parts, if it applies.

3 credits

EDUC 8991 DISSERTATION I

Review of the dissertation proposal. Requires the defense and approval of the dissertation proposal by the Doctoral Dissertation Committee. The proposal can be presented before the Institutional Review Board or (IRB) to be approved, if necessary. Once such approval is received, the student can begin the work of data summary. Prerequisite: EDUC 8960. Grade: DP/P/NP.

3 credits

EDUC 8992 DISSERTATION II

Search, organization, analysis of data and writing of the Doctoral Dissertation. Includes the oral defense of the dissertation and the approval of the final document by the Dissertation Committee and the Defense Committee. Prerequisite: EDUC 8991 and have received the approval of the Institutional Review Board or (IRB) if necessary. Grade: DP/P/NP.

3 credits

Courses in Education in Diabetes (DIAB)

DIAB 5000 FUNDAMENTALS FOR CARE OF THE PERSON WITH DIABETES

Analysis of the concepts of normal metabolism, such as: glucose homeostasis, diabetes physiopathology, etiology, diagnosis criteria and classification in the health care of people with diabetes mellitus. Emphasis on the administration of therapies of diabetes mellitus.

4 credits

DIAB 5010 ADMINISTRATION OF AN EDUCATIONAL PROGRAM IN DIABETES

Analysis of the concepts in the training of self administration of diabetes. Includes bio-psycho-social and mental assessment and the formulation of an educational plan for a metabolic control of diabetes mellitus. Requires 30 hours of lecture and 90 hours of lab.

4 credits

DIAB 5020 DIABETES IN DIFFERENT STAGES OF GROWTH AND DEVELOPMENT

Study of diabetes mellitus in the different stages of growth and development in the human being. Emphasis on prevention, detection and the differences in the modalities of treatment and self handling of diabetes mellitus. Requires 30 hours of lecture and 90 hours of lab.

4 credits

DIAB 5030 DIABETES AND ITS COMPLICATIONS

Analysis of the different complications that people with diabetes or those that are in risk of developing the condition may present. Emphasis on preventive measures to prevent their development. Application of the suitable treatment modalities for the diverse complications.

3 credits

Courses in Educational Computing (ECMP)

ECMP 5100 COMPUTER THOUGHT AND STANDARDS

Study of the principles of computer thought and the different related standards. Discussion of strategies for its implementation in the K-12 curriculum. Development of computer and creative thought by means of the exploration with the tool *Scratch*. Requires additional time in a virtual open lab.

3 credits

ECMP 5105 PRINCIPLES OF DESIGN OF E-LEARNING

Study of the foundations of the design of E-learning and websites. Application of theories and multimedia for the development of effective educational technologies. Discussion of research that supports the principles of design of E-learning. Evaluation of design tools and development of E-learning and websites. Requires additional time in a virtual open lab.

3 credits

ECMP 5115 PROGRAMMING LOGIC

Study of problem solving techniques by means of algorithms and solutions by means of flow charts. Emphasis on the use of tools for rapid development (RAD). Application of the control structures (sequential, selection and repetition) and structures of data in problem solving by means of computers. Codification of the solutions of problems in a high level programming language.

3 credits

ECMP 5210 PRINCIPLES OF COMPUTER SCIENCE

Application of concepts of computer science by means of the construction of movable programming of social benefit. Analysis of the principles of programming and sciences of calculations. Emphasis on the development of collaborative projects that use creative solutions. Requires additional time in a virtual open laboratory. Prerequisite: ECMP 5115.

3 credits

ECMP 5240 FOUNDATIONS OF NETWORKS AND SECURITY

Analysis of the basic concepts of networks and security. Study of the components, the operating systems and the networks in a system of structured computers. Development of projects for people with diverse educational needs. Requires additional time in a virtual open lab.

3 credits

ECMP 5245 PROGRAMMING AND TEACHING OF A HIGH-LEVEL LANGUAGE

Application of a high-level language of structured programming and the methodology of object-oriented programming. Emphasis on problem solving, the development of algorithms and the strategies for the teaching of computer programming at the secondary level. Requires additional time in a virtual open lab. Prerequisite: ECMP 5115.

3 credits

ECMP 6100 E-LEARNING AND SOCIAL NETWORKS

Study of the current and future trends of E-learning and the social networks in learning. Comparison of platforms of managing remote learning (LMS). Educational application of social tools, such as blogs, wikis, podcasts, webcasts and others, as an educational undertaking. Requires time in a virtual open laboratory. Prerequisite: ECMP 5105.

3 credits

ECMP 6160 DIGITAL COLLABORATIVE LEARNING

Application of principles, models, methods and effective practices of collaborative and participatory learning in E-learning. Survey of the digital technologies that support teamwork. Requires additional time in a virtual open lab.

3 credits

ECMP 6975 RESEARCH SEMINAR IN EDUCATIONAL COMPUTING

Analysis of the procedure to follow in educational research. Identification of a research topic in the field of educational computation. Application of computerized tools for research, review of literature, selection of the methodology and the preparation of a research proposal. Requires additional time in a virtual open lab. Prerequisites: ECMP 5245 and 6100.

3 credits

ECMP 6980 PROJECT DEVELOPMENT FOR EDUCATIONAL COMPUTING

Design of a project that uses effective strategies for the teaching of computer science. Development of the project according to the strategies, methodologies and standards studied in the course of the program. Prerequisites: Authorization of the department director. Grade: P/PP/NP.

3 credits

ECMP 6990 THESIS IN EDUCATIONAL COMPUTING

Development of a research theme or implementation of an original practical complex project in the area of educational computing. The theme as well as the thesis advisor should be approved by the department chairperson. Prerequisite: ECMP 6975. Grade: P/NP.

3 credits

Courses in Educational Neuroscience (NEUR)

NEUR 5010 EDUCATIONAL NEUROSCIENCE

Critical analysis of the key variables of learning that have been documented by research in the neurosciences and their application to education. Emphasis on the findings regarding the relation among the neurosciences, neuropsychology, the learning processes and education.

3 credits

NEUR 5020 NEURODEVELOPMENT

Analysis of human neurodevelopment from the prenatal to the young-adult stage. Emphasis on the biophysical, brain and mental systems that prepare humans for complex learning tasks that characterize the entire life cycle. Practical experiences in the phenomenological analysis of the learner's behavior with real populations.

3 credits

NEUR 5030 NEUROPSYCHOLOGY OF LEARNING

Critical review of scientific studies on brain-learning relationships. Analysis of the implications of neuroscientific knowledge for teaching in the classroom setting and in other related service scenarios. This course requires 20 hours of observation in an educational setting or in services to patients or clients. Prerequisite: NEUR 5010.

3 credits

NEUR 5040 EDUCATIONAL PHYSIOLOGICAL PSYCHOLOGY

Examination of the anatomical and physiological basis of behavior, and motor, sensory, affective and cognitive processes, and their effects on behavior and learning. Emphasis on the relationship of the central nervous system and the processing of emotions, motivations, and cognitions. Prerequisite: NEUR 5010 or EDUC 6220.

3 credits

NEUR 6010 NEURODEVELOPMENTAL DISORDERS

Analysis of classification systems and diagnosis of neurodevelopmental disorders in children and adolescents. Emphasis on conditions that hinder the learning and performance of students in school and in other academic settings. Practical experience in the use of measures to differentiate and classify neurodevelopmental disorders in children and adolescents. Prerequisites: NEUR 5020 and 5030.

3 credits

NEUR 6020 NEUROLEARNING ASSESSMENT

Analysis of common problems in assessment of classroom learning and the importance of the information generated for the intervention with students. Application of neurolearning assessment strategies with a variety of measures and quantitative and qualitative instruments. Prerequisite: NEUR 6010.

3 credits

NEUR 6970 INTEGRATION SEMINAR

Study of general and specific topics related to the field of educational neuroscience and the integration of the knowledge developed throughout the program. Prerequisite: Have approved 18 credits of the specialization. Grade P/NP.

3 credits

Courses in Electrical Engineering (ELEN)

ELEN 6000 NUMERICAL METHODS FOR ELECTRICAL ENGINEERS

Application of numerical and analytical methods to solve electrical engineering problems that cannot be solved by exact methods. Emphasis in the use of computer tools to solve linear and non-linear equations, differential and ordinary equations, integration, numerical differentiation and optimization techniques.

3 credits

ELEN 6010 ADVANCED LINEAR SYSTEMS

Application of linear operators and state variables for the solution of problems. Modeling of dynamic system by means of its impulse response. Set the controllability and observability of dynamic equations. Implementation of feedback systems and evaluation of its effects on the system stability.

3 credits

ELEN 6100 ADVANCED CONTROL ENGINEERING DESIGN

Analysis of mathematical models of advanced control systems. Advanced design of control systems using multiple analytical techniques. Comparison of the behavior of the proportional, integral and derivative controllers (PID) in the transient and permanent states. Emphasis in the use of computer tools in the analysis of control systems models.

3 credits

ELEN 6110 DISCRETE TIME SYSTEMS AND COMPUTER CONTROL

Design and evaluation of control systems in discrete time. Set and evaluate the properties and design of discrete control systems. Analysis of the characteristics of a digital control system in terms of stability and resistance to disturbances. Includes modeling of discrete control systems using computational tools.

3 credits

ELEN 6120 SYSTEM MODELING, IDENTIFICATION AND SIMULATION

Determination of the state variables to model dynamic systems. Interpretation and development of the electrical, mechanical, hydraulic and thermal models of systems by means of computerized simulation.

3 credits

ELEN 6130 ROBUST CONTROL SYSTEMS

Identification of the cases of robust control and design of their controller. Investigation of robust stabilization and proportional, integral and derivative discrete control (PID). Formulation of robust control applications. Development and evaluation of robust model control systems by means of the computer.

3 credits

ELEN 6140 MULTIVARIABLE CONTROL SYSTEMS

Evaluation of multi-variate control systems. System analysis of one input-one output (SISO) and those of multiple inputs-multiple outputs (MIMO). Design of multi-variable input and output controllers by means of the computer.

3 credits

ELEN 6150 ADAPTIVE CONTROL

Interpretation of the reference models of adaptive systems. Modeling of the self-regulators and their effect on the stability, convergence and robustness of the system. Analysis of the adaptive observers and the different types. Design of adaptive control systems by means of the computer.

3 credits

ELEN 6160 INTELLIGENT CONTROL SYSTEMS

Analysis of the methods to design controllers using diffuse models. Interpretation of adaptive stable compensation, the neuronal control, the estimation and control of discrete systems in non-linear time. Evaluation of diffuse and adaptive neuronal control for intelligent navigation of robots. Design of intelligent control systems by means of the computer.

3 credits

ELEN 6170 CONTROL SYSTEM OPTIMIZATION

Interpretation of detection problem and the linear quadratic regulator (RCL). Analysis of the optimal control for polynomial systems and the feedback output. Distinction of the robustness and the techniques of the multivariable frequency domain. Evaluation of the dynamic estimation of filters. Design of optimal control systems by means of the computer.

3 credits

ELEN 6180 UNMANNED AIRCRAFT SYSTEMS

Investigation of Unmanned Aircraft Systems (UAS) sensors. Distinction of the thrust, mission, control of vehicles in the air, and recognition/monitoring. Interpretation of communication links, navigation, the landing and takeoff. Analysis of the control systems on land. Modeling of UAS components by means of the computer.

3 credits

ELEN 6300 ADVANCED POWER SYSTEMS ANALYSIS

Advanced analysis and simulation methods for symmetrical components and faults, power flow, transmission lines, admittance and impedance models of power systems. Modeling of transformer and synchronous machines. Evaluation of economic operation and stability of power systems. Emphasis in the use of computational tools to provide practical insights.

3 credits

ELEN 6310 COMPUTER MODELING OF POWER SYSTEMS

Modeling and computer methods applied to power systems. Analysis of linear and non-linear power systems using full or sparse matrix formulations, network topology, load flow, stability and state estimation. Time-domain simulation methods for transient analysis.

3 credits

ELEN 6320 ADVANCED POWER ELECTRONICS

Analysis and design of electrical energy processing circuits. Classify and synthesize switching power converters technologies. Study of harmonics effects, pulse-width modulation, feedback and nonlinear control, magnetic components and power semiconductors

3 credits

ELEN 6330 DESIGN AND MODELING OF POWER DISTRIBUTION SYSTEMS

Modeling, analysis and design of power distribution systems. Modeling of load characteristics, unbalanced three-phase overhead and underground distribution lines and distribution transformers. Modeling of devices such as regulators and capacitors to mitigate voltage regulation problems and power losses. Design and analysis of primary distribution system including automation, reliability and power flow. Emphasis in the use of computational tools for the modeling of distribution systems. Prerequisite: ELEN 6300.

3 credits

ELEN 6340 TRANSIENTS POWER SYSTEM

Analysis and prediction of transient behaviors in power systems. Implementation of analytical methods for switching and lightning surges, short circuits, over voltages during faults and nonlinear phenomena. Emphasis in computer modeling and simulation.

3 credits

ELEN 6350 ADVANCED ELECTRIC MACHINE AND DRIVES

Analysis of rotating and linear machines electro mechanics. Modeling of mechanical loads, machine dynamics and electric drives systems. Emphasis on digital simulation of machines and electric drives systems. Applications on renewable energy and electric propulsion systems.

3 credits

ELEN 6360 POWER QUALITY IN POWER SYSTEMS

Analysis of power systems under non sinusoidal conditions. Analysis of power fluctuations, flicker and voltage interruptions. Design of protection systems to limit transient events such as harmonics, over voltage and voltage drops. Evaluation of industry standards on power quality. Emphasis in modeling and simulation.

3 credits

ELEN 6370 POWER SYSTEMS PROTECTION

Analysis of electrical system failures and the use of relays and switches in the protection of power systems. Design of protection systems and grounding systems. Study of symmetrical components and their application in fault currents.

3 credits

ELEN 6380 DISTRIBUTED POWER GENERATION

Examine renewable energy technologies and their capacity to generate electric energy. Determine interconnection requirements of renewable energy systems into the power grid. Identify benefits and limitations of distributed power generation. Classify and model small generating systems such as fuel cells, solar cells, micro-turbines, wind and gas turbines. Analyze fault conditions, reactive power support and power quality issues.

3 credits

ELEN 6390 SMART GRID DESIGN AND OPERATION

Evaluation of smart grid and emerging technologies. Analysis of smart grid operation and components, including distributed energy sources and distribution feeder components. Analysis of communication infrastructures and cyber security for smart grid operation. Advanced metering infrastructure and advanced control methods evaluation. Demand response and demand management. Distribution feeder analysis. Impact of smart grid components on distribution network operation. Smart grid reliability evaluation.

3 credits

ELEN 6400 POWER SYSTEMS STABILITY AND CONTROL

Analysis of the dynamic behavior of power systems. Modeling of synchronous machine behavior. Examine overall system behavior via small signal and transient stability functions. Evaluation of methods to improve voltage stability and control of active and reactive power.

3 credits

ELEN 6970 ADVANCED TOPICS IN ELECTRICAL ENGINEERING

Critical analysis of current topics to the area in electrical engineering. Prerequisite: Authorization of the department or advisor.

3 credits

ELEN 6991 PROJECT IN ELECTRICAL ENGINEERING I

Development and presentation of a proposal for a project in electrical engineering. This proposal must have the approval of the advisor of the project. In addition, it is required that the students present their project topic to the evaluation committee and their peers. Prerequisite: Authorization of the director of the department or advisor of the project. Grade: P/NP.

1 credit

ELEN 6992 PROJECT IN ELECTRICAL ENGINEERING II

Development and presentation of the project proposed in ELEN 6991. Grade: P/NP/PP.

2 credits

Courses in English (ENGL)

ENGL 5030 PRINCIPLES OF LINGUISTICS

Application of the principles and characteristics of human language. Analysis of the fundamental concepts and descriptive techniques of the subdisciplines of linguistics: phonetics, phonology, morphology, syntax and semantics.

3 credits

ENGL 5040 ENGLISH PHONOLOGICAL SYSTEM

Study and descriptive analysis of the English phonological system. Aspects of pronunciation in the teaching of English as a second language and interference with Spanish.

3 credits

ENGL 5050 ENGLISH MORPHOLOGY AND SYNTAX

Syntactic and morphological patterns of contemporary varieties of English. Semantic functions as reflected in syntax and morphology. Analysis of typical learning patterns of students of English as a second language.

3 credits

ENGL 5110 ENGLISH CLASS LITERARY TEXT READING

The teaching and assessment strategies of reading and composition of literary texts. Application of literary criticism and theory in teaching English as a second language.

3 credits

ENGL 5210 DRAMATIC LITERATURE

Analysis of dramatic literature representative of the principal categories of genre and period. Application of the foundations and the literary theories in the teaching of English as a second language.

3 credits

ENGL 5220 ACADEMIC TEXT WRITING

Strengthening and practice of advanced writing and composition skills useful for the preparation of professional projects and research. Emphasis on the norms and practical aspects of the language.

3 credits

ENGL 5230 LITERATURE FOR YOUNG READERS

Teaching strategies for teaching literature to young readers studying English as second language (ESL) students. Exploration of the literary foundations necessary for instruction; survey of available materials and criteria for selection.

3 credits

ENGL 5240 WRITING THEORIES AND THEIR APPLICATIONS

Analysis of theories and methods of teaching writing and their practical application to the study of ESL.

3 credits

ENGL 5290 PSYCHOLINGUISTICS

Analysis of the psychological aspects of linguistic behavior. Evaluation of the development of language in children and adults, speech perception and production, the reading process, comprehension and memory. Includes the recognition of expected functions in the developmental areas of language at the cerebral level.

3 credits

ENGL 5320 SOCIOLINGUISTICS

Analysis of the use of language. Includes the following topics: pragmatics; the structure of speech; sociocultural differences in the communicative strategy and linguistic forms; multilingualism and its function in language when constructing and maintaining social relations, whether symmetrical or asymmetrical, between and within social groups. Emphasis on the use of English in Puerto Rico.

3 credits

ENGL 5330 FIRST AND SECOND LANGUAGE ACQUISITION

Theories and description of the process of acquisition of morpho-semantic, lexico-semantic, phonological and paralinguistic systems in a first and second language. Comparison and contrast between the acquisition of a first and second language.

3 credits

ENGL 6090 READING IN A SECOND LANGUAGE

Analysis of the process that serves as a base to develop reading in a second language. Includes: psycholinguistic, sociolinguistic and neuro-linguistic perspectives.

3 credits

ENGL 6100 THEORIES AND PRINCIPLES OF TESL

Analysis of the traditional and innovating approaches, methodologies and trends in the teaching of English as a second language. Analysis of how these agree with recent findings on the nature of language and with language teaching and learning, specifically when learning English as a second language.

3 credits

ENGL 6113 MATERIALS AND TECHNIQUES FOR EISI AT THE ELEMENTARY, SECONDARY, POST SECONDARY AND ADULT LEVELS

Evaluation, adaptation and preparation of materials based on the techniques used to develop the language skills of elementary, secondary, post secondary, or adult level students who are learning English as a foreign language or as a second language. Language arts instruction is included in the areas of content, learning of skills, communication practice, and in the use of technological resources.

3 credits

ENGL 6120 SOCIO-CULTURAL ASPECTS OF PUERTO RICO AND THE UNITED STATES

Interdisciplinary course designed to provide teachers of migrant students with information about the socio-cultural, historical, political, legal, demographic and linguistic aspects of Puerto Rico and the United States.

3 credits

ENGL 6130 FUNDAMENTALS OF BILINGUAL EDUCATION

Fundamentals of bilingual education in Puerto Rico and the United States. Curriculum development for bilingual education.

3 credits

ENGL 6150 TRANSLATION

Analysis of the linguistic resources used in effective translations. Includes translation practice in a diversity of specific areas, primarily from Spanish to English. Application of translation theories to the practice process.

3 credits

ENGL 6170 ASSESSMENT OF LINGUISTIC ABILITIES

Study of the development of standardized tests and criteria for measuring language ability; statistical analysis and evaluation of tests; current theories of the measurement of language ability; measurement of linguistic mastery; effect of text format on teaching and learning.

3 credits

ENGL 6180 USING THE COMPUTER IN TESL

Preparation of educational material using a computer; evaluation and adaptation of computer programs; integration of this technology in curriculum and in the evaluation of learning.

3 credits

ENGL 6260 CONTEMPORARY LITERATURE OF THE UNITED STATES

Analysis of the works of literary significance in the United States today. Application of the foundations and literary theories in the teaching of English as a second language.

3 credits

ENGL 6310 CONTEMPORARY FICTION

Analysis of texts and critiques of fiction representative of the postwar period (World War II), excluding the literature of the United States. Application of the foundations and literary theories in the teaching of English as a second language.

3 credits

ENGL 6350 REPRESENTATIVE WORKS OF ENGLISH LITERATURE

Analysis of representative works of English Literature and their location within the literary movements to which they belong. Interpretative analysis of techniques, styles and subjects. Application of the foundations and literary theories in the teaching of English as a second language.

3 credits

ENGL 6530 RESEARCH METHODS

Analysis of the basic methods of research in the teaching of English as a second language, using up-to-date topics and pertinent approaches to research in this field. Application of knowledge in the writing of a proposal for an original research project or a review of literature.

3 credits

ENGL 6600 SUPERVISION IN TESL

Theory, methods and techniques in TESL: methods and techniques for measuring teaching effectiveness; teacher evaluation; theory and principles of supervision.

3 credits

ENGL 6610 CURRICULUM AND DEVELOPMENT IN ENGLISH AS A SECOND LANGUAGE

Theory and practice in the design of curricula for ESL programs. Needs assessment of language learners, identification of goals and evaluation of curricular effectiveness.

3 credits

ENGL 6904 APPLIED LINGUISTIC IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

Analysis of the applications of the disciplines of linguistics, psycholinguistics and sociolinguistics in the process of teaching a first and second language. The course includes the study of contributions these fields have made to the understanding of how language functions in the classroom setting and how language develops in children. Emphasis on the study of the non-English speaker's linguistic behavior. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of English as a Second Language.

3 credits

ENGL 6905 A SECOND LANGUAGE ACQUISITION AND SOCIOCULTURAL ANALYSIS

Application of principles and trends of contrastive linguistics and socio-cultural analysis to the understanding and improvement of the teaching of English in non-native speaking areas. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of English as a Second Language.

3 credits

ENGL 6906 FUNDAMENTALS OF TEACHING OF ENGLISH AS A SECOND LANGUAGE: THEORY, PRACTICE AND ASSESSMENT

Application of linguistics, psychology and anthropology to the teaching of English as a second language. Exploration of how to design traditional evaluation tools and assessment that yield information on student progress to parents, administrators and the community. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of English as a Second Language.

3 credits

ENGL 6907 ADVANCED RESEARCH AND TECHNIQUES IN READING INSTRUCTION AND ASSESSMENT

Study of current research, methods and materials of reading instruction. Diagnosis of reading difficulties and remedial treatment techniques in working with non-English speaking children and adults. Emphasis on the student population whose first language is not English. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of English as a Second Language.

3 credits

ENGL 6908 ADVANCED RESEARCH AND TECHNIQUES IN WRITING INSTRUCTION AND ASSESSMENT

Study of current research, methods and materials of writing instruction. Diagnosis of writing difficulties and remedial treatment techniques in working with non-English speaking children and adults. Emphasis on the student population whose first language is not English. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of English as a Second Language.

3 credits

ENGL 6909 LITERARY CRITIQUE: ANALYSIS, TECHNIQUES AND ASSESSMENT

Intensive study of assessment techniques in the analysis of literary genres. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of English as a Second Language.

3 credits

ENGL 6970 INTEGRATION SEMINAR

Integration of the knowledge and skills acquired in the courses that make up the Masters in TESL. Emphasis on case analysis and on the research of current topics related to this field of study.

3 credits

ENGL 6992A RESEARCH PROJECT IN MA-TESL

Research project and writing on a theme that will contribute to the existing knowledge in the TESL area. Students will have a consecutive academic year to complete their research project. Grade: P/NP.

3 credits

Courses in Environmental Sciences (EVSC)

EVSC 5010 ENVIRONMENTAL CHEMISTRY

Application of chemical concepts to evaluate and correct environmental problems related to the management, control and preservation of water, air and soil. Evaluation of technologies and chemical production that affect the environment or that are used for environmental restoration.

3 credits

EVSC 5020 BIostatISTICS

Application of descriptive and inferential statistical processes to the organization, analysis and interpretation of data related to health and environment.

3 credits

EVSC 5030 ENVIRONMENTAL HEALTH

Environmental health problems and ways to solve them, rationally and adequately by using the biological, physical and social components of the external ecological universe. Application of scientific knowledge in the control and adjustment of external factors that promote the health and well-being of the human race.

3 credits

EVSC 5040 URBAN ECOLOGY

Relationship between the technological equilibrium and urban ecology. Emphasis will be placed on the human impact created in satisfying human needs without jeopardizing the natural resources of the environment.

3 credits

EVSC 5050 ENVIRONMENTAL PROBLEMS IN PUERTO RICO

Origins and phases of environmental problems in Puerto Rico within a scientific, social and ethical context and rational ways to solve them adequately. The biotic components that govern the environmental network in Puerto Rico, their relation to urban development and the application of scientific knowledge to their reconciliation and control.

3 credits

EVSC 5100 BIOCHEMISTRY

The chemical study of the live material constituents including carbohydrates, lipids, proteins, nucleic acids, vitamins and minerals. The relationship of these constituents with life processes and environmental contamination will be studied.

3 credits

EVSC 5105 GEOGRAPHIC INFORMATION SYSTEMS AND APPLICATIONS IN ENVIRONMENTAL SCIENCES

Analysis of the particular properties of spatial data, structures and accesses to existing spatial data by means of advanced applications of Geographic Information Systems in environmental sciences. Application of Geographic Information Systems in making maps and in investigation and analysis of space environmental information. Requires 45 hours of lecture-lab.

3 credits

EVSC 5110 ECOLOGICAL ENVIRONMENT

Analysis of the characteristics of the ecological network, natural selection, the ecological niche and succession. Vision of the human being as a species and its impact on the environment. Relation between the technological balance and the urban ecology.

3 credits

EVSC 5165 ENVIRONMENTAL INSTRUMENTATION

Evaluation of the foundations, characteristics and applications of the typical instrumentation used for the quantitative analysis of environmental samples. Includes methods of treatment of the samples, calibration and validation.

3 credits

EVSC 5180 LIMNOLOGY

Study of different bodies of water, the live ecology of rivers, lakes and marine environments. Identification of changes in bodies of water caused by contamination and biotic and abiotic effects in the ecosystem.

3 credits

EVSC 5200 ENVIRONMENTAL BIOLOGY

Aspects related to the contamination of water and land due to poor management of solid waste. Included are sources, environmental destiny, transformers and biological effect of contaminants in aquatic organisms and humans. Discussion of techniques for sampling and evaluating the effects of contamination.

3 credits

EVSC 5220 ENVIRONMENTAL MICROBIOLOGY

Principles and application of ecology, the physiology and the kinetics of microbiological growth in the solution of the environmental problems.

3 credits

EVSC 5250 CONTROL OF CONTAMINATION AND CURRENT ANALYSIS

Fundamental applications of limnology and ecological response in natural systems to organic and inorganic contaminants. Includes mathematical models to evaluate estuaries and stream currents.

3 credits

EVSC 5255 WATER ANALYSIS AND CONTAMINATION

Analysis of the facets that dominate the water cycles and the human intervention in the contamination of the resource. Includes rivers, currents, lakes and the littoral as environmental systems and the characteristics that control them. Application of mathematical models to evaluate currents and estuaries.

3 credits

EVSC 5275 ENVIRONMENTAL TOXICOLOGY

Analysis and application of toxic agents according to their chemical characteristics. Includes the branches of toxicology and their relation to environmental health.

3 credits

EVSC 5285 PUERTO RICAN POLICY REGULATIONS

Evaluation of the laws and regulations that apply to the management of environmental problems and the legal limitations related to environmental issues. Includes general principles that govern public policy, planning and environmental management.

3 credits

EVSC 5310 WATER TREATMENT: OPERATION OF PHYSICAL AND CHEMICAL UNITS

Principles of the operation of units with chemical and physical processes for the treatment of wastewater. Emphasis on the evaluation of the processes to attain safe drinking water, and quality plant effluent.

3 credits

EVSC 5330 WATER TREATMENT: BIOLOGICAL OPERATION UNITS

Application of biology in the treatment of contaminated water. Study of the relationship between biological treatment and the effectiveness of water treatment units.

3 credits

EVSC 5510 RISK ASSESSMENT

The relationship between the exposure to contaminants and health risks. Concepts of toxicology and the movement of contaminants throughout the ecosystem will be discussed.

3 credits

EVSC 5515 DISPOSAL OF CONTAMINANTS

Physical and chemical mechanisms that define the disposal of contaminants. Discussion of the theoretical background on which existing models of the movement of contaminants is based. Prerequisite: EVSC 5010.

3 credits

EVSC 597__ SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE

Critical analysis of current relevant topics in the area of environmental science. Prerequisite: Authorization of the department.

3 credits

EVSC 6101 RESEARCH METHODS APPLIED TO ENVIRONMENTAL SCIENCES I

Analysis of research methodologies in Environmental Sciences. Includes critical evaluation of literature and contemporary scientific research. The student must select the subject of a preliminary proposal related to the environment. Prerequisite: EVSC 5020. Grade P/NP.

3 credits

EVSC 6102 RESEARCH METHODS APPLIED TO ENVIRONMENTAL SCIENCES II

Design and planning of a thesis related to the environment. Selection of the research methodology, compilation and analysis of scientific information and the elaboration of a proposal. The student organizes the thesis committee, completes the proposal and makes the oral defense before his committee. Prerequisite: EVSC 6101. Grade P/NP.

3 credits

EVSC 699_ THESIS

Development of the thesis based on the written proposal of a topic related to the environment. Qualitative scientific research, meta-analysis or quantitative research that adds to knowledge in a study area, under the supervision of a thesis committee. The student must defend his thesis in a formal oral presentation. The student can register in Continuation of Thesis courses until completing the research work. Prerequisites: EVSC 6102 and authorization of the professor. Grade: P/NP.

3 credits

Courses in Family Counseling (FACO)

FACO 6020 ETHICAL AND LEGAL ISSUES OF FAMILY COUNSELING

Development of the necessary skills to handle situations involving ethical and/or legal aspects in the exercise of the Family Counseling profession. Emphasis on Puerto Rico laws that affect the services provided by the professional counselor and the ethics that apply to them. Application of codes of ethics of the professional associations and the examiners of Professional Counselors of Puerto Rico in scenarios in which the professional counselor works.

3 credits

FACO 6025 HUMAN SEXUALITY

Scientific analysis of human sexuality as a fundamental element in the development of the human being. Includes the historical review of sexuality with its bio-psychosocial and spiritual approach. Review of the attitudes, the beliefs and the feelings related to human sexuality. Development of effective strategies of counseling for managing conflicts, dysfunctions and concerns related to sexuality in the Puerto Rican cultural context.

3 credits

FACO 6030 CONFLICT MANAGEMENT, CRISES AND LOSSES IN THE FAMILY

Review of the concept "conflicts" from the point of view of the family system and the healthful management of these as part of the therapeutic process. Analysis of family counseling in cases of crisis and losses from the bio-psychosocial and spiritual perspective. Includes the thanatological perspective in the integration of multidisciplinary efforts to cope with the critical experience of loss and death as a process of change. Application of theoretical frameworks, techniques, and ethical-legal issues that tend to strengthen humanistic and spiritual awareness of respect for human dignity.

3 credits

FACO 6040 FAMILY COUNSELING IN ADDICTION AND ABUSE CASES

Review of the strategies used for the prevention and treatment of addictions and abuse with a panoramic view of the interactions of family dynamics. Analysis of the basic concepts of the theory of family systems for their application and the use of motivational interviews as an effective tool in the therapeutic process, and the risk factors and protective factors in cases of addictions and abuse. Includes demonstration sessions of family counseling and visits to observe organizations/centers in which family counseling/therapy is applied.

3 credits

FACO 6050 CASE MANAGEMENT IN FAMILY COUNSELING

Analysis and application of therapeutic interventions to family or couple situations. Emphasis on the compilation of information, analysis and use of the screening process, assessment, treatment plans, documentation, referrals and evaluation. Includes the ethical-legal issues that are relevant to interventions.

3 credits

Courses in Finance (FINA)

FINA 6310 INTERNATIONAL FINANCIAL ADMINISTRATION

Analysis of advanced concepts in managerial finance in international commerce from a managerial and corporate perspective. Examples of ethical and moral principles when administering financial resources. Comprehensive analysis of the international financial environment, exchange rates, risk management in international investments, financial institutions, policies and problems. Review of the different capital structures in an international environment.

3 credits

FINA 6420 INTERNATIONAL FINANCIAL MARKETS

Discussion of the operation of capital markets and money, cash flow accounts, risk, nature and structure of interest rates in global markets. Analysis of financial intermediaries from an international perspective, the role of multinational companies and the international bank. Formulation of the economic reasons for the growth of International Financial Markets and the regulatory problems in the International Bank.

3 credits

FINA 6430 INTERNATIONAL ANALYSIS OF INVESTMENTS PORTFOLIO

Analysis of the main indices of international capital, the emergent markets, risk management in the exchange rates and the detailed study of the concept of diversification in international investments. Comparison of multinational corporate shares and the evaluation of local and foreign profits, the anticipated yields and the risk in the investment portfolio in international markets.

3 credits

FINA 7101 CORPORATE FINANCE I

Evaluation of the theories and models of corporate finance and their application to financial policies. Includes the structure of capital, dividends, options and derivatives and corporate reconstructions.

3 credits

FINA 7102 CORPORATE FINANCE II

Evaluation of the theoretical and empirical aspects of corporate finance. Includes the theory of agency, signals, incomplete contracts, effects of incomplete information, the control and the corporate administration and the compensations of executives. Prerequisite: FINA 7101.

3 credits

FINA 7200 STATISTICS FOR FINANCE I

Analysis of the statistical inferences and mathematical models in financial research and practice. Includes sampling, hypothesis and construction of financial models.

3 credits

FINA 7201 FINANCIAL MATHEMATICS

Analysis of the statistical inferences and mathematical models in research and in financial practice. Includes sampling, hypothesis and construction of financial models applied to credits, bonds, derivatives and options.

3 credits

FINA 8000 SEMINAR IN CORPORATIVE FINANCE

Evaluation of the theories and their applications to practices related to a specific topic of corporate finance in agreement with the interests of the students. Prerequisite: FINA 7101. Grade: P/NP.

3 credits

FINA 8100 SEMINAR IN INVESTMENTS

Evaluation of different types from investments and administration of investment portfolios. Analysis of the processes included in the determination of the optimal investment portfolio and how to measure its performance. Prerequisites: FINA 7102, 7201.

3 credits

FINA 8300 SEMINAR IN RESEARCH PROJECT

Application of statistical and econometric concepts to a specific research topic. Includes the construction of a research project in the area of finance. Prerequisite: FINA 7200. Grade: P/NP.

3 credits

FINA 8500 SEMINAR IN FINANCIAL STRATEGIES

Evaluation of the theories and their application to the practices related to a specific topic of financial strategies in agreement with the students' research interest. Prerequisite: FINA 7101. Grade: P/NP.

3 credits

FINA 8550 EPISTEMOLOGY APPLIED TO FINANCES

Evaluation of epistemologic aspects in the context of research in finances. Includes the standards based on formal logic and routine, the models of logical positivism of explanation and prediction, the problems of empirical studies, and the presumptions of realistic research in the philosophy of science. Prerequisite: FINA 7101. Grade: P/NP.

3 credits

FINA 897_ SEMINAR IN SPECIFIC TOPICS IN FINANCE

Discussion of a special topic in finance. Prerequisite: FINA 7101. Grade: P/NP.

3 credits

FINA 8991 DOCTORAL DISSERTATION I

Definition of the topic of the student's doctoral dissertation. Evaluation of the research methodology, and the review of literature, under the supervision of the Doctoral Committee.

3 credits

FINA 8992 DOCTORAL DISSERTATION II

Collection and analysis of data corresponding to the student's research area, under the supervision of the Doctoral Committee.

3 credits

FINA 8993 CONTINUATION OF DOCTORAL DISSERTATION

Continuation of data analysis and final writing of the dissertation in the student's research area, under the supervision of the Doctoral Committee.

3 credits

Courses in Fine Arts (ARTS)

ARTS 5135 ART AND PUBLIC POLICY

Research and analysis of philosophical and political affairs that influence the relationship between the arts and government.

3 credits

ARTS 5140 PHILOSOPHY OF ART

Study and analysis of the principal trends in the philosophy of art and their influence upon this medium. Review of these trends within the context of Puerto Rican art: past, present and future.

3 credits

ARTS 5980 HISTORY OF PUERTO RICAN ART

Analysis of artistic evolution in Puerto Rican from pre-Columbian times to the present. Study of themes, styles and iconography and the influence of the different schools of universal art on Puerto Rican art.

3 credits

ARTS 6010 HISTORY OF ANCIENT ART

The history of art from the second century BC to the second century AD. Emphasis on the study of Egypt, and the Near East and the Aegean, Greek Etruscan and Roman arts.

3 credits

ARTS 6020 HISTORY OF MEDIEVAL ART

The history of art from the beginning of the Christian era. Includes the Byzantine, early Medieval, Romanesque and Gothic periods.

3 credits

ARTS 6030 HISTORY OF RENAISSANCE AND BAROQUE ART

The history of art of the Renaissance and Baroque periods. Emphasis on the Renaissance, high Renaissance, mannerism, Baroque periods and the eighteenth century, their manifestations in the Fine Arts and in European and American architecture.

3 credits

ARTS 6040 HISTORY OF MODERN ART

The history of modern art and the principal movements of the nineteenth and twentieth centuries. Analysis of these periods and their influence on western art.

3 credits

ARTS 6050 HISTORY OF ORIENTAL ART

The principal movements of oriental art: its particularities and influence on universal art.

3 credits

ARTS 6060 HISTORY OF PRE-COLUMBIAN ART

Overview of art in Latin America from the prehistoric period to the discovery of America. Analysis of the different indigenous cultures, their iconography and styles.

3 credits

ARTS 6070 HISTORY OF LATIN AMERICAN ART

The principal art movements in Latin America, the artists, and their social, political and historical context. Analysis of the development of contemporary Latin American art in its regional and universal context.

3 credits

ARTS 6080 HISTORY OF CONTEMPORARY PUERTO RICAN ART

The styles and trends in Puerto Rican art with special attention to the period of the 1950's to the present. The development of printmaking, the influence of the socioeconomic and political changes on Puerto Rican esthetics and the development of the arts.

3 credits

ARTS 6(111-115) ADVANCED CERAMICS I

Application of basic technical principles of ceramics in creative work. Analysis of construction by hand and by lathe and their possibilities as plastic processes. Introduction to the use of computerized programs for the calculation and formulation of clay and varnish formulas.

2-6 credits

ARTS 6(121-125) ADVANCED CERAMICS II

Exploration and research of specific problems of this medium. Statement and analysis of complex technical construction problems.

2-6 credits

ARTS 6(131-135) ADVANCED CERAMICS III

Experimentation in non-traditional techniques in this medium. Exploration with the use of mixed materials and techniques in the realization of artistic work.

2-6 credits

ARTS 6(141-145) ADVANCED CERAMICS IV

Study, technical and stylistic analyses of contemporary artistic works and their plastic possibilities.

2-6 credits

ARTS 6(211-215) ADVANCED PRINTMAKING I

Application of printmaking principles and techniques in creative work. Analysis of printmaking techniques, stencils, lithography and relief and their possibilities in the plastic process. Introduction to the use of the computer for the solution of graphic design problems.

2-6 credits

ARTS 6(221-225) ADVANCED PRINTMAKING II

Exploration and investigation of specific problems of this medium. Statement and analysis of technical problems of complex printings. Management and manipulation of images in the computer for the production of positives and final works.

2-6 credits

ARTS 6(231-235) ADVANCED PRINTMAKING III

Experimentation in non-traditional techniques in this medium. Exploration in the use of mixed materials and techniques. Management and the appropriate and safe use of materials and equipment in the accomplishment of printed works.

2-6 credits

ARTS 6(241-245) ADVANCED PRINTMAKING IV

Study, technical and stylistic analyses of contemporary artistic works and their application in printmaking.

2-6 credits

ARTS 6(311-315) ADVANCED PAINTING I

Application of principles and techniques of painting in creative works. Discussion and analysis of techniques of painting, oil, acrylics and others, and their possibilities in the production of pictorial works.

2-6 credits

ARTS 6(321-325) ADVANCED PAINTING II

Exploration and investigation of specific problems of this medium. Formal statement and analysis of technical problems in achieving pictorial pieces.

2-6 credits

ARTS 6(331-335) ADVANCED PAINTING III

Experimentation in non-traditional techniques in this medium. Exploration in the use of mixed materials and techniques. Management and appropriate use of materials in the creation of pieces.

2-6 credits

ARTS 6(341-345) ADVANCED PAINTING IV

Study, technical and stylistic analyses of contemporary artistic works and their application to pictorial pieces.

2-6 credits

ARTS 6(411-415) ADVANCED DRAWING I

Application of principles and techniques of drawing in creative works. Analysis of plastic qualities of drawing techniques: abrasive and humid mediums.

2-6 credits

ARTS 6(421-425) ADVANCED DRAWING II

Exploration and investigation of specific problems of this medium. Formal statement and analysis of technical problems in performing artistic drawings.

2-6 credits

ARTS 6(431-435) ADVANCED DRAWING III

Experimentation in nontraditional techniques in this medium. Exploration in the use of materials and mixed techniques.

2-6 credits

ARTS 6(441-445) ADVANCED DRAWING IV

Study, technical and stylistic analyses of contemporary artistic works and their application to drawing of artistic pieces.

2-6 credits

ARTS 6(511-515) ADVANCED SCULPTURE I

Application of principles and techniques of sculpturing in creative works. Analysis of sculpturing techniques: techniques of subtraction and addition of materials and their possibilities as a plastic process.

2-6 credits

ARTS 6(521-525) ADVANCED SCULPTURE II

Exploration and investigation of specific problems of this medium. Formal statement and analysis of technical problems of complex structures. Management and appropriate and safe use of materials and equipment in the construction of sculptured pieces.

2-6 credits

ARTS 6(531-535) ADVANCED SCULPTURE III

Experimentation in nontraditional techniques in this medium. Exploration in the use of materials and mixed techniques in the creation of interior and exterior sculptures.

2-6 credits

ARTS 6(541-545) ADVANCED SCULPTURE IV

Study, technical and stylistic analyses of contemporary artistic works and their application to sculptural pieces.

2-6 credits

ARTS 6(611-615) ADVANCED PHOTOGRAPHY I

Application of principles, techniques and chemical processes of black and white photography in creative work.

2-6 credits

ARTS 6(621-625) ADVANCED PHOTOGRAPHY II

Exploration and investigation in specific problems of color photography and its possibilities as a creative process. Management and use of specialized chemicals and equipment to obtain photographic work in color.

2-6 credits

ARTS 6(631-635) ADVANCED PHOTOGRAPHY III

Experimentation in nontraditional techniques in this medium. Exploration in the use of materials, mixed techniques and technology to obtain photographic images. Adequate use of materials utilized in conservation of photographs. Production of photographic works of greater size for publication and photographic documentation.

2-6 credits

ARTS 6(641-645) ADVANCED PHOTOGRAPHY IV

Study, technical and stylistic analyses of contemporary artistic works and their application to photography.

2-6 credits

ARTS 6940 SEMINAR IN ART ADMINISTRATION

Topics related to the administration and supervision of organizations and/or facilities related to the arts. Emphasis on areas such as preparation and administration of budgets, collections, inventories and those areas particular to the infrastructure of physical facilities.

3 credits

ARTS 6944 SEMINAR IN MUSEOLOGY

Theoretical and practical study of the work, organization and operation of museums. Experience supervised by a university professor in a museum or similar institution.

3 credits

ARTS 6954 SEMINAR IN GALLERY ADMINISTRATION

Theoretical and practical study of the work, organization and operation of an art gallery. Experience supervised by a university professor in an art gallery or institution with similar functions.

3 credits

ARTS 6964 SEMINAR: PRACTICE, THEORY, AND CRITIQUE OF ART

Study and analysis of the theories, trends and critiques of art with emphasis on contemporary works in Puerto Rico and abroad. Identification and analysis of controversial aspects of production and the role of an artistic critic.

3 credits

ARTS 6971 CONCEPT AND THEME IN THE PLASTIC ARTS PROPOSAL

Evaluation of the conceptual aspects of plastic work with emphasis on one's own artistic work. Includes visual planning, the image and forms.

1 credit

ARTS 6972 DOCUMENTATION AND RESEARCH IN THE PLASTIC ARTS PROPOSAL

Assessment of techniques and procedures of thematic research for the strengthening of the conceptual aspects in one's own work. Prerequisite: ARTS 6971.

1 credit

ARTS 6973 SPECIAL PROBLEMS III

Analysis of the historical, ethical and philosophical background influencing new artistic trends. Readings, discussions and examination of contemporary art issues.

3 credits

ARTS 6974 CONCEPT AND COMPOSITION IN THE ARTISTIC PROPOSAL

Consideration of the artistic concept in its dimension of the verbal and written language. Includes the accomplishment and presentation of works directed to integrate the skills developed in the seminars of the concept and research. Prerequisite: ARTS 6972.

1 credit

ARTS 6995 CREATIVE PROJECT

Work, discussion and realization of a creative project as a substitution for the written thesis. This course will conclude with the presentation of an exhibition of the art pieces in the gallery of the University or in another suitable public area. Prerequisites: Permission of the advisor and the completion of the specialty requirements. Grade: P/NP.

6 credits

ARTS 6996 CREATIVE PROJECT I

Development of a proposal of a Creative Project of your artistic work. Requires authorization of the adviser and having completed the foundations and specialty requirements. Grade: P/NP.

3 credits

ARTS 6997 CREATIVE PROJECT II_

Presentation of an exhibition of the work in a selected scenario. Requires authorization of the adviser and having completed the foundations requirements in plastic arts and the specialty. This course does not allow the grade of incomplete. Prerequisite: ARTS 6996_. Grade: P/NP.

3 credits

Courses in Gerontology (GERO)

GERO 5010 EPIDEMIOLOGY

Discussion of the basic principles of epidemiology. Description of epidemiological methods and their application with emphasis on the study of the elderly person.

3 credits

GERO 5020 BIOSTATISTICS

Application of descriptive and inferential statistics in the interpretation of data related to the population of elderly people. Use of statistical methods in the research process.

3 credits

GERO 5110 PRINCIPLES AND FUNDAMENTALS OF GERONTOLOGY

Synthesis of the concepts that are applied in the practice of gerontology. Conceptualization of the aging process from a holistic and integral perspective. Integration of ethical, legal and cultural aspects.

3 credits

GERO 5120 THEORETICAL MODELS IN GERONTOLOGY

Contrast of theories and models used in the study of gerontology. Emphasis on the relationship between the biological, social and emotional processes of aging from a theoretical perspective; as well as its effect on life expectancy. Concurrent with GERO 5110.

3 credits

GERO 6120 PHYSIOLOGICAL ASPECTS

Analysis of the physical changes of the elderly population. Examination of the principles that govern the aging process, the effect of the process on organs, tissues and the functional repercussions on the aged person. Requisite: GERO 5110 and 5120. Concurrent with GERO 6130.

3 credits

GERO 6130 ENVIRONMENT AND ADVANCED AGE

Analysis of the effect of the structured environment, stratification by age and socializing events in the elderly person. Evaluation of the effect of the family during this stage, housing modalities and adapted recreation. Other aspects are included such as the process of detachment, the affection of family losses, illness, agony and death.

3 credits

GERO 6140 ESTIMATED IN ADVANCED AGE PEOPLE

Analysis of the physiological alterations and the most common health disorders during old age. It includes the psychosocial aspect and the nutritional one. Discussion of the interaction between drugs and the necessary fundamental care. Effects of lifestyles during old age. Discussion of the effect of disease prevention, the promotion of health, the restoration of basic functions and their consequence in postponing a state of greater vulnerability. Requisite: GERO 6120.

3 credits

GERO 6210 METHODOLOGY OF RESEARCH IN GERONTOLOGY

Application of the research process in gerontology. Examination of the concepts of samples, measurements, reliability, validity, data collection, descriptive and inferential statistics. Identification of the designs and research methodology. Drafting of research proposal related to the area of gerontology. Requisite: GERO 5020.

3 credits

GERO 6220 ADMINISTRATION IN GERONTOLOGY

Analysis of the aspects related to the administration in gerontology. Discussion of the theories, methods and techniques related to the administrative function in gerontology. It includes the consideration of economic, domestic and multidisciplinary contexts.

3 credits

GERO 6230 MODELS OF ATTENTION IN GERONTOLOGY

Discussion of current public policy and global trends in care models for the elderly population. Analysis of the implementation of programs that promote the development and access to services for the elderly. Emphasis on the creation of care models that contribute to the integration of resources and services. Requisites: GERO 6120, 6130 and 6140.

3 credits

GERO 6970 INTEGRATING SEMINAR

Integration of the knowledge acquired through the courses. Emphasis on the analysis of cases and research on current issues related to the field of study. Rating: P or NP. Requisites: all previous courses.

3 credits

GERO 6910 PRACTICE IN GERONTOLOGY

Practice experience in gerontology scenarios where a service project for elderly people will be developed. It is required to complete 135 hours of practice per semester. Concurrent with GERO 6970.

3 credits

Courses in Global Logistics (GLLO)

GLLO 6100 INTRODUCTION TO GLOBAL LOGISTICS

Analysis of the fundamental principles of logistics, transportation and distribution in the global economy environment. Comparison between the local and regional business value chains, and the value chains of international and globalized companies. Description of the functions of the different components of a value chain in an environment within globalized logistics. Assessment of global logistics as a strategy of sustained competitiveness.

3 credits

GLLO 6200 TECHNOLOGY FOR GLOBAL LOGISTICS

Application of the fundamental technological principles as support for the processes of logistics, transportation and distribution in the environment of the global economy. Comparison of the technological tools of the local and regional business value chains with those of the value chains of international and globalized companies. Evaluation of the functions of the different components of a value chain and how their administration may be optimized with the implementation of technological tools.

3 credits

GLLO 6300 SECURITY IN THE GLOBAL VALUE CHAIN

Study of the foundations of global logistic security. Analysis of the fundamental principles of security in the value chain related to: regulations, implementation models, technology and evaluation criteria. Comparison of the aspects of security of the local business value chains with those of the international and globalized companies.

3 credits

GLLO 6400 ADVANCED GLOBAL LOGISTICS

Study of advanced topics of global logistics. Emphasis on the application of metrics to logistic systems of transportation and distribution in the environment of the global economy. Analysis of the functions of the different components of a value chain in an environment globalized within globalized logistics.

3 credits

Courses in Government and Public Policy (GOVE)

GOVE 5010 POLITICAL THEORY AND PUBLIC ORGANIZATION

Examination of classic and modern authors of political theory and public organization. Evaluation of the concepts of authority, legitimacy, freedom, autonomy of the will, democracy, justice, right and dignity to frame government management at the intersection of society, the State, communities and individuals.

3 credits

GOVE 5020 PUBLIC ADMINISTRATION AND POLITICAL MANAGEMENT

Analysis of the development of public administration and its impact on political processes. Identification of the most relevant challenges facing public management.

3 credits

GOVE 5030 ANALYSIS OF PUBLIC POLICY

Analysis of public policies in the field of social organization. Discussion of the rational instruments for the evaluation of said policies from a procedural perspective.

3 credits

GOVE 5040 PRINCIPLES OF ADMINISTRATIVE LAW

Examination of the constitutional foundations of the checks and balances of the separation of powers. Evaluation of the concepts that constitute the normative hierarchy in the following order: construction, law, regulation and ordinance. Analysis of the elements that make administrative law possible, judicial adjudication and law creation.

3 credits

GOVE 5060 ETHICS AND PUBLIC INTEGRITY

Analysis of the elements that frame governmental ethics. Evaluation of legal instruments that make possible the control of unethical behavior. Description of the laws and regulations that apply to public officials, private persons and businesses. Discussion of case studies and situations related to the defense of governmental ethics.

3 credits

GOVE 6010 GOVERNMENT AND GOVERNANCE SYSTEM

Study of the dynamics of government systems and the capacity to produce social development. Emphasis on the model of democratic governance in terms of its form and its application in governance.

3 credits

GOVE 6030 DECENTRALIZATION, AUTONOMY AND LOCAL DEVELOPMENT

Review of the performance and structure of the municipal government. Analysis of its components and their relationship with citizens, the central government, and its implications for local development.

3 credits

GOVE 6990 RESEARCH PROJECT

Analysis and application of instruments and techniques to evaluate, investigate, integrate and promote innovation and change in the organizational and institutional environment. Requires submission of a research project that studies and analyzes specific problems in the public sphere. Grading: P/NP/PP.

3 credits

Courses in Health and Physical Education (HPER)

HPER 5000 SELECTED BIBLIOGRAPHY IN PHYSICAL EDUCATION

Analysis of fundamental topics in the physical education field using current techniques and research methods. Learning experiences in the traditional classroom and the virtual learning modalities are integrated. Requires the development of a research project or topic related to the sub specialization area.

3 credits

HPER 5010 PHILOSOPHY OF PHYSICAL EDUCATION

Philosophies of physical education through various ages. Modern philosophies of physical education in implementing Puerto Rico's philosophy of education. Prerequisite for all other graduate courses in health and physical education.

3 credits

HPER 5020 PROBLEMS AND ISSUES IN PHYSICAL EDUCATION

Study of the problems and issues that physical education faces today: facilities, equipment, professional preparation, philosophy, objectives, budget and supervision. Identification and discussion of controversial issues. Prerequisite: HPER 5010.

3 credits

HPER 5030 CONSTRUCTION AND MAINTENANCE OF PHYSICAL EDUCATION FACILITIES

Principles, design, planning; and construction of physical education and recreational facilities with emphasis on tropical areas, both indoor and out. Maintenance problems identified and discussed. Prerequisite: HPER 5010.

3 credits

HPER 5040 CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION

Integration of the principles and practices in the development of curriculum in physical education at all levels. Analysis of applicable approaches, models and designs of curricular development in physical education.

3 credits

HPER 5050 EVALUATION, ASSESSMENT AND MEASUREMENT IN PHYSICAL EDUCATION

Application of the concepts and techniques of evaluation, assessment and measurement in physical education. Analysis of the processes of planning, preparation, administration, correction and interpretation of evaluation instruments in relation to the goals and objectives of the physical education program. Use of statistical measurements in the interpretation of results. Includes practical experience and time in computer laboratories.

3 credits

HPER 5070 MODELS AND STYLES OF TEACHING PHYSICAL EDUCATION

Discussion of approaches in the creation of learning environments appropriate for students and the educational objectives. Analysis of the fundamental principles of teaching styles applied to the physical education discipline. Includes experimentation with the styles.

3 credits

HPER 5300 SPORTS PSYCHOLOGY

Analysis of emotional and psychological problems related to physical activity and sports. Discussion of research related to motivation, attitudes and emotional problems that form part of sports performance. Application of intervention strategies and technological modalities to modify behavior.

3 credits

HPER 6010 SUPERVISION IN PHYSICAL EDUCATION

Analysis of models, systems, modalities, approaches and instrumentation for the development of supervision in the educational environment. Implementation of supervision styles in a cycle of support visits to teachers. Integration of technology in the supervision processes.

3 credits

HPER 6020 RECREATION IN PUERTO RICO

History, principles, objectives, programs, leadership facilities and equipment, finances and evaluation of public and private recreation in Puerto Rico. The future of recreation. Prerequisite: HPER 5010.

3 credits

HPER 6030 PREVENTION AND REHABILITATION OF ATHLETIC INJURIES

Analysis of the fundamental principles for the prevention, treatment and rehabilitation of muscular skeletal injuries associated with the practice of physical activity, exercise and sports. Emphasis on the epidemiology of the injuries and pathophysiology, types of injuries of the trunk and the upper and lower extremities. Discussion of the basic concepts in the rehabilitation of injuries, including the role of physical therapy and athletic training in this process. Requires passing training in Cardiovascular Resuscitation.

3 credits

HPER 6040 SOCIOLOGY OF PHYSICAL ACTIVITY AND SPORTS

Sports and physical activity as a social institution and how this affects the dynamics of other social institutions. Prerequisite: HPER 5010.

3 credits

HPER 6070 ADAPTED PHYSICAL EDUCATION

Adaptations of physical education with emphasis on individualized perceptual motor skills. Organization and management of physical education and recreational programs for mentally and/or physically handicapped individuals. Prerequisite: HPER 5010.

3 credits

HPER 6100 TRAINING THEORY AND METHODOLOGY

Application of advanced principles of training to improve the athlete's performance. Discussion of biomedical, psychological, social, nutritional and physical aspects of the trained person. Includes development of force, flexibility, speed and other physical aspects. Analysis of factors for technical preparation and other aspects of individual and team training that benefit the future trainer.

3 credits

HPER 6110 PHYSIOLOGY OF EXERCISE

Consideration of the effect of physical activity, sports and vigorous exercise on the functions of the human body. Critical analysis of the results of scientific research in the responses and adaptations of bioenergetics, neuromuscular, pulmonary, circulatory and endocrine functions as a result of physical activity, exercise and sports training. Discussion of the different variables that affect physical and sports performance. Includes practical experience.

3 credits

HPER 6220 ANATOMY AND KINESIOLOGY

Study of muscles, tendons, ligaments and bones and their function in human movement. Includes the biomechanical aspects of movement. Includes practical experience. Prerequisite: HPER 5010.

3 credits

HPER 6330 PREVENTION AND REHABILITATION OF CARDIOVASCULAR PROBLEMS

Instruments and methods necessary for detecting cardiac abnormalities through the use of the electrocardiogram (EKG) and other laboratory equipment. Prescription of the appropriate amount of exercise in rehabilitation programs. Includes practical experience. Prerequisite: HPER 5010.

3 credits

HPER 6440 MOTOR LEARNING AND CONTROL

Analysis of the phenomenon of human movement in the scenario of physical activity and the areas that include motor conduct. Discussion of the different theoretical perspectives explaining learning and motor performance. Application of instruments, techniques and strategies to maximize motor learning.

3 credits

HPER 6550 HEALTH, NUTRITION AND PHYSICAL WELL-BEING

Preventive techniques for the most common health problems. Includes procedures, nutritional evaluation, special diets and prescription of exercise. Practical experience in the design and application of sports medicine programs. Prerequisite: HPER 5010.

3 credits

HPER 6660 BIOMECHANICS

Skills in handling laboratory instruments used in the mechanical analysis of human movement, especially in the area of physical education and sports. Application of physical laws and mathematical principles to interpret displacement, speed and direction. Computer use for cinematographic analysis. Includes laboratory experience. Prerequisites: HPER 5010, 6220.

3 credits

HPER 6910 PRACTICUM

Practical experience under the supervision of a faculty member. In this practice, students will develop competencies related to their specialization. Students may be assigned to education or commercial institutions, clinics, laboratories or agencies that offer services related to physical education and related fields.

3 credits

HPER 6970, 6973 SEMINAR

Students are to assist coordinators of physical education or recreation leaders in various municipalities. This assistantship serves as laboratory experience in observing and evaluating the various phases of the Program. Observations and evaluations to be discussed during the Seminar.

1. Students are assigned to visit recreational resources in various parts of the Island and required to explore areas that could be developed for recreational purposes and to study present recreational facilities that could be improved and expanded.
2. Students may select a research project in an area of individual need and interest. The project may be related to a problem or a situation observed during their visits to schools or recreation areas.
3. Students who have not had any experience in teaching or recreation leadership are required to spend from one-third to one-half of their time in each course in teaching or working as recreation leaders and the rest of the time in assisting in various programs such as intramural, interscholastic competition, field trip and summer camps. Prerequisite: HPER 5010.

3 credits per course

Courses in History (HIST)

HIST 5000 HISTORY OF THE ABORIGINAL CULTURES OF THE AMERICAS

Historical study of the human presence in the Americas. This course will cover the different ethnic groups, their adaptation to the environment, social organization, material culture, geographic distribution and outside influences from the humanistic viewpoint using available documentation for reference.

3 credits

HIST 5005 HISTORY OF PUERTO RICO 1800 - 1898

Study of the changes that occurred in the politics, economy, and society of 19th century Puerto Rico. This course will study the main events that brought changes in the political, social and economic life of the island. Special attention will be given to the Passbook Law, the Royal Economic Society of Friends of the Nation, the Lares Rebellion, the abolition of slavery, and the rise of political parties.

3 credits

HIST 5010 INTERNATIONAL RELATIONS BETWEEN THE UNITED STATES AND PUERTO RICO, 19TH. - 21ST. CENTURIES

An analysis of the economic and political relations between the United States and Puerto Rico from the 19th century to the present. Special attention will be given to national and global commercial agreements.

3 credits

HIST 5015 COLONIAL INSTITUTIONS IN THE AMERICAS

Review of the colonial history of Hispanic America through its institutions. Analysis of the different governmental structures with emphasis on their antecedents, organization, functions, relations with other institutions and their posture within the general political scheme that prevailed in the Americas.

3 credits

HIST 5020 SLAVERY IN THE AMERICAS

A study of the causes and consequences of slavery in the Americas and the different living conditions slaves experienced. This course provides the opportunity to study and analyze the reasons and causes for slavery in the Americas. It will analyze the slave trade and the economic and spiritual aspects of the institution of slavery.

3 credits

HIST 6000 COLONIZATION, SOCIETY AND CULTURE OF THE SPANISH ANTILLES 16TH – 18TH CENTURIES

Analysis of colonial life comparing Cuba, Hispaniola and Puerto Rico from the beginning of Spanish colonization. The study will be placed in the context of the political, administrative, and institutional organization of the Spanish Empire. This course examines, from a critical point of view, the settlement and distribution of the Spanish territories in the 16th - 18th centuries. The study will focus on Puerto Rico but will make comparisons with the other Antilles.

3 credits

HIST 6005 PUERTO RICAN HISTORIOGRAPHY

Analysis of the development of Puerto Rican historical writing from 1508 to the present. The course will be divided into two parts: 1) writers of chronicles and 2) historians.

3 credits

HIST 6010 METHODOLOGIES FOR HISTORICAL RESEARCH

Study of methods in developing a research project in history. Discussion of specifics in how to carry out research.

3 credits

HIST 6020 HISTORIOGRAPHY OF THE AMERICAS

Critical analysis of historical writings of the Americas from the 15th century to the present. Both chroniclers and historians will be studied.

3 credits

HIST 6904 ANALYSIS AND DEVELOPMENT OF HISTORICAL THOUGHT I

Study of the most outstanding problems of history from antiquity to the Middle Ages. Emphasis on the development of methods, techniques and approaches used by historians, as well as the relation of these processes to the formation of historical thought. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of History.

3 credits

HIST 6905 ANALYSIS AND DEVELOPMENT OF HISTORICAL THOUGHT II

Study of the most outstanding problems of history from the Middle Ages to the present. Emphasis on the development of methods, techniques and approaches used by historians, as well as the relation of these processes to the formation of historical thought. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of History.

3 credits

HIST 6906 HISTORICAL CONTEXT OF THE WESTERN WORLD

Analysis and interpretation of historical development of the Western World through the study of different historiographical sources. Emphasis on the most significant institutions, movements and trends of a social, political, economic and cultural nature that have contributed to the evolution of the present day world. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of History.

3 credits

HIST 6907 HISTORICAL CONTEXT OF CONTEMPORARY PUERTO RICO

Analysis and interpretation of the historical development of contemporary Puerto Rico. Emphasis on the most significant economic and social problems within the framework of the political context of the twentieth century. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of History.

3 credits

HIST 6908 HISTORICAL CONTEXT OF THE UNITED STATES

Analysis and interpretation s of economic, social, political and cultural development of the United States through the study of historical document and historiographic sources. Emphasis on the impact of the United States as a great power in its relation with the rest of the world. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of History.

3 credits

HIST 6909 HISTORICAL CONTEXT OF LATIN AMERICA

Comparative analysis of the historical processes in the different Latin America countries, including Brazil. Study of the construction and development of the Latin American nations since the wars of independence to the present. Emphasis on the unity, diversity and development of Latin American societies. Course designed for students in the Master of Education in Curriculum and Teaching of History.

3 credits

HIST 6980 THESIS PROPOSAL

Discussion of the theory, historiography and method related to the topic and problem of the research study. Elaboration and writing of the thesis proposal. Prerequisites: Have approved 21 credits of the Program, including courses HIST 6005 and HIST 6020. Grade: P/NP.

3 credits

HIST 6990 THESIS

Design, planning and development of a research project related to the history of the Americas. A variety of methodologies in historical research will be used. The student may register as many times as necessary in this course to complete the thesis. Prerequisite: permission of the department chairman or the academic advisor. Grade: P/NP.

3 credits

HIST 7000 POPULAR CULTURE AND NATIONALISM IN LATIN AMERICA

This course examines race, class and ethnicity in Latin America and how they have significantly influenced national identity, with emphasis on Brazil, Cuba and Peru. Analysis on the cultural contributions of these countries to the rest of the Americas in music, the arts and literature.

3 credits

HIST 7005 ISLAMIC SOCIETIES IN THE AMERICAS DURING THE 20TH CENTURY

Analysis of the religious aspects, ethnic relations, the development of social institutions and the relations between government and religion. Review of the contributions of societies, ethnic groups, social classes, political systems, the government and religious beliefs have influenced the history of the Americas.

3 credits

HIST 7010 RUSSIA AND THE AMERICAS

Analysis of the influence of Russia and the Soviet Union in the Americas from the beginning of the contemporary epoch to the present. Historical review of political, ideological, economic and military manifestations that typify the projection of the international power of the Russian-Soviet state.

3 credits

HIST 7015 THE UNITED STATES IN LATIN AMERICA: 20TH CENTURY

Critical analysis of the foreign policy of the United States and its relation with the Latin American region.

3 credits

HIST 7020 TOPICS IN HISTORY OF THE AMERICAS I

Historical review from the native cultures to the conclusion of the different processes of independence. Analysis from the most recent historiography on historical topics of the Americas of that period.

3 credits

HIST 7021 TOPICS IN HISTORY OF THE AMERICAS III

Historical study of topics of the Americas from the native cultures to the conclusion of the different processes of independence. Emphasis on century XVII.

3 credits

HIST 7022 TOPICS IN HISTORY OF THE AMERICAS IV

Historical study of topics of the Americas from the native cultures to the conclusion of the different processes of independence. Emphasis on century XVIII.

3 credits

HIST 7030 TOPICS IN HISTORY OF THE AMERICAS II

Historical review from the conclusion of the different processes of independence to the present. Analysis from the most recent historiography on the historical topics of the Americas of that period.

3 credits

HIST 7031 TOPICS IN HISTORY OF THE AMERICAS V

Historical study of topics of the Americas from the conclusion of the different processes of independence to the present. Emphasis on century XIX.

3 credits

HIST 7032 TOPICS IN HISTORY OF THE AMERICAS VI

Historical study of topics of the Americas from the conclusion of the different processes of independence to the present. Emphasis on century XX.

3 credits

HIST 7040 TOPICS IN THE HISTORY OF PUERTO RICO I

Historical review from 1898 to the present. Analysis of the different approaches of the great historical topics of Puerto Rico during this period from the most recent historiography and through a compared methodology.

3 credits

HIST 7041 TOPICS IN THE HISTORY OF PUERTO RICO II

Study of topics of the history of Puerto Rico from 1898 to the present. Emphasis on the pre muñocista period.

3 credits

HIST 7042 TOPICS IN THE HISTORY OF PUERTO RICO III

Study of topics of the history of Puerto Rico from 1898 to the present. Emphasis on the muñocista era and the two-party period.

3 credits

HIST 8970 HISTORICAL RESEARCH METHODOLOGY

Application of research and writing skills needed to prepare a historical research project. The student will apply and integrate knowledge acquired from primary and secondary historical sources. Requires having completed 24 specialization credits.

3 credits

HIST 8980 THE DOCTORAL DISSERTATION PROPOSAL

Planning, design, preparation, development and defense of the dissertation research proposal in History and the historiography articles. Development of the study problem related to the dissertation proposal, identification of the topics and the secondary bibliography that will be analyzed to write up two historiography papers. The student will register as many times as necessary to complete both requirements. Prerequisite: HIST 8970. Grade: P/NP.

3 credits

HIST 8990 DISSERTATION

Preparation, presentation and defense of the doctoral dissertation. This course completes the work for the degree in Doctors in Philosophy in History. The student may register as many times as necessary for the completion of the dissertation. Prerequisite: HIST 8980. Grade: P/DP.

3 credits

Courses in Human Resources (HURS)

HURS 7000 HUMAN RESOURCES MANAGEMENT

Critical analysis of the principles and practices in recruitment, selection, development, compensation and effective use in human resources in modern business. Human resources planning in business. Study of management requirements, change in private and non-profit organizations.

3 credits

HURS 8010 COMPARATIVE ADMINISTRATION

Analysis of cultural norms and values in different periods, particularly in Latin America and the Caribbean. Evaluation of the implications of cultural differences in managerial decision making. Analysis of critical factors in the formulation of corporative strategy in different countries.

3 credits

HURS 8020 LABOR LEGISLATION

Critical examination of current and proposed legislation, including the federal and Puerto Rican labor laws.

3 credits

HURS 8040 INITIATION OF COOPERATION BETWEEN MANAGEMENT AND WORKERS

Review of theories, principles and concepts on which initiatives are established such as Quality Work Life (QWL), Quality Circles (QC), and the Employees Shared Ownership Policy (ESOP), among others, in union and non-union environments.

3 credits

HURS 8050 LABOR NEGOTIATIONS

Analysis of the function of the negotiator in labor disputes with labor relations system. Evaluation of bargaining agencies and negotiation in the public and private sector.

3 credits

HURS 8060 HIGH-TECHNOLOGY MANAGEMENT

Critical analysis of the existing tools to implement and use high technology to ensure high profit in long term investment, thus achieving a competitive advantage.

3 credits

HURS 8070 HUMAN RESOURCES PLANNING, RECRUITMENT AND SELECTION

Analysis of the concepts and techniques of human resources planning, recruitment and selection. Review of the scientific, legal and administrative aspects related to planning, recruitment and selection of human resources according to the organization's needs.

3 credits

HURS 8075 COMPENSATION ADMINISTRATION

Critical analysis of the managerial aspects of motivation and compensation principles. Comparison of the practices to administer, operate, research and design an effective compensation program. Includes research of selected topics in compensation administration.

3 credits

HURS 8085 HUMAN RESOURCES DEVELOPMENT

Critical analysis of the human resource development processes identified in theory, research, and the learning experiences of employees, as developed by the organization.

3 credits

HURS 8090 MANAGEMENT OF CHANGE

Analysis of the requirements for generating and administering change in organizations. Development of research on subjects related to change management. Critical analysis of the theory of decisions and strategies in a global environment that is in continuous change.

3 credits

HURS 8100 DISCRIMINATION IN EMPLOYMENT

Analysis of Title VII of the Federal Civil Rights Law as well as other similar local and federal statutes related to employment discrimination. Study of the theories of discrimination and the available procedures and remedies under said laws. Examination of the principles of legal interpretation and research methods in the area. Includes research of topics related to discrimination in employment.

3 credits

HURS 8946 SEMINAR OF SPECIAL TOPICS IN HUMAN RESOURCES

Review of the current problems related to the field of human resources and the management of problems confronted on a daily basis by company management.

3 credits

Courses in Information Security (INSE)

INSE 5101 FUNDAMENTALS OF SECURITY IN NETWORKS I

Review of practices for the detection and prevention of intrusions from the outside-inside of an information system. Description of the last generation techniques and tools used to diminish the vulnerability of information systems. Requires additional time in a virtual laboratory.

3 credits

INSE 5102 FUNDAMENTALS OF SECURITY IN NETWORKS II

Analysis of the vulnerability of digital electronic systems and the security measures and standards. Development of efficient and proactive defense structures. Requires additional time in a virtual laboratory. Prerequisite: INSE 5101.

3 credits

INSE 5140 SECURITY IN E-COMMERCE

Analysis of the authentication, authorization and verification of violations (impossibility of negation) of users in e-commerce. Review of the attacks of hackers in systems with different safety measures. Classification of commercial transactions and their security aspects, such as the legal and social aspects that apply to e-commerce.

3 credits

INSE 5201 FORENSIC INFORMATICS I

General review and application of the tools and the necessary bases in the world of Forensic Science Informatics. Discussion and research of cybernetic crimes. Identification of the possible failures of security, their origin and the evidence of vulnerability at the security levels. Requires additional time in a virtual laboratory.

3 credits

INSE 5202 FORENSIC INFORMATICS II

Review of evidences of attacks to the Web. Analysis of emails, of movable devices and the strategies for the handling and presentation of evidence. Evaluation of the legal aspects and the future trends of Forensic Science Informatics. Requires additional time in a virtual laboratory. Prerequisite: INSE 5201.

3 credits

INSE 5400 SECURITY IN NETWORKS OF VOICE ON INTERNET (VOIP)

Analysis of the foundations related to the use of the Internet Protocol (IP) for making voice calls, emails, instantaneous messages and Web pages through computers or cellular telephones. Review of the technologies that make up VoIP, which transmits voice and other multimedia data through the Web. Evaluations of the threats, the risks and the security of the VoIP technologies. Requires additional time in a virtual laboratory.

3 credits

INSE 5600 SECURITY IN DATABASES

Analysis of measures and levels of security applied to the relational databases in client/server environments, as well as privacy rights. Evaluation of the different types of vulnerability, the risks and the safety measures in data bases. Prerequisite: INSE 5101.

3 credits

INSE 6100 PRACTICES FOR THE DETECTION AND PREVENTION OF INTRUSIONS

Detection and analysis of intrusions to an information system, from the point of view of a hacker. Design and implementation of a prevention plan to avoid future intrusions. Configuration of a System of Detection Intrusion (SDI). Recovery and documentation of a system affected by intrusions. Requires additional time in a virtual laboratory. Prerequisites: INSE 5101, 5201.

3 credits

INSE 6120 RISK ANALYSIS

Analysis of risk and the planning of policies related to security in networks. Review of different levels of risk of the quality of the systems, and the quantitative and qualitative analysis that measure their risk. Evaluation of plans of contingency in the attacks or situations that breach or alter the security of the networks or the systems. Includes cybernetic crimes, their forensic research and their relation with hackers. Prerequisite: INSE 5101.

3 credits

INSE 6130 RESEARCH METHODOLOGY

Analysis of different methodologies of quantitative and qualitative research. Includes the review of the fundamental concepts of research applied to the systems security market.

3 credits

INSE 6200 AUDITING OF INFORMATION SYSTEMS

Evaluation of auditing systems processes that include situations of disaster and their recovery. Identification and correction of the diverse vulnerabilities that could appear in an exhaustive investigation of communications network, workstations or servers. Prerequisites: INSE 5102, 5202.

3 credits

INSE 6400 SPECIAL TOPICS IN SECURITY

Discussion of topics related to the field of information security in diverse scenarios. Prerequisites: INSE 5202, 6100.

3 credits

INSE 6980 DEVELOPMENT OF A SECURITY PROJECT

Development of a strategic security plan for the analysis of vulnerable situations in a company's network. Elaboration of a practical or theoretical project. Previous authorization of the professor and the Coordinator of the Program is required. Prerequisites: INSE 5102, 5202, 6100, 6120 and INSE 6130. Grade: P/NP.

3 credits

Courses in International Business (INBS)

INBS 5000 INTERCULTURAL NEGOTIATION AND COMMUNICATION IN INTERNATIONAL BUSINESS

Analysis of the importance of communication in the different cultures and its influence in business relations; the development and application of communication strategies in international and multicultural business relations; the study of the implications of these international business relations.

3 credits

INBS 5005 PROFESSIONAL WORKSHOP

Development of research competencies for the study of the international businesses. Analysis of the international sociocultural implications that affect this discipline. Grade P/NP.

2 credits

INBS 5020 INTERNATIONAL MACROECONOMICS

Review of the essential elements of the macroeconomic theoretical frame that explain the determinants of the international movements of capital, imbalances in commercial exchange and the nominal and real exchange rates. Discussion of the stable economic policy from a global perspective and its controversies.

3 credits

INBS 6000 INTERNATIONAL BUSINESS MANAGEMENT

Ample study and exploration of problems and essential elements in the development and management of international business. Overview of the activities that take place in a globalized, dynamic, complex, and highly competitive environment.

3 credits

INBS 6010 INTERNATIONAL BUSINESS LAW

Basic legal aspects of international business and finance. The laws and regulations that rule the functions and operation of business at an international level.

3 credits

INBS 6020 INTERNATIONAL ECONOMIC POLICY

Evaluation of the economic policies originating in international institutions, which affect national economies. Analysis of aspects, such as international commerce and exchange and their impact on economic growth and strategies for competitiveness. Includes the analysis of decisions and strategies related to a globalized environment and one of constant change.

3 credits

INBS 6070 GLOBALIZATION: FOUNDATIONS OF CONTEMPORARY INTERNATIONAL BUSINESS RELATIONS

Evaluation of the development of globalization in an interdisciplinary context. Critical analysis of the consequences of contemporary globalization.

3 credits

INBS 6080 INTERNATIONAL RELATIONS AND CONTEMPORARY AFFAIRS OF ECONOMY AND INTERNATIONAL BUSINESS

Analysis of the classic and contemporary arguments of the Theory of International Relations. Discussion of international policies and their effects on international commerce.

3 credits

INBS 6090 INTERNATIONAL ORGANIZATIONS AND INTERNATIONAL CIVIL SOCIETY: THEIR INFLUENCE IN INTERNATIONAL RELATIONS AND BUSINESS

Analysis of the historical development, the importance and influence of the different types of non-state actors in the interaction of international relations. Review of the influence of civil society in international relations, its effects and interaction in international business.

3 credits

INBS 6210 RESEARCH METHODOLOGY IN INTERNATIONAL BUSINESS

Development of research projects with emphasis on the applicable methodologies in the context of the international business. Prerequisite: Have completed 36 credits of the specialization with a minimum average of 3.00.

3 credits

INBS 6310 INTERNATIONAL HUMANITARIAN ACTIONS: PHILANTHROPY AND BUSINESS OPPORTUNITIES

Review of the role of humanitarian affairs in international policy from the perspective outlined by the United Nations Organization (UN) for the post-9/11 world. Evaluation of ethical matters: contemporary philanthropy and the benefits for "business opportunities". Critical analysis of the intrinsic problems of the diverse actors implied in humanitarian aid.

3 credits

INBS 6905 INTERNATIONAL INTERNSHIP

Educational experience abroad in areas related to international business. To enroll in this course, students must have the approval of the Director of the Campus Department. Grade P/NP.

3 credits

INBS 6910 PROFESSIONAL PRACTICE

Integrated professional experience in work scenarios in companies with an international emphasis. This will be carried out under the supervision of a faculty member and will consist of a minimum of eight (8) hours weekly for a minimum of 135 hours per academic term. Prerequisite: Have completed a minimum of 36 credits, of which 24 must be in the specialization with a minimum academic grade point index of 3.0. Grade: P/NP.

3 credits

INBS 6970 SEMINAR: BUSINESS ENVIRONMENT AND ADMINISTRATIVE PRACTICES OF THE CARIBBEAN AND LATIN AMERICA

Analysis of the most significant geographical, political, and economical aspects of the Caribbean and Latin American regions and their application to pertinent administrative functions. Study of the current international treaties.

3 credits

INBS 6990 CONSULTING/RESEARCH PROJECT

Development of a research or consulting project on international business and other topics related to the study program. Prerequisite: INBS 6210. Grade P/NP.

3 credits

Courses in International Business Administration (IBAD)

IBAD 5100 RESEARCH IN THE INTERNATIONAL ENVIRONMENT

Discussion of research designs for the solution of business problems in the international field. Differentiation of methodologies and types of statistical and qualitative analysis of information. Description of writing style guides in research and publication in academic and professional sources. Integration of international ethical and legal principles that govern the investigation.

3 credits

IBAD 5210 INTERNATIONAL INFORMATION SYSTEMS

Explanation of the role of information systems in companies with international presence. Discussion of the elements of research, decision-making and maintenance of information systems. Analysis of current trends in the use of systems and in on-line businesses with an emphasis on ethical, legal and security principles.

3 credits

IBAD 5220 INTERNATIONAL BUSINESS MARKETING

Analysis of the cultural environment that affects marketing and international distribution. Evaluation of growth opportunities in markets and emerging countries. Development of strategies that encourage entry and permanence in the markets.

3 credits

IBAD 5340 MANAGERIAL ECONOMICS IN INTERNATIONAL BUSINESSES ENVIRONMENT

Discussion of the macroeconomic principles essential for the development of businesses and companies in the international arena. Study of business trends from the perspective of theories, economic and socio-cultural diversity. Exploration of globalization from the social, economic, political, legal and ethical aspects.

3 credits

SEMI 697_ MIBA INTEGRATING SEMINAR

Analysis of contemporary trends in international business administration by area of the student's specialty. Application of the theoretical and practical concepts of the profession through the development of a research project supervised by a teacher of the discipline. Defense of the investigative project by means of an oral and written presentation. Requirements: Having approved all specialty courses and authorization from the department's director. Grade: P/NP.

3 credits

Courses in Interregional and International Business (INBU)

INBU 7100 INTERNATIONAL AND GLOBAL BUSINESSES POLICY AND STRATEGY

Formulation of the company's policy and strategy in an international context. Simulations of intercultural negotiations. Includes the development of an international strategy for a local company.

3 credits

INBU 7120 GLOBAL MARKETING

Analysis of marketing and the global and international implications with emphasis on Latin American and Caribbean companies. Review of marketing theory and practice across national and global borders, marketing and marketing research within different foreign environments. Analysis of the external and internal variables in the international environment and the development of marketing strategies by international companies.

3 credits

INBU 7130 MULTINATIONAL AND GLOBAL MANAGEMENT AND STRATEGY

Formulation of multinational companies' strategies and policy. Critical analysis of strategic managerial alternatives within the global context of business operations in a political, economic and cultural environment. Simulation of intercultural negotiations. Includes the development of international strategy for local companies.

3 credits

INBU 7140 COMMUNICATION AND INTERCULTURAL NEGOTIATION IN INTERNATIONAL BUSINESS

Analysis of the impact of communication on different cultures for commercial purposes. Application of communication skills in multicultural commercial scenarios. Comparison of the implications of intercultural negotiations in domestic and international multicultural companies.

3 credits

INBU 8170 INTERNATIONAL FINANCE

Analysis of the international financial environment. Review of financial risk inherent to international businesses. Description of problems when implementing corporate financial principles in other countries and of the financial aspects of the relationship between main and subsidiary company.

3 credits

INBU 8210 THEORY OF INTERNATIONAL BUSINESS

Critical analysis of the classical and modern theories of international business and the implications of business policies derived from the different theories. Consideration of the importance of international business for developing countries and the development of competitiveness strategies. Review of monetary aspects of international commerce, such as the problems and policies of adjustments in the balance of payments.

3 credits

INBU 8946 SEMINAR OF SPECIAL TOPICS IN INTERREGIONAL OR INTERNATIONAL BUSINESS

Review of current problems related with interregional and international business and with the handling of problems confronted daily by company management.

3 credits

Courses in Labor Relations (LARE)

LARE 5001 RESEARCH METHODS IN LABOR RELATIONS

Analysis and application of research methods and techniques in the field of labor relations. Application of the scientific method in labor problem solving. Review of the quantitative and qualitative methodologies.
3 credits

LARE 5010 LABOR RELATIONS AND COLLECTIVE BARGAINING LEGISLATION

Analysis of theories about syndication and collective negotiation in the organizational context. Application of the techniques used in the collective bargaining process and the administration of the collective agreement. Emphasis on compliance with the norms and legislation governing labor-management relations.
3 credits

LARE 5200 LABOR STATISTICS

Application of sampling techniques and the fundamental concepts of descriptive and inferential statistics in the analysis of the factors affecting the development and trends of the labor markets in a global economy.
3 credits

LARE 5300 LABOR ECONOMY

Analysis of the economic problems of the labor market, the population and the labor force in a global economy. Review of the economic aspects of the development of human resources, compensation, income distribution, and related public policies. In addition, the economic effects of labor relations, collective bargaining and labor unions, on wages, employment, the cycle, and economic growth are evaluated.
3 credits

LARE 5400 LABOR LEGISLATION

Review of the local and federal labor laws regulating the labor relations in unionized companies. Emphasis on the constitutional rights of workers to organize themselves in unions of their selection. Evaluation of the mechanisms of the different labor forums that administer the labor laws of Puerto Rico.
3 credits

LARE 5410 HISTORY AND PHILOSOPHY OF LABOR MOVEMENTS

Current theories in labor relations and their principal institutions; history of labor movements in the United States, Puerto Rico and other countries; the development of labor organizations and their strategies over the years.
3 credits

LARE 5420 LABOR RELATIONS IN THE PUBLIC SECTOR

Review of the historical development of labor relations in the public sector. Analysis of the legislation of labor relations and its effect on groups protected by the constitution and its limitations. Evaluation of the situation of the municipalities, public corporations, the central government, and special agencies, within the general framework of labor relations in the United States and other countries.
3 credits

LARE 6300 PROTECTIVE WORK LEGISLATION

Review of the protective laws and social work security applicable in Puerto Rico. Analysis of the rights of exempt and nonexempt workers, the protective laws, and the constitutional rights that protect them. Evaluation of the laws that protect the rights related to employment conditions, such as: leaves, work hours, rest periods, dismissals and other fringe benefits.
3 credits

LARE 6410 COMPARATIVE LABOR RELATIONS

Review of the socioeconomic and legal frameworks regulating labor relations at the international level between several countries or geographic regions. Comparison of labor relations at the international level.

3 credits

LARE 6430 NEW ORGANIZATIONAL WORK PATTERNS

Review of the traditional and nontraditional alternatives for organizing work in private companies as well as in public ones, and their relation with the new personal values of the employees.

3 credits

LARE 6440 MEDIATION, CONCILIATION AND LABOR ARBITRATION

Analysis of the different resources and methods for solving conflicts, such as: mediation, conciliation and arbitration. Review of the historical trajectories, the similarities and differences of those resources and their application for conflict resolution. Evaluation of the jurisdiction of the administrative forums of the states as well as the federal ones, and their results in the solution of labor disputes.

3 credits

LARE 6450 JOB DISCRIMINATION

Analysis of legislation, the constitutional aspects and jurisprudence related to the prohibition of discrimination in work centers. Discussion of the aspects regarding the nature, importance and characteristics of protections against job discrimination in the public and deprived sectors. Review of the duties, obligations, practices, measures and rights of employers and employees in the prevention and attention given to situations related to job discrimination.

3 credits

LARE 6975 INTEGRATING SEMINAR IN LABOR RELATIONS

Evaluation of complex cases, situations and investigations for the integration of the knowledge that may permit the explanation and display of leadership skills in the labor scenario. Prerequisite: to have approved all the core courses and of the specialization. Grade: P/NP

3 credits

Courses in Leadership and Instruction in Online Education (EDUC and LIDE)

EDUC 7110 ONLINE TEACHING AND LEARNING

Criticism of the theories and conceptions of the teaching-learning process in virtual environments. Analysis of didactic models, methodologies, and evaluation techniques. The course requires participation in virtual meetings through the use of a telecommunication medium in an educational platform. This course is exclusive for the Doctorate in Education in Leadership and Instruction in Distance Education. However, with the authorization of the Ponce campus, it can be taken as an elective of another doctoral program in this academic unit.

3 credits

EDUC 7120 LEADERSHIP IN DISTANCE EDUCATION

Evaluation of the entrepreneur leader's ability to adapt to change as a result of the demands of the current era. Application of effective leadership strategies for innovation of the management and administration of distance education programs. Requires participation in virtual meetings through the use of a telecommunication medium in an educational platform.

3 credits

EDUC 8010 EVALUATION OF DISTANCE PROGRAMS

Evaluation of the administration of the distance education program. Application of the components of an evaluation model and its respective values for decision making. Requires participation in virtual meetings through the use of a telecommunication medium in an educational platform. This course is exclusive for the Doctorate in Education in Leadership and Instruction in Distance Education.

3 credits

EDUC 8020 INSTRUCTIONAL DESIGN OF VIRTUAL ENVIRONMENTS

Analysis of the theoretical foundations of the multi-faceted process of systematic planning of instruction. Evaluation of the adaptation of instructional design models for the creation of virtual learning environments. Requires participation in virtual meetings through the use of a telecommunication medium in an educational platform as means of telecommunication in an educational platform. This course is exclusive for the Doctorate in Education in Leadership and Instruction in Distance Education.

3 credits

LIDE 7010 DEVELOPMENT AND PLANNING OF THE ONLINE EDUCATION PROGRAM

Analysis of the organization, realization and administration of the online education program. Emphasis on the strategic and operational planning of programs. Proposal of strategies for the administration, evaluation and supervision for the management of online education. Requires the participation in virtual meetings by means of telecommunication in an educational platform.

3 credits

LIDE 7020 PEDAGOGICAL INTERACTION

Evaluation of the actions that produce motivation and the active/shared learning of the student. Analysis of the concept of pedagogical interaction based on a model that considers the synchronous communication as well as the asynchronous communication. Formulation of interaction techniques among all the parts: professor-student, student-student and student-content. Requires the participation in virtual meetings by means of telecommunication in an educational platform.

3 credits

LIDE 7030 INSTRUCTIONAL TECHNOLOGY IN ONLINE EDUCATION

Appreciation of the organization, actions and administration of the online educational program. Emphasis on the strategic and operational planning of the program. Propose strategies of administration, evaluation and supervision for the management of online education. Requires the participation in virtual encounters by means of telecommunication in an educational platform.

3 credits

LIDE 7040 VIRTUAL PLATFORMS AND LEARNING OBJECTS FOR ONLINE EDUCATION

Comparison of the learning objects as work model for the design and production of content. Application of the standards and requirements of the production process, for the design of learning objects. Use of the diverse platforms that make virtual education possible, considering their surroundings and context. Requires the participation in virtual encounters by means of telecommunication in an educational platform.
3 credits

LIDE 7050 RESEARCH METHODS

Analysis of qualitative and quantitative research methodology. Evaluation of the philosophical, theoretical, practical and ethical research aspects in the leadership and instruction specialization in distance education. This course requires participation in virtual meetings through the use of a telecommunication medium in an educational platform.
5 credits

LIDE 8055 CONSTRUCTION AND ANALYSIS OF INSTRUMENTS

Examination of the basic theories for the construction of evaluation instruments that will be used to evaluate distance programs. Evaluation of the analysis process and the validation of instruments. Requirements: LIDE 7050.
3 credits

LIDE 8901 DISSERTATION I

Writing the first three chapters of a research proposal in the leadership and instruction major in distance education. Defense and approval of the proposal before the Doctoral Dissertation Committee. Requirements: Approval of all core and specialization courses. Rating: P/DP/NP.
3 credits

LIDE 8902 DISSERTATION II

Review of the research proposal in the leadership and instruction major in distance education. The presentation of the proposal and the investigation instruments require approval of the Institutional Review Board (Institutional Review Board or IRB). Upon approval the administration of the instrument and the collection of the data will begin. This course includes dissertation and the approval of the final document by the Dissertation Committee. Rating: P/DP/NP.
3 credits

Courses in Library and Information Sciences (LISC)

LISC 5000 LIBRARY FUNDAMENTALS AND INFORMATION SCIENCES

Theoretical and philosophical backgrounds of Library Information Sciences. Purpose, function and services offered by each type of library and documentation and information centers in modern society, especially in the Puerto Rican society. The profession, its terminology, literature, associations and professional education.

3 credits

LISC 5180 COMPUTER APPLICATIONS IN THE LIBRARY

General view of the varied uses of the computer in different library functions. Study of the planning, evaluation and implementation of computerized library systems.

3 credits

LISC 5200 INFORMATION SERVICES AND DOCUMENTATION

Assessment, selection and use of bibliographic reference sources. Includes techniques and information search analyses and studies of reference policies and services. Also included are mechanized systems of documentation and information. Emphasis on the role of the library as an information center.

3 credits

LISC 5250 DOCUMENTATION AND DATABASE FOR THE HUMANITIES

Analysis and evaluation of manual and computerized documentation resources in the humanities. Study of the interaction process in computerized databases in the humanities. Includes supervised practice at the DIALOG service terminals for which an additional fee is charged. Prerequisite: LISC 5180.

1 credit

LISC 5260 DOCUMENTATION AND DATABASE FOR THE BEHAVIORAL SCIENCES

Analysis and evaluation of manual and computerized documentation resources in the Behavioral Sciences. Study of the interaction process in computerized databases in the field of the Behavioral Sciences. Includes supervised practice at DIALOG service terminals for which an additional fee is charged. Prerequisite: LISC 5180.

1 credit

LISC 5270 DOCUMENTATION AND DATA BASE FOR THE NATURAL SCIENCES

Analysis and evaluation of manual and computerized documentation resources in the natural sciences. Study of the interaction process in computerized databases in the natural sciences. Includes supervised practice at DIALOG service terminals for which an additional fee is charged. Prerequisite: LISC 5180.

1 credit

LISC 5300 CATALOGING AND BIBLIOGRAPHIC DESCRIPTIONS

Theory and practice in the techniques of bibliographic description of printed and non-printed materials. Emphasis on the uses of AACR2 (Anglo-American Cataloging Rules 2) and MARC (Machine Readable Cataloging). Analysis of the different types of catalog forms.

3 credits

LISC 5350 SUBJECT CLASSIFICATION AND INDEXING

Different methods used in classification by subject. Theory and methods of establishing subject headings. Principles and practices in indexing.

3 credits

LISC 5370 SPECIAL PROBLEMS IN DESCRIPTIVE CATALOGING

Analysis and development of cataloging technique and norms, and of the description of printed and non-printed materials. Emphasis on the cataloging of special collections such as musical scores, audiovisual materials, microforms, etc. Includes computerized cataloging procedures. Prerequisite: LISC 5350.

3 credits

LISC 5390 THE CONTROL AND HANDLING OF SERIAL PUBLICATIONS

General view of serial publications, their creation, format, handling and use; selection, content and bibliographic control; policies, administration and cooperative programs. Includes magazines, newspapers, yearbooks, society bulletins and serial publications of government agencies.

3 credits

LISC 5450 COLLECTION, ACQUISITION, DEVELOPMENT AND EVALUATION

Study and analysis of the different professional techniques and skills required for the evaluation, selection, acquisition and preservation of printed and non-printed educational resources.

3 credits

LISC 6150 ADMINISTRATION OF SCHOOL LIBRARIES

Detailed study of the school library and of the librarian's role in this environment. Includes and analyzes the educational trends, the role of the librarian in the teaching learning process and in promoting the use of the library.

3 credits

LISC 6160 PUBLIC LIBRARIES

Historical, legal, economic and administrative factors that affect the planning organization and development of public libraries and public library systems. Theoretical and practical concepts related to public libraries as informative, educational, recreational, cultural and social service institutions. Prerequisite: LISC 5000.

3 credits

LISC 6161 LIBRARIES AND SPECIALIZED INFORMATION CENTERS

Various types of libraries, systems of information and related specialized organizations; their historical development, their management, resources, functions and services, problems related to the operation of libraries and information centers that serve particular clients. Prerequisite: LISC 5000.

3 credits

LISC 6250 RESEARCH METHODS APPLIED TO LIBRARY AND INFORMATION SERVICES

Current situation of the library as an institution and of the Library Information Sciences as a discipline. Development of scientific research skills applied to the Library and Information Sciences.

3 credits

LISC 6350 EDUCATIONAL TECHNOLOGY: USE, PRODUCTION AND EVALUATION

General view of the field of educational technology. Emphasis on the evaluation, selection, acquisition and use of commercially produced materials and equipment. Introduction to the techniques of local production. Includes organization and management of non-printed material collections and examines their various forms.

3 credits

LISC 6460 DEVELOPMENT OF COLLECTIONS AND SERVICES FOR CHILDREN, YOUNG PEOPLE AND ADULTS

Historical background of universal children and young people's literature and the study of the sources and guidelines for its evaluation and selection. Analysis of the diversification of both printed and non-printed materials. Includes the principles of child, youth and adult psychology and their application to library services. Prerequisite: LISC 5450.

3 credits

LISC 6710 SERVICES IN ACADEMIC LIBRARIES AND DOCUMENTATION CENTERS

Trends, innovations, goals, policies and services of the academic library. Administrative theories and processes applied to the library and information and documentation service agencies. Includes administrative relations, coordination, personnel, finances, evaluation, planning, organization, decision-making and other problems.

3 credits

LISC 6750 BIBLIOGRAPHIC INSTRUCTION

Planning and development of programs for the use of library resources. Analysis of specific methodologies and the procedures for their appraisal. Includes the financing, promotion, maintenance and development of programs.

3 credits

LISC 6910 INTERNSHIP IN LIBRARIES

Supervised practice in a library. Students will develop competence and leadership through direct participation in public and technical services, orientation activities and seminars; and preparation of case reports, work plans and research. Admission to internship is requested in writing from the Program Director.

3 credits

Courses in Linguistics (LING)

LING 5200 NEW TRENDS IN LINGUISTICS

Analysis of the theoretical postulates and the work methodology of the main linguistic schools of Europe and the United States beginning with Ferdinand de Saussure.

3 credits

LING 5210 HISTORY OF THE SPANISH LANGUAGE

Historical and analytical study of the Spanish language from Latin to the present with emphasis on the most decisive stages of its development. Phonetic, morphological and lexical comparisons of Spanish with other Romance languages.

3 credits

LING 5240 ADVANCED GRAMMAR

Systematic study of the grammatical structures of the Spanish language in light of new linguistic trends and their application to the teaching of Spanish as the vernacular.

3 credits

LING 5250 LINGUISTICS APPLIED TO THE TEACHING OF SPANISH

Analysis of the theoretical frameworks of current linguistics and their application to the teaching of Spanish as the mother tongue. Discussion of the findings of recent research with special emphasis on studies on Puerto Rican Spanish.

3 credits

Courses in Marketing (MKTG)

MKTG 6410 INTEGRATED COMMUNICATION IN INTERNATIONAL MARKETING

Review of the different tools of the integrated advertisement and marketing blend, consumer satisfaction at the global level and improvement of the company's profits. Distinction between paid advertisements, non-paid publicity, personal sales, promotional sales, sponsorship, direct marketing, public relations and communication using Internet. Analysis of the development of advertisement activities with focus on international marketing using diverse tools.

3 credits

MKTG 6420 STRATEGIC PLANNING OF INTERNATIONAL MARKETING

Identification of the concepts and techniques for planning and selection of marketing strategies for multinational organizations. Application of the fundamentals of managerial marketing in the global environment. Discussion of the use and implementation of strategic planning to develop long-lasting competitive advantages at the local and international levels.

3 credits

MKTG 6430 CONSUMING BEHAVIOR AT THE INTERNATIONAL LEVEL

Review of the different theories explaining consuming behavior. Study of the cognitive bases and consumers' purchasing behavior, their preferences and decision-making processes. Review of the behavioral concepts as seen through the analysis of how the consumer at the international level acquires and uses information for decision making.

3 credits

MKTG 6440 ELECTRONIC MARKETING

Analysis of the development of new business models that promote the maximization of consumer value and the profits of the multinational company. Application of marketing strategies using electronic tools. Discussion of marketing through Internet, wireless communication, advertising by location, design of Web pages and other innovating technologies.

3 credits

Courses in Mathematics (MATH)

MATH 5100 INTERMEDIATE CALCULUS

Application of differential equations. Analysis of indeterminate limits, improper integrals and power series. Examination of differential and integral calculus of multivariate functions with applications to the optimization of functions and multiple integrals. Review of line integrals and flow lines of vector fields, the divergence and rotational of a field and its role in the theorems of Green, Stokes and Gauss. Determination of potential fields and their applications to physics and engineering. Use of software for symbolic and numerical computations.

3 credits

MATH 5200 COMPUTATIONAL MATHEMATICS

Solution of problems in the areas of calculus, algebra and geometry, linear algebra and mathematical models, by means of mathematical computer languages. Introduction and computational implementation of several applications such as optimization, areas and volumes, handling of lists, dynamic systems, finance mathematics, and diverse types of graphs and visualization. Introduction to numerical analysis methods and their implementation in computational algebraic languages.

3 credits

MATH 5400 PROBABILITY

Review of permutations, combinations and partitions. The Binomial theorem. Discrete probability. General, conditional and independent probability. Discrete and continuous random variables. Expected value and moment generating functions. United and conditional distributions and conditional expected value. Random variable functions including the method of accumulative distribution function and the transformation method. Order statistics.

3 credits

MATH 5500 ADVANCED DISCRETE MATHEMATICS

Analysis of discrete mathematical algorithms and their programming, considering the types of data and data structures. Review and application of the theory of sets and the graph theory. Applications of combinatorial analysis: counting techniques and recurrence relations. Use of computerized algebraic systems.

3 credits

MATH 5700 FUNDAMENTALS OF ABSTRACT MATHEMATICS

Logic, demonstration methods, theory of sets, permutations and combinations, relations, including equivalence and partial order relations, ordered bodies and their axioms, functions binary operations divisibility, cardinality, the Cantor Theorem. \mathbb{R} topology, open and closed sets and accumulation points.

3 credits

MATH 5800 TOPICS IN ABSTRACT ALGEBRA

Review of the internal structure of groups, groups construction, linear representations and classification by isomorphisms. Analysis of rings according to divisibility, fields and their extensions, modules, and vector spaces. Examination of Boolean algebras and reticles and applications of algebra to coding and cryptography. Use of computerized algebraic systems.

3 credits

MATH 5900 MATHEMATICAL LOGIC AND APPLICATIONS

Study of syntax and semantics in first order languages. Analysis of the theorems of Completeness, of Löwenheim-Skolem, of Compactness and the limitations of the formal method. Introduction to the theory of computability by means of Turing machines. Analysis of the theory of numbers and recursive functions, including the theorem of Rice and that of Recursion. Introduction to the complexity theory.

3 credits

MATH 6100 INTRODUCTION TO REAL ANALYSIS

Research of the concepts and operations of real analysis. It includes the topology of real numbers and metric spaces, the analysis of the convergence of sequences and infinite series, continuity and derivative of functions, the integral and its relation to derivatives, measurements and generalized functions, function spaces, and differential operators. Techniques for solving partial differential equations are introduced. Use of software for symbolic and numerical calculation.

3 credits

MATH 6150 MATHEMATICAL MODELS OF PHYSICAL SCIENCES

Analysis of mathematical models of the physical sciences. Includes the classification of models according to their mathematical base, approximation, transformation and symmetry of models, models of dynamic systems such as linear and non-linear, fluids, heat propagation, waves, and quantum systems. Computer modeling. Prerequisite: MATH 5100.

3 credits

MATH 6151 MATHEMATICAL MODELS OF BIOLOGICAL SCIENCES

Analysis of mathematical models of the biological sciences. Includes growth models of a population; multiple species in ecological relationships; the spread of diseases; tissue growth and morphological development. Balance points, limit cycles, attractor sets, and asymptotic behavior are analyzed. Computer modeling. Prerequisite: MATH 5100.

3 credits

MATH 6200 GRAPHS AND APPLICATIONS

Analysis of the theory of graphs, their algebraic representation and special types including directed graphs. Analysis of the problems of graphs route, planarity, parity and coloration. Study of trees, special types and applications. Introduction to the theory of matrixes. Prerequisite: MATH 5500.

3 credits

MATH 6300 ACTUARIAL MATHEMATICS AND RISK THEORY

Study of insurance economy, models of individual risk, and survival distributions. Evaluation of insurances and life annuities, the net premiums, the several lives functions and multiple decreasing models. Fundamentals of the evaluation theory of pension plans. Prerequisite: MATH 5400.

3 credits

MATH 6350 MATHEMATICAL METHODS IN RESEARCH

Study of mathematical methods to determine optimal solutions under restrictions of optimization problems of industry and the economy. Topics of linear programming, the simplex method, flows in networks, non-linear programming, dynamic programming, project management and analysis of decisions are dealt with. Prerequisite: MATH 5200.

3 credits

MATH 6400 ADVANCED MATHEMATICAL STATISTICS

Study of classic statistics of a variable and the estimation of parameters. Analysis of linear statistical models and safe predictions. Study of the robust statistics concept. Fundamentals of non-linear statistical models; analysis of multiple variables and time series. Use of computer programs for statistics and statistical programming languages. Prerequisite: MATH 5400.

3 credits

MATH 6420 DATA ANALYSIS

Application of science data techniques for the visualization and analysis of numerical and categorical variables. Analysis of data distribution and exceptional data detection. Formulation and use of statistical models for mass data digitization. Application of data classification models. Analysis of data in text format. Use of specific application programs. Prerequisite: MATH 6400.

3 credits

MATH 6450 STATISTICS REGRESSION MODELS

Analysis of simple linear and multivariate regression models, and non-linear models. Selection and evaluation of regression coefficients. Application of logistic regression and mixed models. Use of specific application programs. Prerequisite: MATH 6400.

3 credits

MATH 6470 TIME SERIES

Analysis of seasonal and non-seasonal type time series. Examination of trends, serial correlations and heteroskedasticity. Application of time series models to estimate trends, seasonal trends and integrated processes, and the ARMA / ARIMA models. Use of specific application programs. Prerequisite: MATH 6400.

3 credits

MATH 6600 ECONOMETRICS AND FINANCE MODELS

Analysis of yields and valuation methods for capital assets. Analysis of multifactor models for inter-temporary balance, options and derivatives, fixed income assets and term assets. Prerequisite: MATH 5100.

3 credits

MATH 6800 CRYPTOGRAPHY

Study of basic cryptographic methods based on properties of numbers and group theory. Introduction to the keys of public encryption and advanced cryptographic techniques based on algebraic geometry. Prerequisites: MATH 5500, 5800.

3 credits

MATH 6810 INFORMATION THEORY AND CODIFICATION

Theory of codification, efficient codification, codification without noise and codification theorems. Introduction and applications of linear codes; codes in finite fields and cyclical codes. Prerequisites: MATH 5500, 5800.

3 credits

MATH 6900 CREATIVE PROJECT

Development of a special project on a problem or application area of the specialization in which students took their elective courses, under the direction of a Program professor. The course requires oral and written presentations. Student will register in this course as often as necessary until finishing their research. Prerequisite: 24 approved credits. Grade: P/NP.

3 credits

MATH 6904 ADVANCED ALGEBRA

Study of the following topics of theory of numbers: whole numbers prime numbers and the fundamental theorem of Arithmetic. Maximum common divisor and minimum common multiple. The algorithm of Euclides. Numerical congruencies. Groups, rings and fields. Real and complex numbers. Polynomials. Vectorial spaces: vector and matrices. Boolean algebra. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Mathematics.

3 credits

MATH 6905 MODERN GEOMETRY

Modern approaches of geometry. Foundations and development of several geometries. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Mathematics.

3 credits

MATH 6906 REAL NUMBER ANALYSIS

Study of the real numbers system; functions and limits; elements of the set theory; numerical successions and series; continuity; derivatives and the integral of Riemann; integral functions, fundamental theorem of calculus, theorems of average value and the change of variables. Infinite convergences series, absolute and conditional convergence. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Mathematics.

3 credits

MATH 6907 PROBABILITY AND STATISTICS

Modern approach to probability and statistics. Study of the following topics: sets and probability; random variables and probability distributions. Sampling theory is included; estimation theory, tests of hypothesis and meaning; regression and correlation and analysis of variance. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Mathematics.

3 credits

MATH 6908 DISCRETE MATHEMATICS

Study of the following topics: set theory and Venn diagrams. Counting methods: inclusion-exclusion principle, addition and multiplication rules, exchanges and combinations. Relations and functions. Graph theory. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Mathematics.

3 credits

MATH 6909 PROBLEM SOLVING

Evaluation of a variety of strategies and techniques for solving mathematical problems. The problems will emphasize the numbering and operational areas, algebra, geometry, measurement and statistics and probability. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Mathematics.

3 credits

MATH 6910 HISTORY OF MATHEMATICS

Historical development of the main ideas in mathematics. Contribution of renowned mathematicians. Analysis of classic mathematicians. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Mathematics.

3 credits

MATH 6911 ANALYTICAL GEOMETRY

Study of rectangular coordinates, graphic equations in two and three variables, flat curves of superior order, transformations of coordinates, polar, tangent and normal coordinates, the plane, the straight line and surfaces in space.

3 credits

Courses in Molecular Microbiology (MOMI)

MOMI 5101 BIOCHEMISTRY OF BIOMOLECULES I

Evaluation of the structure, function, metabolism, thermodynamics, expression and interactions of nucleic acids. Emphasis on DNA biochemistry in prokaryotic systems.

3 credits

MOMI 5102 BIOCHEMISTRY OF BIOMOLECULES II

Analysis of the biosynthesis and metabolism of carbohydrates, lipids and proteins. Evaluation of protein purification methods as tools in the development of research. Requisite: MOMI 5101.

3 credits

MOMI 5110 MICROBIAL GENETICS

Analysis of the mechanisms of exchange of genetic material between bacteria and the control of gene expression. Emphasis on the use of plasmids, transposition elements and bacteriophages as genetic tools.

2 credits

MOMI 5130 BIOSECURITY

Analysis of health and safety regulations promulgated by FDA, OSHA, CDC, NIH and other related entities. Recognition, evaluation and control of risks related to the procedures and facilities in which microbiological tests and recombinant DNA are carried out.

1 credit

MOMI 5210 MICROBIAL PHYSIOLOGY AND METABOLISM

Evaluation of the relationship between microbial structure and function with emphasis on intermediary metabolism. Integration of physiological mechanisms. It includes cell division and growth, the response to stressors, and regulation.

3 credits

MOMI 5300 MICROBIAL ECOLOGY

Analysis of microbial diversity at the genetic, physiological, phylogenetic and functional levels. Application of the concepts of classical ecology to populations and microbial communities with emphasis on the evolutionary bases of biodiversity.

2 credits

MOMI 5310 MICROBIAL-HOST INTERACTIONS

Analysis of cellular and molecular mechanisms that characterize commensal and parasitic relationships between microbe and host. Emphasis on the immune response of the host against infectious agents and how it is modulated by the components of the normal microbiota and other mechanisms involved in commensal symbiotic relationships.

3 credits

MOMI 5320 PROGRAMMING AND DATA MINING

Application of open source platforms (pipeline) for the analysis and mining of data in biological sequences. Emphasis on the analysis of DNA, RNA and protein sequences using computational tools such as Python, UNIX and R, among others. Requires 45 hours of conference-laboratory.

3 credits

MOMI 6300 OMICS APPROACHES IN MICROBIOLOGY

Analysis of omics disciplines in the field of microbiology. Emphasis on biotechnological applications, the use of bioinformatics and the application of automated techniques for the analysis and interpretation of a large volume of data and its contribution to the study of cellular function and microbial systems.

2 credits

MOMI 6310 SEMINAR IN MOLECULAR MICROBIOLOGY

Critical analysis of refereed or scholarly literature relevant to molecular microbiology. Application of the scientific methodology for the oral and written presentation of a topic selected by the student in molecular microbiology.

1 credit

MOMI 6320 MICROBIAL GENOMICS

Analysis of molecular organization, information and genomic products. Emphasis on sequencing, assembly and annotation. Description of genes in genomes and metagenomes of clinical and environmental origin. It requires 30 hours of conference-laboratory.

3 credits

MOMI 6331 RECOMBINANT DNA TECHNIQUES

Application of the concepts of recombinant DNA technology to the cloning and expression of genes as diagnostic tools. It requires 30 hours of lecture and 45 hours of closed laboratory.

3 credits

MOMI 6332 MOLECULAR DIAGNOSTIC TECHNIQUES IN MICROBIOLOGY

Application of molecular techniques in the detection, identification and characterization of microbial pathogens of clinical forensic importance. Evaluation of the automation processes of molecular techniques. It requires 30 hours of lecture and 45 hours of closed laboratory.

3 credits

MOMI 6400 DATA ANALYSIS AND BIOINFORMATICS

Application of bioinformatics and biostatistics to the analysis of a high volume of experimental data in microbiological investigations. Emphasis on solving practical problems through the use of open source programs. It requires 30 hours of conference-laboratory.

2 credits

MOMI 6410 MOLECULAR PHYLOGENETIC

Application of phylogenetic methods to infer evolutionary relationships between genes or organisms. Construction of phylogenetic trees using molecular data. It requires 45 hours of conference-laboratory.

3 credits

MOMI 6500 MOLECULAR DIAGNOSIS

Evaluation of the use of biological markers and the evaluation of methods for the molecular diagnosis of infectious diseases. Identification of the ethical and legal aspects of the privacy of genetic information.

3 credits

MOMI 6989 RESEARCH PROJECT

Selection and development of a research topic relevant to molecular microbiology. The students will demonstrate their capacity for interpretation and integration of theoretical concepts related to bioinformatics and molecular diagnosis. The student will enroll as many times as necessary in a consecutive academic year to complete the project. Grade: P/PP/NP.

3 credits

MOMI 6991 THESIS

Planning, design and preparation of the research proposal of the thesis on a topic relevant to molecular microbiology. Approval of the proposal by the thesis committee. The student will enroll as many times as necessary. Grade: P/TP/NP.

2 credits

MOMI 6991 THESIS CONTINUATION

Development of research, collection and analysis of results. Drafting of thesis and then its defense before the thesis committee. The results of the research are expected to be publishable. The student will enroll as many times as necessary. Requisite: MOMI 6991. Grade: P/TP/NP.

2 credits

Courses in Mechanical Engineering (MECN)

MECN 5970 ADVANCED TOPICS IN MECHANICAL ENGINEERING

Selection of topics in accord with the student's interest and the availability of the resource.

3 credits

MECN 6010 ADVANCED MATHEMATICS FOR ENGINEERS

Study of advanced mathematical techniques to solve complex problems applied to engineering and physics. Formulation of the differential equations that describe an engineering problem and application of mathematical methods to find its analytical solution.

3 credits

MECN 6020 ADVANCED THERMODYNAMICS

Study of Thermodynamics applied to power and refrigeration cycles. Application of the First and Second law of thermodynamics. Entropy analysis to understand the irreversibilities associated with power generation and refrigeration cycles and the concepts of energy.

3 credits

MECN 6030 ADVANCED SOLID MECHANICS

Advanced studies in the mechanics of materials include analysis and design of components under external loads, elasticity, and concentration. Study of failures related to plasticity, fracture, fatigue, yield, creep, and corrosion.

3 credits

MECN 6040 COMPUTATIONAL MODELING FOR ENGINEERING

Development of numerical methods for the solution of partial differential equations applied to engineering problems. Discussion of finite difference methods for parabolic and hyperbolic problems. Discussion of the finite elements method. Requires the development of a project using computational tools.

3 credits

MECN 6110 RENEWABLE ENERGY

Study and analysis of the principal characteristics of renewable energy sources. Analysis of the technical, economic and environmental viability of different renewable energy sources.

3 credits

MECN 6120 ENERGY MANAGEMENT

Study of energy management related to energy purchasing, energy accounting and the electricity rates structures. Analysis of electrical and mechanical energy systems. Application of economic and life cycle cost analysis. Discussion and application of energy efficiency codes and standards in residential, commercial and industrial buildings and facilities.

3 credits

MECN 6130 SUSTAINABLE BUILDINGS

Study and analysis of energy currents that interact in buildings. Application of passive and active techniques to reduce power consumption of buildings and the efficient installation of air conditioning systems. Calculation of thermal loads for the design of the system. Computer simulation of buildings to optimize the system.

3 credits

MECN 6140 FUEL CELLS

Study of the functioning principles of fuel cells from the electrochemical, thermodynamic and transport processes perspective. Emphasis on ion exchange membrane fuel cells and their variants. Analysis of their technical, economic and environmental viability. Requires the development of an energy system project using fuel cells.

3 credits

MECN 6150 ADVANCED POWER GENERATION

Thermodynamic analysis of modern power generation technologies. Study of the "Rankine" cycles of fossil and nuclear fuel, gas turbine power plants, combined power plants, and generation of distributed power.

3 credits

MECN 6210 INTEGRATION OF ENGINEERING SYSTEMS

Study of methods and tools used by systems engineers in the aerospace industry. Conversion of function and needs to a system or product. Study of the methodology of decision making, alternate design, integration of human factors, reliability, maintenance, viability, and safety in product design.

3 credits

MECN 6220 ADVANCED AEROSPACE STRUCTURES

Study and discussion of exact and approximate methods for analysis and design of aerospace structures. Determination of stresses, strain, constitutive equations, and problem solving with boundary conditions and 2-D elasticity.

3 credits

MECN 6230 AEROSPACE DYNAMICS

Formulation of motion equations in problems of systems with multiple rigid bodies. Applications of dynamics to aerospace vehicles. Modeling of the general motion of rigid bodies systems. Linearization of motion equations for stability and modal analysis.

3 credits

MECN 6240 AEROSPACE MATERIALS

Study of conventional and nonconventional materials used in the aerospace industry. Analysis of the production, structure, properties, function, and use of advanced materials for aerospace applications.

3 credits

MECN 6250 COMPUTATIONAL FLUID DYNAMICS

Solution of fluid flow problems with CFD techniques. Discussion of compressible and incompressible flows governed by Navier-Stokes equations. Model Equations and Classification of PDEs; Finite Difference Methods; Semi-Discrete Approach. Reduction of PDEs to ODEs. Theory and Numerical fluid flow modeling with commercially available software. Requires the development of a project using computational tools.

3 credits

MECN 6260 ADVANCED MECHANICAL VIBRATION

Study and analysis of free and forced vibrations of systems with one or multiple degrees of freedom and continuous systems that include elements such as strings, rods and beams. Analysis of natural frequencies and vibration modes. Solution of motion equations by modal analysis and numerical methods.

3 credits

MECN 6300 ADVANCED CONTROL SYSTEMS

Analysis of methods for the design of linear control systems using compensation techniques for one and two degrees of freedom. Design of modern control systems using state space techniques, pole placement, "Ackermann" Equation, estimation, robust control and H^∞ . Emphasis on the design of digital control systems. Analysis of optimal control design of nonlinear control.

3 credits

MECN 6510 LIGHTING SYSTEMS DESIGN

Study of the concepts of illumination, vision, color and electric lighting sources from the perspective of applied engineering. Discussion and application of methods to calculate illumination values. Lighting systems design of interior and exterior applications using computational tools. Use of codes and standards for a sustainable design.

3 credits

MECN 6981 PROJECT I

Development and presentation of a project proposal. This proposal must have the approval of the project adviser. Prerequisite: Authorization of the director of the department or the project adviser. Grade: P/NP.

1 credit

MECN 6982 PROJECT II

Development and presentation of the project proposed in MECN 6981. Prerequisite: MECN 6981. Grade: P/NP/TP.

2 credits

MECN 6991 THESIS I

Development and presentation of a scientific research proposal. Requires the approval of the thesis adviser. Prerequisite: Authorization of the director of the department or the thesis adviser. Grade: P/NP.

1 credit

MECN 6992 THESIS II

Development of the scientific research work proposed in MECN 6991. Prerequisite: MECN 6991. Grade: P/NP.

2 credits

MECN 6993 THESIS III

Completion and presentation of the scientific research work developed in MECN 6992. Prerequisite: MECN 6992. Grade: P/NP/TP.

3 credits

Courses in Music (MUSI)

MUSI 5000 COMPENDIUM OF THEORY AND SIGHT READING

Analysis of theory and harmony concepts for the music teacher and the professional musician. Includes the study of sight reading methods and auditory training and the discussion of techniques pertinent to the teaching-learning of the theory.

2 credits

MUSI 5001, 5002, 5003, 5004 ENSEMBLE

Study and preparation of a written repertoire for a diverse combination of instruments and/or voices. Requires 30 hours of practice during the academic term.

1 credit per course

MUSI 5010 COMPENDIUM OF HISTORY AND MUSICAL LITERATURE

Study of the periods of the history of music from the Middle Ages to the twentieth century with emphasis on the musical style of each period. Study of the styles and forms developed in each period emphasizing the most important composers of each period.

2 credits

MUSI 5017 COMPLEMENTARY INSTRUMENT III

Experience with the performance of a secondary instrument under individualized supervision of a professor. Development of performance skills and teaching of the instrument that complement the educational task.

1 credit

MUSI 5018 COMPLEMENTARY INSTRUMENT IV

Experience with the performance of a secondary instrument under individualized supervision of a professor. Continuation of the development of performance skills and teaching of the instrument that complement the educational task.

1 credit

MUSI 5020 COMPARATIVE HISTORY OF MUSIC

Examination of the comparative history of music from an intercultural perspective. Comparative analysis of the genesis and development of musical practices in the societies of Europe and the Americas from the 5th century AD (476 AD) to the present.

3 credits

MUSI 5030 THEORETICAL AND SOL-FA COMPENDIUM

Practice of the fundamental skills of music theory and sol-fa theory. Application of these to the reader and auditory analysis of music.

3 credits

MUSI 5040 ADVANCED THEORY AND HARMONY

Examination of the theory and harmony of tonal, non-tonal and non-western music. Production of a musical analysis through texts, graphics and oral criticism.

3 credits

MUSI 5051 INSTRUMENTAL LITERATURE

Analysis and evaluation of instrumental literature from the Renaissance to the present for teaching in different educational levels. The historical and structural aspects of the repertoire and their pedagogical qualities are evaluated. Includes music of Puerto Rico.

2 credits

MUSI 5061 VOCAL AND CHORAL LITERATURE

Analysis and evaluation of vocal and choral literature from the Renaissance to the present for teaching in different educational levels. The historical and structural aspects of the repertoire and their pedagogical qualities are evaluated. Includes music of Puerto Rico.

2 credits

MUSI 5065 POPULAR MUSIC

Study and appreciation of the styles and varieties of popular music from the nineteenth century to the present. Emphasis on the popular music of Puerto Rico, Latin America, the Caribbean and the United States. The factors influencing the development of each style are discussed and the diverse styles and subtypes are identified.

2 credits

MUSI 5080 ORCHESTRATION AND ARRANGING BY COMPUTER

Application of advanced arranging and composition techniques using computer technology as the principal tool.

2 credits

MUSI 5120 ORCHESTRATION

Discussion of the fundamentals of the different formats of orchestral and ensemble instrumentation. Application of fundamental knowledge of the musical sciences to the creation of original compositions, arrangements, adaptations and re-instrumentalization.

3 credits

MUSI 5185 INTERPRETATION AND MUSICAL ANALYSIS

Integrated course in which musical structure as an instrument of analysis in musical interpretation is studied. Includes the study of the most recognized literature from the Renaissance to contemporary times, with emphasis on small musical forms.

3 credits

MUSI 5200 ASSEMBLY

Assembly and execution of a repertoire belonging to different styles and musical traditions. Examination of the rehearsal techniques, repertoire selection, programs creation, and group management.

3 credits

MUSI 5255, 5256, 5257 WORKSHOP IN APPLIED MUSIC I, II, III

Eight hours of individual training in performance or teaching the principal instrument during the academic term. Requires the supervision of a principal instrument professor.

1 credit per course

MUSI 5265 CONDUCTING AND LITERATURE

Training and supervised practice in conducting ensembles. Analysis and practice of practice techniques and study of scores. Study of style, performing practices and examples of choral and instrumental literature for students at different levels of performance.

3 credits

MUSI 6301 COMPOSITION I

Identification and discussion of the composition and musical arrangement. Design and construction of pieces for single instruments and small sets.

3 credits

MUSI 6302 COMPOSITION II

Comparative examination of composition and arrangement techniques. Design and construction of pieces for sets of irregular and standard composition. Prerequisite: MUSI 6301.

3 credits

MUSI 6303 COMPOSITION III

Critical analysis of composition and arrangement techniques. Design and construction of pieces for large scale musical ensembles. Prerequisite: MUSI 6302.

3 credits

MUSI 6304 COMPOSITION IV

Integrative synthesis of the techniques of composition and arrangement. Design and construction of pieces of varied styles and musical traditions. Prerequisite: MUSI 6303.

3 credits

MUSI 6990 THESIS IN MUSIC

Selection of the topic for the thesis. Gathering information and bibliographical sources. Drafting and presentation of the thesis proposal. Includes the literature and sources review. Written presentation, approval and deposit of final degree work. The theme should contribute to the field of Music Education in Puerto Rico and in Latin America. The course will be repeated until the thesis is approved. Rating: P/TP/NP.

3 credits

MUSI 6992 RECITAL CONFERENCE

Creative work that encompasses the design, preparation and presentation of a recital. Preparation and presentation of a recital conference proposal and literature review and sources. Writing of an explicative and analytical conference as a requirement for the final degree work. Execution of the recital and its discussion should contribute to the field of music culture in Puerto Rico and in Latin America. The course must be repeated until the recital conference is presneted. Rating: P/PP/NP.

3 credits

APPLIED MUSIC

Eight hours of individualized instruction during the academic term on the instrument. Emphasis on theoretical explanations and technical exercises. Includes the analysis and performance of advanced compositions of diverse musical styles. Requires a performance test before a jury at the end of the academic term. Prerequisite: an audition.

| | |
|-----------------------------|------------|
| MUSI 5701, 5702, 6701, 6702 | Flute |
| MUSI 5711, 5712, 6711, 6712 | Oboe |
| MUSI 5721, 5722, 6721, 6722 | Clarinet |
| MUSI 5731, 5732, 6731, 6732 | Bassoon |
| MUSI 5741, 5742, 6741, 6742 | Saxophone |
| MUSI 5751, 5752, 6751, 6752 | Trumpet |
| MUSI 5761, 5762, 6761, 6762 | Horn |
| MUSI 5771, 5772, 6771, 6772 | Trombone |
| MUSI 5781, 5782, 6781, 6782 | Euphonium |
| MUSI 5791, 5792, 6791, 6792 | Tuba |
| MUSI 5801, 5802, 6801, 6802 | Percussion |
| MUSI 5811, 5812, 6811, 6812 | Piano |
| MUSI 5821, 5822, 6821, 6822 | Organ |
| MUSI 5841, 5842, 6841, 6842 | Voice |
| MUSI 5851, 5852, 6851, 6852 | Violin |
| MUSI 5861, 5862, 6861, 6862 | Viola |
| MUSI 5871, 5872, 6871, 6872 | Cello |
| MUSI 5881, 5882, 6881, 6882 | Contrabass |
| MUSI 5891, 5892, 6891, 6892 | Guitar |

1 credit per course

Courses in Music Education (MUED)

MUED 5050 THE TEACHING OF INSTRUMENTS

Appropriate study of methods, concepts, materials and repertoire for teaching the student's principal instrument. Includes a project in teaching the instrument. Topics related to teaching strategies and particular learning characteristics of students who are at diverse performance levels are discussed.

2 credits

MUED 5060 THE TEACHING OF VOCAL AND CHORAL MUSIC

Appropriate study of methods, concepts, materials and repertoire for teaching vocal and choral music. The different physiological, psychological and acoustic voice problems are identified. Includes a project in teaching voice. Topics related to teaching strategies and particular learning characteristics of students who are at diverse performance levels are discussed.

2 credits

MUED 5100 RESEARCH TECHNIQUES IN MUSIC EDUCATION

The study of research as a discipline within the field of Musical Sciences. Examination of different perspectives or methodologies and evaluation of sources. Design of information collection tools, writing of annotated bibliographies, review of literature and preparation of research proposals.

3 credits

MUED 5101 PHILOSOPHY OF MUSICAL EDUCATION

Study of the principal philosophical approaches to music education (Reimer, Elliot, Langer, among others) as a basis for the formulation of a philosophy for the Puerto Rican context.

3 credits

MUED 5102 COMPARATIVE HISTORY OF MUSIC EDUCATION

Chronological study of Music Education. Analysis of the didactic approaches and the developmental stages of music education (revision, revolution and operative integration) during the twentieth century.

3 credits

MUED 5103 SEMINAR OF MUSIC EDUCATION AT THE ELEMENTARY LEVEL

Critical analysis of teaching the elements of music (rhythm, melody, harmony, among others) and their application at the elementary level making practical use of established methodologies in the context of Puerto Rico's elementary schools.

3 credits

MUED 5104 SEMINAR OF MUSIC EDUCATION AT THE SECONDARY LEVEL

Critical analysis of teaching the elements of music and their application at the secondary level, making practical use of the established methodologies and their application to the different instrumental-vocal groups, in the context of Puerto Rico's intermediate and high schools.

3 credits

MUED 5105 MEASUREMENT, ASSESSMENT AND EVALUATION OF MUSIC LEARNING

Detailed study of evaluation techniques particular to music to be used in applied music, ensembles and in the classroom. Study of the use of evaluation and assessment modalities as the basis for decision making and their relation to musical behavior.

3 credits

MUED 5106 TECHNOLOGY AND INSTRUCTIONAL DESIGN

Application of recent technology to music curriculum and its evaluation. Use of the computer and other electronic means with emphasis on the use of equipment, programs and equipment MIDI for digital recording. The appropriate use of technology in the classroom is explored and evaluated. Development of skills using several operating systems within the context of music education and their general applications. Requires 30 hours of lecture and 45 hours of lab during the academic term.

3 credits

MUED 5108 FUNDAMENTALS OF MUSICAL PEDAGOGY

Discussion and analysis of the philosophical, sociological, methodological and technical foundations of music education. Application of these fundamentals to the didactics of musical knowledge according to the primary, secondary and tertiary levels.

3 credits

MUED 5130 PSYCHOLOGY OF LEARNING MUSIC

Historical perspective of the development of learning theories with specific application to music education. Student are provided knowledge to analyze the established learning theories and their recent trends in the field of education and music teaching.

3 credits

MUED 5160 HISTORY AND PHILOSOPHY OF THE TEACHING OF MUSIC

Study and analysis of the historical, philosophical and psychological foundations of music education. The diverse approaches to musical and educational trends from which music education as we know it today and the new teaching modalities emerge are discussed and compared.

3 credits

MUED 5171 DEVELOPMENT AND APPLICATION OF KNOWLEDGE IN MUSIC EDUCATION

Use and administration of bibliographical resources for strengthening the teaching-learning process through research. Emphasis on the application of scientific methods for the research pertinent to the discipline. Includes the preparation of a proposal.

4 credits

MUED 5191 CURRICULUM DESIGN IN MUSIC

Analysis of the principles for curricular design and their application to the development of music programs. Includes recent topics and trends of music education. Discussion of methods, approaches and music education programs at different levels.

3 credits

MUED 5200 MUSICAL ANALYSIS TECHNIQUES

Analysis of musical forms from a theoretical and practical perspective. Presentation of the components of integral formal musical analysis. Study of the different works of popular and classical music through the use of different analysis strategies.

3 credits

MUED 5201 HISTORY OF PUERTO RICAN MUSIC

Critical study of the most relevant events in the history of music in Puerto Rico. Examination of the problem of primary and secondary sources in the areas of folk music, academic music and religious music. Analysis of this music based on autograph manuscripts and commercial or home recordings.

3 credits

MUED 5202 MUSIC OF THE WORLD

Study of the diverse music of the different world cultures, both western and non-western, ethnic and classical. Emphasis on the unique character of music and its social role as a human activity.

3 credits

MUED 6000 SPECIAL PROJECT

Research project or creative project on a topic of music education that enriches the student's knowledge while contributing to existing knowledge or to the development of materials in the area of the music teaching. Requires the supervision of a professor. Prerequisite: MUED 5171.

4 credits

MUED 6690 SEMINAR ON MUSIC EDUCATION PRACTICE PROBLEMS

Development of specific classroom skills as the scenario for teacher performance. Includes dealing with the time allotted for teaching, the use of comparative methodologies for short and long term curriculum design. In addition, the course will guide students to accumulate their daily work experiences with the goal of converting them into research material within a structured theoretical frame. Emphasis on the concept of the music teacher as an artist.

3 credits

MUED 6691 THESIS SEMINAR

Identification of the subject for the Masters in Music Education Thesis. Collection of bibliographical materials and other instruments specific to the specialization. Writing of the thesis proposal.

3 credits

MUED 6692 THESIS IN MUSIC EDUCATION

Research project and writing on a subject that contributes to existing knowledge in the area of Music Education in Puerto Rico and Spanish America. Grade: P/NP.

3 credits

Courses in Music Technology (MUTE)

MUTE 5261 TECHNOLOGY APPLIED TO MUSIC EDUCATION

Application and evaluation of technology in the teaching of music. Includes the use of the computer and other electronic mediums, identification of reliable sources of information, use of equipment MIDI and programs of digital recording.

3 credits

Courses in Nursing (NURS)

NURS 5000 THEORETICAL FOUNDATIONS

Analysis of philosophies, conceptual frameworks, models and theories that provide the foundations for the nursing profession. The relation between theory, research, practice, and philosophical, psychological and sociological foundations.

3 credits

NURS 5010 EPIDEMIOLOGY

Review of epidemiology concepts including methods to identify statistical distributions, determinants of health or illness and analytical techniques. Integrates the application of epidemiology principles in community health and primary care.

2 credits

NURS 5020 BIOSTATISTICS

Review and application of statistical methods in the research process in health sciences. Application of descriptive and inferential statistics in data interpretation. Use of the computer in the analysis of data.

3 credits

NURS 5040 HEALTH ASSESSMENT

Advanced course in health assessment with emphasis on the comprehensive assessment of the client throughout the life cycle. Includes multidimensional and interactive factors that affect the answers of the client in the sociostructural, sociocultural and biosicosocial context. Develops in the student knowledge of physical examination and patophysiology that serve as the basis for advanced nursing practice. Information concerning the evaluation of health throughout the life cycle is analyzed critically.

2 credits

NURS 5050 THEORIES OF PERSONALITY AND DEVELOPMENT

Analysis of the theories of personality development through theoretical, psychoanalytic, neo-psychoanalytic, behavioral, and humanist conceptions, traits perspective, and saturated self and personality with the social constructivist approach. Discussion and analysis of the theoretical frameworks of nursing related to the growth and development of human beings in relation to the family environment.

3 credits

NURS 6010 PSYCHOTHERAPY AND TREATMENT MODALITIES

Study and evaluation of the concept of individual psychotherapy as a method and therapeutic modality, and the factors common to the different approaches. Emphasis on the important elements of the therapeutic interview. Analysis of the concepts of the therapeutic contract, and study of the methods and main techniques of models: Psychodynamic, Cognitive-Behavioral, Humanistic-Existential (Psychotherapy centered on the client and Gestalt) and Systemic. Study of therapeutic modalities as an alternative in cases and situations that cannot be treated with a traditional approach.

3 credits

NURS 6043 ADVANCED PHARMACOLOGY

Analysis of the relation between drugs and the physiological answer to acute and chronic health problems. Application of the principles of pharmacokinetics and pharmacodynamics. Identify the current adverse reactions and the potentials, as well as the interaction between drugs. Evaluation of the interaction between prescribed and non-prescribed drugs. Development of educational strategies for clients in order to promote their participation in their pharmacological care and to maximize the therapeutic answer.

3 credits

NURS 6044 INFORMATICS IN NURSING

Application of the use of informatics to support client care and provide leadership in health care or academic scenarios. Use of information sciences in the evaluation of health care programs, and in the improvement of quality, and decision making. Selection of technology and information systems for client care. Analysis of the ethical and legal aspects related to information sciences.

3 credits

NURS 6045 QUALITATIVE RESEARCH IN NURSING

Analysis of the foundations in the methodology of qualitative research. Discussion of the methods and qualitative designs. Critical evaluation of qualitative research articles in professional magazines. Preparation of a proposal of qualitative research.

3 credits

NURS 6046 PHYSIOPATHOLOGY IN NURSING

Application of physiopathology to recognize pathological alterations. Explanation of etiology, the population in risk and pathogenesis of selected acute and chronic diseases. Use of research findings and practice based on evidence of the study of acute and chronic diseases.

3 credits

NURS 6047 CULTURAL DIVERSITY IN NURSING

Analysis of the social and cultural factors that affect health care in multiple contexts. Application of the concepts of promotion, maintenance and restoration of health. Includes the discussion of ethical, legal, communication, research and practice aspects, based on evidence to provide a culturally efficient care in harmony with cultural diversity. Valuation of the cultural diversity in the context of the benefit of health services for the achievement of the expected results. Field experiences are included.

3 credits

NURS 6050 CURRICULUM IN NURSING

Analysis of the theories and principles in the development of educational programs. Emphasis on the development and application of the nursing curriculum, including different models, designs, contents, methods and strategies of teaching, and curriculum implementation and evaluation.

3 credits

NURS 6060 EVALUATION IN EDUCATION IN NURSING

Application of theories, principles and evaluation models applied to nursing education. Development of evaluation and measurement instruments. Corequisite: NURS 6050.

3 credits

NURS 6070 ADMINISTRATION IN NURSING

Analysis of the theories and principles in the administrative process. Review of the organizational theories and research in tasks of the administrator and supervisor. Profound analysis of interpersonal relations problems, personnel management, finances, physical resources and other related areas.

3 credits

NURS 6080 EVALUATION IN ADMINISTRATION IN NURSING

Application of theories, principles, and evaluation models applied to administration in nursing. Development of an assessment and measurement instrument. Corequisite: NURS 6070.

3 credits

NURS 6090 RESEARCH IN NURSING

Development of a research proposal of a nursing problem identified by the student. The methodology and terminology of qualitative and quantitative research will be utilized. Written and oral presentation of the problem, review of literature, the conceptual framework and the methodology to be used during the investigation. Prerequisite: NURS 5020.

3 credits

NURS 6111 CRITICAL CARE I

Review of theoretical concepts and principles in critical care. Analysis of the nursing process and humanistic care and the roles and functions of the nursing professional in critical care units. Evaluation of ethical-legal concepts related to care of clients at a high risk of death. Analysis of immediate nursing care for the stabilization of cardio respiratory, renal and neurological functions in critical situations. Review of theories and educational strategies to carry out the teaching-learning process of the client and family in critical care. Prerequisites: NURS 5000, 5010, 5020, 5040, 6910. Corequisite: NURS 6916.

3 credits

NURS 6112 CRITICAL CARE II

Analysis of biopsiopathologic concepts in problems, including: stabilization of the gastrointestinal and endocrine functions, complex multisystemic problems, burns and organ transplants, by integrating the nursing process and humanistic care to the critically ill client. Evaluation of the psycho-social and nutritional alterations, sleep alterations and dealing with pain. Analysis of research findings, administration and managing the care of the client in critical care scenarios. Prerequisites: NURS 6111, 6910, 6916. Corequisite: NURS 6917.

3 credits

NURS 6121 MENTAL HEALTH AND PSYCHIATRY I

Analysis of adult emotional disorders. Application of the nursing process, analysis and discussion of cases from a holistic and culturally diverse perspective. Study of the use of therapeutic modalities in the care of the adult client. Evaluation of the use and actions of psychotropic drugs used to treat mental disorders in adult patients.

3 credits

NURS 6122 MENTAL HEALTH AND PSYCHIATRY II

Analysis of emotional disorders in childhood and adolescence. Study of the nursing process, analysis and discussion of cases from a holistic and culturally diverse perspective. Discussion of therapeutic modalities used in the care of children and adolescents, in addition to the use and actions of psychotropic drugs used to treat mental disorders in children and adolescents. Prerequisite: NURS 6121 y NURS 6931.

3 credits

NURS 6221 MEDICAL-SURGICAL NURSING I

Analysis of the pathophysiological response of the illness process that affects the functioning of the adult with alterations of the following systems: immunological, intergumentary, digestive and gastrointestinal, endocrine and metabolic, and renal. Review of assessment skills, planning, implementation and evaluation of nursing therapeutic interventions. Analysis of ethical and legal aspects, critical thinking, problem solving and communication skills. Prerequisites: NURS 5000, 5010, 5020, 5040, 6910. Corequisite: NURS 6918.

3 credits

NURS 6222 MEDICAL-SURGICAL NURSING II

Analysis of the pathophysiological response of the illness process that affects the functioning of the adult with alterations of the following systems: neurological, musculoskeletal, cardiovascular, circulatory and hematological, respiratory and reproductive. Review of assessment skills, planning, implementation and evaluation of nursing therapeutic interventions. Analysis of legal and ethical problems, new trends in the nursing profession and research findings. Prerequisites: NURS 6221, 6918, 6910. Corequisite: NURS 6919.

3 credits

NURS 6311 MATERNAL AND CHILD NURSING I

Discussion of the historical, political, social, economic, ethical, technological and legal factors that have impact on reproductive health. Analysis of the physiological, biochemical and psychological answers during pregnancy, normal childbirth and high risk birth. The care of normal child birth and high risk birth is included during the early neonatal stage. Synthesis of research findings related to the care of the mother and newborn child. Application of the ethical and legal aspects, critical thought, problem solving, communication skills, cultural diversity and the practice based on evidence in the nursing process. Prerequisites: NURS 5000, 5010, 5020, 5040 and 6910. Corequisite NURS 6920.

3 credits

NURS 6312 MATERNAL AND CHILD NURSING II

Analysis of the pathophysiological answers to the disease processes that affect the functioning from childhood to adolescence with emphasis on the following systems: respiratory, cardiovascular, neurological, renal, endocrine, gastrointestinal, hematological, immunological and musculoskeletal. Synthesis of the knowledge, the theories of growth and development, of the research findings related to etiology, and of the manifestations and treatment in the care of the pediatric client. Application of the ethical and legal aspects, of critical thought, problem solving, communication skills, cultural diversity and the practice based on evidence in the nursing process. Prerequisites: NURS 5000, 5010, 5020, 5040, NURS 6910, NURS 6311 and 6920. Corequisite NURS 6921.

3 credits

NURS 6910 PRACTICE HEALTH ASSESSMENT

Application of the nursing process during the advanced practice in health assessment based on theory, empirical documentation, physical examination skills, therapeutic communication, biosocial aspect, critical reasoning, diagnosis differential and the process of decision making. Acquisition of knowledge and the advanced skills required for a case study. The practice of health assessment skills is carried out in structured and not structured scenarios. Requires sixty (60) hours of clinical practice. Corequisite: NURS 5040.

2 credits

NURS 6914 EDUCATIONAL PRACTICE IN NURSING

Practice in a nursing program in an institution recognized by the Puerto Rico Council on Education, under the supervision of the professor and the practice supervisor. Requires eight hours of practice weekly. Prerequisites: NURS 6050, 6060.

4 credits

NURS 6915 ADMINISTRATIVE PRACTICE IN NURSING

Practice in different health service scenarios, under the supervision of the professor and the practice supervisor. Requires ten hours of practice weekly. Prerequisites: NURS 6070, 6080.

4 credits

NURS 6916 PRACTICE IN CRITICAL CARE I

Advanced practice in nursing care of critically ill clients who present clinical problems (cardio respiratory, renal and neurological) that occur as a result of diseases or treatment. Emphasis on assessment, pharmacological, administration, therapeutic and evaluation strategies. Application of theoretical concepts, ethical-legal principles, roles and functions, and nursing interventions in the context of clinical practice. Analysis and interpretation of laboratory test results and studies. Requires four (4) hours of practice weekly in clinical critical care scenarios. Prerequisites: NURS 5000, 5010, 5020, 5040, 6910. Corequisite: NURS 6111.

2 credits

NURS 6917 PRACTICE IN CRITICAL CARE II

Advanced practice in nursing care of critically ill clients who present gastrointestinal and endocrine alterations, complex multisystemic problems, burns and administration of transplant patients. Application of the nursing process and humanistic care while offering nursing care to the critically ill client. Demonstration of advanced clinical skills in the coordination of collaborative administration of clients with psycho-social and nutritional alterations, sleep alterations and management of pain in critically ill clients. Requires four (4) hours of practice weekly in clinical critical care scenarios. Prerequisites: NURS 6111, 6910, 6916. Corequisite: NURS 6112.

2 credits

NURS 6918 PRACTICE IN MEDICAL-SURGICAL NURSING I

Advanced practice in nursing care of critically ill clients with common diseases of the following systems: immunological, integumentary, digestive and gastrointestinal, endocrine and metabolic, and renal. Application of assessment skills, planning, implementation and evaluation of nursing therapeutic interventions. Application of ethical and legal aspects, critical thinking, problem solving and communication skills during the intervention. Requires four (4) hours of practice weekly in variable health scenarios. Prerequisites: NURS 5000, 5010, 5020, 5040, 6910. Corequisite: NURS 6221.

2 credits

NURS 6919 PRACTICE IN MEDICAL SURGICAL NURSING II

Advanced practice in nursing care of clients with diseases that affect the functioning of adults in the following systems: neurological, musculoskeletal, cardiovascular, circulatory and hematological, respiratory and reproductive. Application of assessment skills, planning, implementation and evaluation of the nursing therapeutic interventions. Evaluation of ethical, legal problems, new trends in the nursing profession and research findings during the advanced practice of medical-surgical nursing. Requires four (4) hours of practice weekly in variable health scenarios. Prerequisites: NURS 6221, 6918, 6910. Corequisite: NURS 6222.

2 credits

NURS 6920 MATERNAL CHILD NURSING PRACTICE I: MATERNAL - NEONATAL

Advanced practice in maternal-neonatal care. Application of the skills of the nursing process: assessment, diagnosis of nursing, planning, implementation and evaluation of therapeutic interventions. Use of the ethical and legal aspects of critical thought, problem solving, communication skills, the cultural diversity and the practice based on evidence during the implementation. Requires four (4) hours of practice weekly in variable health scenarios. Prerequisites: NURS 5000, 5010, 5020, 5040 and 6910. Corequisite NURS 6311.

2 credits

NURS 6921 MATERNAL AND CHILD NURSING PRACTICE II: CHILDHOOD - ADOLESCENCE

Advanced practice in the nursing care of clients from childhood to adolescence with emphasis on the following systems: respiratory, cardiovascular, neurological, renal, endocrine, gastrointestinal, hematological, immunological and musculo-skeletal. Application of the skills of assessment, diagnosis of nursing, planning, implementation and evaluation of the therapeutic nursing interventions. Use of the theories of growth and development, of the ethical and legal aspects of critical thought, the problem solving, the communication skills, cultural diversity and the practice based on evidence during its implementation. Requires four (4) hours of practice weekly in variable health scenarios. Prerequisites: NURS 5000, 5010, 5020, 5040, NURS 6910, NURS 6311 and 6920. Corequisite NURS 6312.

2 credits

NURS 6931 CLINICAL PRACTICE OF MENTAL HEALTH AND PSYCHIATRY I

Application of therapeutic modalities focused on adults and in accordance with the conceptual or theoretical framework developed by the student in coordination with the instructor. Execution of the nursing process with emphasis on estimates of mental health and conceptualization of cases. Requires (60) hours of clinical practice. Concurrent with NURS 6121

2 credits

NURS 6932 CLINICAL PRACTICE OF MENTAL HEALTH AND PSYCHIATRY II

Application of therapeutic modalities focused on children and adolescents and in accordance with the conceptual or theoretical framework developed by the student in coordination with the instructor. Execution of the nursing process with emphasis on estimates of mental health and conceptualization of cases. Requires (60) hours of clinical practice. Concurrent with NURS 6122 - Prerequisite: NURS 6121 and NURS 6931.

2 credits

NURS 6970 INTEGRATION SEMINAR

Analysis and integration of knowledge, necessary skills and attitudes so that the clinical specialist may provide advanced nursing care. Development of innovative ideas based on evidence for situations related to client care in different scenarios. Corequisite: NURS 6914 or 6915.

3 credits

NURS 6990 RESEARCH PROJECT

Application of the research process during the elaboration of a research project related to the specialization area in the Program. Use of statistical methods for the analysis of the data obtained. Oral and written presentation of the problem, review of literature, methodology, results, conclusions and recommendations for the improvement of the nursing practice. Prerequisite: NURS 6090.

3 credits

Courses in Open Information Computer Systems (COIS)

COIS 5100 RELATIONAL DATA BANKS

Analysis and evaluation of the database models. Interpretation of an entity-relationship design for the creation of tables of a relational database. Emphasis on the relational model of Codd, its implications in the development of the Data Bank Management Systems (DBMS) and the standard SQL language. Creation and maintenance of a database in standard SQL.

3 credits

COIS 5120 CLIENT-SERVER NETWORKS AND ARCHITECTURE

Discussion of the basic concepts of telecommunications and local networks. Includes the different connection architectures and open systems. Emphasis on client-server architectures, technologies, middleware and clients. Analysis of benefits, costs and risks, communication between processes, remote processes, cooperative environments, distributed architectures and future trends. Requires additional time in an open lab.

3 credits

COIS 5130 DESIGN METHODOLOGY AND ADVANCED TOOLS

Application of the top down design methodology and the entity-relation model for the standardized design of a database. Design, development and implementation of a relational central bank. Development of complex data models. Includes advanced design tools. Requires additional time in an open lab.

3 credits

COIS 5200 APPLICATION OF PROGRAMMING LANGUAGES IN DATABASES

Comparison of languages of the third and fourth generation. Application of a visual programming high-level language. Analysis of programming principles oriented towards the object. Management of libraries, subroutines, controls and designers to produce high quality programs oriented to programming for information systems with data banks and interaction with SQL. Requires additional time in an open lab. Prerequisites: COIS 5100, 5130.

3 credits

COIS 5210 DATABASE MANAGEMENT

Analysis of the administration and modification of a database. Includes management of users, accounts, functions and privileges. Database space administration. Emphasis on backup, recovery, integrity and concurrent access. Requires additional time in an open lab. Prerequisites: COIS 5100, 5120.

3 credits

COIS 5220 REENGINEERING PROCESSES

Solution for data requirements in organizations. Crisis and identifying opportunities. Reengineering process in organizations (BPR). Redesigning processes, The role of information technologies. Leadership. Handling projects on a computer. Migration towards open and distributed settings. Case studies. Requires additional time in an open laboratory. Prerequisite: COIS 5120.

3 credits

COIS 5300 ANALYSIS OF OPEN SYSTEMS AND COMPUTER AIDED SOFTWARE ENGINEERING (CASE)

Analysis of the cycle for the development of an open information system. Includes analysis of strategies and diagrams. Application of Computer Aided Software Engineering (CASE) for the analysis, design, development and documentation of an open information system. Emphasis on the development of an information system viability study. Requires additional time in an open lab. Prerequisites: COIS 5130, 5210, BADM 5060.

3 credits

COIS 5400 RAPID APPLICATION DEVELOPMENT

Use of rapid application development systems (RAD). Design and construction of programming blocks, forms, reports and other applications using databases. Emphasis on the functional prototype of an open information system requiring a database. Requires additional time in an open lab. Prerequisites: COIS 5200, 5210.

3 credits

COIS 5500 DISASTER RECOVERY MANAGEMENT

Analysis of the methods for the identification of vulnerabilities and the adoption of appropriate countermeasures for the prevention and mitigation of risks of organizational failures. Application of the principles of disaster recovery and the preparation of disaster recovery plans, the assessment of risks, the development of policies and procedures. Implementation of a disaster recovery plan. Requisite: COIS 5120.

3 credits

COIS 6000 COMPUTING TECHNOLOGIES IN THE CLOUD

Evaluation and assessment of cloud computing technologies and their business and technical benefits. Analysis of the use of applications in the cloud for organizations. Development and implementation of applications and databases in the cloud using a variety of solutions, features and techniques. Requisites: COIS 5100 and COIS 5200.

3 credits

COIS 6100 MINING AND DATA STORAGE

Analysis of relevant aspects in the implementation of storage systems, such as size of databases, storage, performance and security. Discriminate on the divisions of data mining, text mining and web mining. Use of algorithms, methodologies and applications of data mining. Requisite: COIS 5100.

3 credits

COIS 6200 SYSTEM TUNING, TROUBLESHOOTING, CODIFICATION, SECURITY AND QUALITY

Detailed review of relational databases to verify and correct initiation parameters that solve performance problems. Evaluation of the measurements taken on the equipment operating the database to make recommendations. Detailed review of code development aspects in applications affecting the performance of a database. Includes security, physical and logical protections and recovery from disasters in open information systems. Requires additional time in an open lab. Prerequisite: COIS 5210.

3 credits

COIS 6381 BUSINESS INTELLIGENCE

Analysis of machine learning algorithms as well as application tools and standards for the analysis of large amounts of data. Application of predictive modeling, prediction techniques, optimization and simulation to develop intuition. Emphasis on decision support systems and data visualization. Requisite: COIS 6100.

3 credits

COIS 6980 PROJECT DEVELOPMENT IN OPEN INFORMATION SYSTEMS

Design and development of an open information system in a client/server architecture. Establishment of the data requirements of an organization. Creation of a relational database using advanced designed tools. Installation of a database allowing for access of different types of users (different privileges and accounts). The system must show that it observes the rules of data integrity, concurrence, management, tuning and maintenance. A formal public presentation of the system, with prior authorization of the project professor and the Coordinator of the Program is required. Students will register in this course as many times as necessary until finishing their project. Prerequisites: COIS 5300, 5400, 6200. Grade: P/NP.

3 credits

Courses in Psychology (PSYC)

PSYC 5015 HISTORY AND SYSTEMS OF PSYCHOLOGY

Analysis of the construction of knowledge and psychology paradigms from a philosophical and scientific perspective. Includes the historical development of psychology in Puerto Rico.

2 credits

PSYC 5030 ETHICS AND LEGAL ASPECTS OF PSYCHOLOGY

Evaluation of the philosophical systems related to the state and federal standards that regulate the professional practice of school psychology, psychological counseling and industrial/organizational psychology. Includes the analysis of controversies that arise in professional practice and the alternatives to solve them.

3 credits

PSYC 5033 INTERVIEW PROCESSES AND TECHNIQUES

Study of the elements of the psychological interview based on communication theories. Emphasis on the application of the different interview modalities in different populations and the analysis of behaviors, attitudes, and feelings.

2 credits

PSYC 5040 BIOLOGICAL BASIS OF BEHAVIOR

Development of knowledge on neuroanatomy, neurophysiology and human pharmacology as the biological base of motor, sensorial, affective and cognitive processes. Emphasis on the relation of the central nervous system in the processing of emotions, motivations and cognition.

3 credits

PSYC 5050 DEVELOPMENT THROUGHOUT THE LIFE CYCLE

Analysis of the theories and approaches that study the physical, cognitive, emotional, and socio-cultural aspects of human development.

3 credits

PSYC 5060 PSYCHOLOGY OF PERSONALITY

Discussion of the theories of personality according to the psychodynamic, humanist, behavioral, and cognitive models.

3 credits

PSYC 5100 COGNITIVE AND AFFECTIVE BASIS OF BEHAVIOR

Synthesis of the cognitive, affective and perceptual processes. Discussion of learning theories and the factors that interact to explain human conduct and thought.

3 credits

PSYC 5150 STATISTICS APPLIED TO PSYCHOLOGY

Analysis of the inferential statistical methods applied to research in psychology. Application of statistical analysis to the study of psychology related issues.

2 credits

PSYC 5170 MEASUREMENT AND TEST CONSTRUCTION

Examination of the fundamentals of psychological measurement. Analysis of the methods for the construction and evaluation of psychological tests. Discussion of the ethical and cultural controversies of the use of psychological tests in Puerto Rico. Prerequisite: PSYC 5150.

2 credits

PSYC 5200 SOCIAL AND MULTICULTURAL BASIS OF BEHAVIOR

Review of contemporary trends in social psychology, such as: symbolic interactionism, ethnomethodology, cognitive orientation and constructionist, critical and postmodern perspective. Includes analysis of studied trends based on their meaning for the Puerto Rican society.

3 credits

PSYC 5220 RESEARCH METHODS

Evaluation of research methods frequently used in psychological research. Analysis of the methodological designs relevant to psychology and the evaluation of psychological services programs.

2 credits

PSYC 5280 ROLES AND FUNCTIONS OF THE SCHOOL PSYCHOLOGIST

Roles of the school psychologist as a diagnostician, therapist, consultant and trainer. Analysis and application of the skills and knowledge related to the prevention and intervention of emotional and learning problems. Functions involved in consulting and training teachers, administrators and parents in the school system.

3 credits

PSYC 5285 PSYCHOLOGICAL COUNSELING

Development of psychological counseling as a specialization. Synthesis of the psychological advisor's areas of competencies. Includes topics related to human diversity, gender, age, special populations, occupational and vocational topics, among others.

3 credits

PSYC 5286 PSYCHOLOGICAL COUNSELING AND CAREER ASSESSMENT

Development of psychological counseling as a specialty. Synthesis of the areas of competence of the psychologist in counseling. Emphasis on the occupational and vocational issues involved. Review of the theoretical and practical aspects in the administration, scoring, and interpretation of career assessment instruments with diverse populations. Conceptualization of psychological counseling as a specialty. Synthesis of the areas of competence of the psychologist with this specialty. Emphasis on the issues of career counseling and career assessment. Development of psychological counseling as a specialty. Synthesis of the areas of competence of the psychologist in counseling. Emphasis on the occupational and vocational issues involved. Concurrent with PSYC 5287.

2 credits

PSYC 5287 PRACTICUM IN PSYCHOLOGICAL COUNSELING AND CAREER ASSESSMENT

Demonstration of psychological counseling strategies and career evaluation with diverse populations. Emphasis on the administration, correction, and interpretation of career assessment instruments. A minimum of 15 hours of Practicum is required. Grade: P/NP.

1 credit

PSYC 5296 SCHOOL CONSULTATION, COLLABORATION, AND ORGANIZATION

Discussion of consulting, collaboration, and school organization models. Application to situations related to the different components of the school system. Concurrent with PSYC 5297.

2 credits

PSYC 5297 PRACTICUM IN SCHOOL CONSULTING, COLLABORATION, AND ORGANIZATION

Discussion of cases and practice exercises related to consulting and collaboration activities for teachers, parents, and administrators of the school system. A minimum of 15 hours of Practicum is required. Grade: P/NP.

1 credit

PSYC 6050 INTERVENTION MODELS AND TECHNIQUES I

Evaluation and comparison of the classic and traditional psychotherapeutic approaches. Emphasis on the application of intervention strategies for each model. Includes the process of creating cases and use of simulations. Prerequisite: PSYC 5285.

3 credits

PSYC 6051 INTERVENTION MODELS AND TECHNIQUES II

Evaluation of contemporary psychotherapeutic models. Emphasis on the identification of contemporary, alternative or complementary intervention strategies. Includes simulations of intervention strategies and techniques with groups, couples or families. Prerequisite: PSYC 6050.

3 credits

PSYC 6090 PSYCHOPATHOLOGY THROUGHOUT THE LIFE CYCLE

Review of the varied approaches that study deviant behavior, mental and behavior disorders throughout the life cycle. Includes causes, manifestations, severity levels, and classification systems. Prerequisite: PSYC 5050.

3 credits

PSYC 6110 PSYCHOLOGICAL AND LEARNING PROBLEMS IN CHILDREN AND ADOLESCENTS

Evaluation of the traditional and contemporary approaches that study emotional, behavioral, and learning disturbances in children and adolescents. Includes causes, manifestations, severity levels, and the classification systems used in the diagnosis of these disorders. Prerequisite: PSYC 5050.

3 credits

PSYC 6113 COUNSELING AND PSYCHOTHERAPY MODELS

Diverse models of counseling and psychotherapy designed with behavioral, cognitive, rational, humanist and psychodynamic approaches. Review of the theoretical basis of these models as well as case studies. Prerequisite: PSYC 6090.

3 credits

PSYC 6114 COUNSELING AND PSYCHOTHERAPY TECHNIQUES

Application of diverse models of counseling and psychotherapy according to the different schools of thought. The acquisition of counseling and psychotherapy techniques and the practical aspects of this acquisition by utilizing role playing and other ways of practicing the use of the different models. Prerequisite: PSYC 6113.

3 credits

PSYC 6214 INTERVENTION AND PSYCHOTHERAPY MODELS WITH CHILDREN AND ADOLESCENTS

The diverse psychotherapeutic models and behavior management techniques utilized in work with children and adolescents. Critical analysis of research available on the application of existing intervention models in the context of Puerto Rican society and culture. Intervention strategies and psychological models from various approaches and their adequacy in the treatment of diverse clinical problems. Prerequisite: PSYC 6110.

3 credits

PSYC 6216 PSYCHOEDUCATIONAL EVALUATION AND INTERVENTION

Analysis of the theoretical aspects involved in psychoeducational evaluation and intervention with diverse populations. Emphasis on the identification of evaluation strategies and on psychoeducational intervention for the achievement of cognitive, behavior, and academic goals. Prerequisites: PSYC 6255 and 6914. Concurrent with PSYC 6428.

2 credits

PSYC 6255 COGNITIVE ASSESSMENT

Review of the theoretical aspects of the administration, scoring, and interpretation of cognitive tests most frequently used in Puerto Rico with diverse populations. Prerequisites: PSYC 5033 and 5170. Concurrent with PSYC 6914.

2 credits

PSYC 6265 PERSONALITY ASSESSMENT

Examination of the theoretical aspects of the projective and objective personality evaluation tests most frequently used in Puerto Rico. Prerequisites: PSYC 5033 and 5170. Concurrent with PSYC 6915.

2 credits

PSYC 6275 MODELS OF INDIVIDUAL PSYCHOTHERAPY BASED ON EVIDENCE

Comparison of classic and contemporary psychotherapeutic approaches. Emphasis on models of individual psychotherapy based on evidence. Design conceptualizations of clinical cases and development of treatment plans. Prerequisite: PSYC 6090. Concurrent with PSYC 6276.

2 credits

PSYC 6276 PRACTICUM IN MODELS AND INDIVIDUAL PSYCHOTHERAPY BASED ON EVIDENCE

Discussion of cases and individual psychotherapy practice. A minimum of 15 hours of Practicum is required. Grade: P/NP.

1 credit

PSYC 6280 SYSTEMIC MODELS BASED ON EVIDENCE

Analysis of the main systemic models and of family intervention techniques based on scientific evidence. Emphasis on the design of conceptualizations of cases and the development of treatment plans. Prerequisite: PSYC 6090. Concurrent with PSYC 6281.

2 credits

PSYC 6281 PRACTICUM IN SYSTEMIC MODELS BASED ON EVIDENCE

Application of the main systemic models. Discussion of cases and family intervention practice. A minimum of 15 hours of Practicum is required. Grade: P/NP.

1 credit

PSYC 6285 INTERVENTION AND PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS

Discussion of the different intervention and psychotherapy models applied to children and adolescents. Analysis of research concerning the intervention and psychotherapy models. Prerequisite: PSYC 6090. Concurrent with PSYC 6286.

2 credits

PSYC 6286 PRACTICUM IN INTERVENTION AND PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS

Discussion of cases and intervention and psychotherapy practice with children and adolescents. A minimum of 15 hours of Practicum is required. Grade: P/NP.

1 credit

PSYC 6290 GROUP PSYCHOTHERAPY

Examination of the theories that explain group interventions. Analysis of the models and techniques for group intervention. Emphasis on the design of conceptualizations and the development of group intervention plans. Discussion of the ethical and legal aspects related to group psychotherapy. Concurrent with PSYC 6291.

2 credits

PSYC 6291 PRACTICUM IN GROUP PSYCHOTHERAPY

Discussion of cases and group psychotherapy practice. A minimum of 15 hours of Practicum is required. Grade: P / NP.

1 credit

PSYC 6300 PERSONNEL PSYCHOLOGY

Consideration of recent psychological literature in the area of personnel, including recruitment, interview, employee evaluation, work analysis, location, handling of conflicts and productivity motivation.

4 credits

PSYC 6303 PSYCHOLOGICAL AND SOCIAL ASPECTS IN ORGANIZATIONAL BEHAVIOR

Perception, motivation and attitudes and their effect on the work environment. Analysis of the concepts of power and influence, the process of change, conflict management, satisfaction, organizational commitment as elements of the organizational culture. Emphasis on the analysis and development of techniques to manage groups effectively.

3 credits

PSYC 6304 STRATEGIES FOR QUALITY IN THE ORGANIZATION

Consideration of the main strategies of Total Quality and the concepts of Organizational Development and their application to industrial/organizational psychology. Emphasis in their impact for the empowerment of human resource, client orientation, excellent leadership and process improvement.

3 credits

PSYC 6305 STRATEGIES FOR CONTINUOUS IMPROVEMENT AND DECISION MAKING

Application of Statistical Process Control in problem solving and decision-making. Special attention to measurement techniques and analysis of data to reduce process variation. Analysis of the psychological elements in decision-making and problem solving. Prerequisite: PSYC 6304.

2 credits

PSYC 6306 PSYCHOLOGICAL DIMENSIONS IN THE EDUCATION AND TRAINING OF HUMAN RESOURCES

Review of the different learning and teaching styles, adult education, planning, material preparation, diagnosis type evaluation and follow up. Design of education and training programs for different types of organizations. Prerequisites: PSYC 6300, 6303.

4 credits

PSYC 6308 CURRENT ASPECTS OF INDUSTRIAL/ORGANIZACIONAL PSYCHOLOGY

Analysis of research and literature on current topics observed in the contemporary practice and their implications to the professional work with organizations. Special emphasis will be given to matters that characterize the individual, groups, organizations and their background.

3 credits

PSYC 6314 PSYCHOLOGICAL EVALUATION IN THE INDUSTRIAL/ORGANIZATIONAL ENVIRONMENT

Psychological testing in selection, professional development and placement. Tests that measure the areas of personality, cognition, aptitude, occupational preferences and administrative and supervisory skills. Prerequisite: PSYC 5153.

3 credits

PSYC 6316 PSYCHOLOGY OF LEADERSHIP

The concept of leadership from a behavioral perspective. An analysis of the roles of the organizer, facilitator, teacher and technician that are executed during supervision. Emphasis on the concepts of vision, values and leadership behavior. Prerequisites: PSYC 6300, 6303.

3 credits

PSYC 6410 PRACTICE IN INTERVIEW PROCESSES AND TECHNIQUES

Practice on interview processes and techniques. Preparation of interview videos with children, adolescents and adults to refine skills. Evaluation of interviews in a group context. Concurrent with PSYC 5033. Grade: P/NP.

1 credit

PSYC 6421 PRACTICE IN ADVANCED STATISTICS

Practice in data analysis and interpretation with the use of computerized programs. Includes writing of statistical analysis results following selected professional formats. Concurrent with PSYC 5150. Grade: P/NP.

1 credit

PSYC 6422 PRACTICE IN PSYCHOLOGY RESEARCH

Practice in the development of bibliographical research skills, review of specialization related research, and the professional APA writing style. Prerequisites: PSYC 5150, 6421. Concurrent with PSYC 5220. Grade: P/NP.

1 credit

PSYC 6428 PRACTICUM IN PSYCHOEDUCATIONAL EVALUATION AND INTERVENTION

Psychoeducational evaluation of children, adolescents, and young adults. Emphasis on the formulation of recommendations aimed at psychoeducational interventions based on evidence. Requires a minimum of 15 hours of practicum. Grade: P/NP.

1 credit

PSYC 6914 PRACTICUM IN COGNITIVE ASSESSMENT

Administration, correction, and interpretation of cognitive tests and preparation of the case history. Includes specific training in the writing of reports and discussion of results. Requires minimum of 15 hours of practicum. Grade P / NP

1 credit

PSYC 6915 PRACTICUM IN PERSONALITY ASSESSMENT

Administration, correction, and interpretation of personality tests and preparation of the case history. Includes specific training in the writing of reports and discussion of results. Requires a minimum of 15 hours of practicum. Grade P / NP.

1 credit

PSYC 6925 PRACTICE IN PSYCHOLOGICAL RESEARCH

Development and participation in a project of scientific research under the supervision of a faculty member according to the student's area of specialization. Requires 160 hours of practice distributed in agreement with the supervisor. Prerequisites: PSYC 5220. Grade: P/NP.

2 credits

PSYC 6930 PRACTICE I IN PERSONAL AND PROFESSIONAL DEVELOPMENT IN PSYCHOLOGY

Living and educational experience aimed for the personal and professional formation of the psychologist under the supervision of a faculty member. Emphasis on intra and interpersonal development and in skills related to: the psychological interview, conceptualization of psychological situations, professional assessment and professional decision-making. Use of portfolio as a strategy for self-evaluation and the evaluation of learning. Grade: P/NP.

(Fee equivalent to 1 credit)

PSYC 6931 PRACTICE II IN PSYCHOLOGICAL COUNSELING

Practical experiences aimed for the development of psychological evaluation skills. Integration and application of the skills of interviewing, review of records, writing of record, preparation of psychological evaluation reports. Development of skills related to feedback of test results, initial intervention, and consulting to parents and adults. The supervised practice will be carried out under business hours of the practice center where the student will be placed. Requires the completion of a minimum of 160 hours of practice under the supervision of a faculty member, 8 hours a week of practice in the assigned center and 2 additional hours of composition and reading outside the center. Prerequisites: PSYC 5260, 5270, 6914, 6915, 6930. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 6932 PRACTICE III IN PSYCHOLOGICAL COUNSELING

Practical experiences aimed for the development of psychological intervention skills including psychological interview, psychological evaluation, psychodiagnosis, creation of the psychotherapeutic plan and psychotherapy. Emphasis on the brief psychotherapy models aimed for the prevention and promotion of mental health and socio-emotional adjustment. Requires the completion of a minimum of 160 hours of practice under the supervision of a faculty member, 8 hours a week of practice in the assigned center and 2 additional hours of composition and reading outside the center. Prerequisite: PSYC 6931. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 6933 PRACTICE I: PERSONAL AND PROFESSIONAL DEVELOPMENT

Supervision aimed at the personal and professional formation of the psychologist. Emphasis on the intra and interpersonal development and on the skills related to professional assessment and decision making. Requires a minimum of 45 hours of supervised practice. Prerequisite: PSYC 5030. Grade: P/NP.

1 credit

PSYC 6934 PRACTICE II IN PSYCHOLOGICAL COUNSELING

Supervision aimed to develop evaluation skills relevant to the Psychological Counseling specialization. Emphasis on the use and administration of instruments and strategies for data compilation, interpretation, and report preparation. Requires a minimum of 180 hours of supervised practice. Prerequisites: PSYC 5030, 5286, 5287, 6090, 6255, 6265, 6914, 6915 and 6933. Grade: P/NP.

3 credits

PSYC 6935 PRACTICE III IN PSYCHOLOGICAL COUNSELING

Application of psychological evaluation skills. Emphasis on diverse intervention modalities, such as psychotherapy and the individual, couple, family, and group vocational counseling. Requires a minimum of 180 hours of practice. Prerequisites: PSYC 6275, 6276, 6280, 6281, 6290, 6291 and 6934. Grade: P/NP.

3 credits

PSYC 6936 PRACTICE IV IN PSYCHOLOGICAL COUNSELING

Application of the intervention models used in psychological counseling. Emphasis on diverse psychotherapeutic modalities. Requires a minimum of 180 hours of practice. Prerequisite: PSYC 6935. Grade: P/NP.

3 credits

PSYC 6941 PRACTICE II IN SCHOOL PSYCHOLOGY

Practical experiences aimed for the development of psychological evaluation skills. Integration and application of the skills of interviewing, review of records, writing of records, preparation of psychological evaluation reports. Development of skills related to: feedback of test results, initial intervention, and consulting of school administration, teachers, and parents. The supervised practice will be carried out under the business hours of the practice center where the student will be placed. Requires the completion of a minimum of 160 hours of practice under the supervision of a faculty member, 8 hours a week of practice in the assigned center and 2 additional hours of composition and reading outside the center. Prerequisites: PSYC 5260, 5270, 6914, 6915, 6930. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 6942 PRACTICE III IN SCHOOL PSYCHOLOGY

Practical experiences aimed for the development of intervention skills in school psychology including psychological interview, psychological evaluation, psychodiagnosis, consulting, creation of an individual psychotherapeutic plan and application of psychotherapy techniques to infants, children and adolescents. Emphasis on the brief psychotherapy models aimed for the prevention and promotion of mental health and socio-emotional adjustment of children and adolescents. Requires the completion of a minimum of 160 hours of practice under the supervision of a faculty member, 8 hours a week of practice in the assigned center and 2 additional hours of composition and reading outside the center. Prerequisite: PSYC 6941. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 6944 PRACTICE II IN SCHOOL PSYCHOLOGY

Supervision aimed at the development of psychological and psychoeducational evaluation skills. Emphasis on the use and administration of psychoeducational and psychological evaluation tests. Writing of reports and communication of the evaluation findings. Requires 180 hours of supervised practice. Prerequisites: PSYC 5030, 6090, 6216, 6428, 6255, 6265, 6914, 6915 and 6933. Grade: P/NP.

3 credits

PSYC 6945 PRACTICE III IN SCHOOL PSYCHOLOGY

Supervision aimed at psychological and psychoeducational evaluation skills. Emphasis on diverse intervention modalities and consulting related to the school context. Requires a minimum of 180 hours of supervised practice. Prerequisites: PSYC 6272, 6273, 6285, 6286, 6290, 6291, and 6944. Grade: P/NP

3 credits

PSYC 6946 PRACTICE IV IN SCHOOL PSYCHOLOGY

Application of intervention models used in School Psychology. Emphasis on consulting in schools and providing counseling to parents and students. Requires a minimum of 180 hours of supervised practice. Prerequisite: PSYC 6935. Grade: P/NP.

3 credits

PSYC 6951 PRACTICE II IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Experiences that familiarize the student with the varied scenarios related to the practice of Industrial/Organizational Psychology. Development of professional skills related to organizational evaluation and diagnosis. Application of the different theories, instruments, and research methods to compile and conceptualize information. Requires the completion of a minimum of 160 hours of practice under the supervision of a faculty member, 8 hours a week of practice in the assigned center and 2 additional hours of composition and reading outside the center. Prerequisites: PSYC 6314, 6930. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 6952 PRACTICE III IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Practical experiences through the placement of students in different scenarios such as: industry, government, service organizations, and community institutions. Individual supervision under a faculty member aimed for the development of skills related to position analysis and description, professional development plans, personnel evaluation, personnel interviews, and personnel services like the Employee Assistance Program, among others. Requires the completion of a minimum of 160 hours of practice under the supervision of a faculty member, 8 hours a week of practice in the assigned center and 2 additional hours of composition and reading outside the center. Prerequisite: PSYC 6951. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 6954 PRACTICE II IN INDUSTRIAL/ORGANIZACIONAL PSYCHOLOGY

Supervised practice in diverse scenarios related to industrial/organizational psychology for the application of varied theories, research instruments and research methods in the compilation and conceptualization of information. Emphasis on the development of professional skills related to psychological evaluation, personnel evaluation, interviews, among others. Requires a minimum of 167 hours of supervised practice. Prerequisites: PSYC 6933, 6314. Grade: P/NP.

3 credits

PSYC 6955 PRACTICE III IN INDUSTRIAL/ORGANIZACIONAL PSYCHOLOGY

Supervised practice for the development of skills related to training, description and analysis of positions, professional development plans, and personnel service such as Employee Assistance Programs and Wellness Programs, among others. Requires a minimum of 167 hours of supervised practice in different scenarios such as private companies, service organizations, government and communitarian institutions. Prerequisites: PSYC 6954, 6306. Grade: P/NP.

3 credits

PSYC 6956 PRACTICE IV IN INDUSTRIAL/ORGANIZACIONAL PSYCHOLOGY

Supervised practice in a real work scenario aimed to develop an organizational intervention project. Integration of the measurement and evaluation skills with the organizational development skills. Requires a minimum of 167 hours of supervised practice in different scenarios such as private companies, service organizations, government and communitarian institutions. Prerequisites: PSYC 6954, 6955. Grade: P/NP.

3 credits

PSYC 6980 RESEARCH IN INDUSTRIAL/ORGANIZACIONAL PSYCHOLOGY

Review of scientific research methodology in the industrial/organizational psychology field. Includes the evolution of research, use of traditional and contemporary qualitative and quantitative methods, methods of analysis and publishing of results within the organization and in professional forums.

3 credits

PSYC 6983 SEMINAR ON PSYCHOLOGICAL RESEARCH

Writing of a research proposal related to the student's specialization. Emphasis on the application of the quantitative or qualitative methodology. Prerequisites: PSYC 5220, 6422. Grade: P/NP.

2 credits

PSYC 6989 INTERNSHIP IN SCHOOL PSYCHOLOGY

Integration of the knowledge and skills in providing services pertinent to school psychology. Requires 1,200 internship hours to be completed in a period of 1-2 years. A minimum of 600 internship hours will be completed in a school scenario. Grade: P/NP.

Quota equivalent to 6 credits

PSYC 6990 THESIS

Development of a qualitative or quantitative research on a subject pertinent to psychology. Includes the supervision of a Thesis Committee and the defense of the thesis before the Psychology Graduate Program Faculty. Students will register as many times as necessary until finishing their research work. Prerequisites: PSYC 5150, 5220, 6421, 6422 and specialization courses. Grade: P/NP.

3 credits

The following courses (PSYC 5231, 5232, 6000, 6005, 6010, 6015, 6020, 691A, 691B, 691C and 697F are for the exclusive use of the Master in Science Degree in Psychological Counseling in Family.

PSYC 5231 PSYCHOLOGICAL MEASUREMENT I

Analysis of the types of psychological cognitive tests, interpretation, use and application to the individual and the family. Study of the controversies related to the use of these in the diagnosis and treatment of human conflicts (45 hours lecture). In addition, the student must complete concurrently 25 hours of supervised practice in the administration, interpretation and writing of reports of the cognitive tests most used in Puerto Rico.

3 credits

PSYC 5232 PSYCHOLOGICAL MEASUREMENT II

Analysis of the types of psychological tests of personality, interpretation, use and application in the measurement of psychological characteristics of the individuals and the family. Discussion of the controversies related to the use of these and their application to human conflicts (45 hours of lecture). In addition, the student must complete concurrently 25 hours of supervised practice in the administration, correction, interpretation and writing of reports of the psychological tests of personality most used in Puerto Rico. Prerequisite: PSYC 5231.

3 credits

PSYC 6000 THEORETICAL FOUNDATIONS OF FAMILY THERAPY

Study and analysis of the historical development of family therapy theories from their fundamental bases to post-modernism. Emphasis on the different models that conceptualize family dynamics and the therapeutic techniques used in systemic intervention.

3 credits

PSYC 6005 FAMILY PSYCHOPATHOLOGY

Analysis of current situations of family life and the dysfunctional dynamics generated in the home environment. Emphasis on the negative effect in the development of children; in domestic violence and the nontraditional family styles that can generate pathology.

3 credits

PSYC 6010 COUNSELING TECHNIQUES AND INDIVIDUAL, AND GROUP AND FAMILY PSYCHOTHERAPY

Application of the psychotherapeutic techniques for intervention with individuals and families. Development of the skills and techniques that the effective administration of individual, group and family therapy requires. Includes the simulation of intervention strategies with individuals, groups, couples and families. Prerequisites: PSYC 5033, 5050, 6000, 6005 and 6410 (practice course that take contender with PSYC 5033).

3 credits

PSYC 6015 THE NONTRADITIONAL FAMILY

Analysis of the contemporary topics brought up by the emerging styles of the nontraditional family and their individual, social and communitarian effect.

3 credits

PSYC 6020 INTERVENTION WITH FAMILIES IN CRISIS

Application of the intervention theories in crisis situations in diverse familiar structures. Emphasis on the development of the necessary skills for intervention in situations of familiar crises and mental health in the family. Prerequisites: PSYC 6000, 6005, 6010, 6015.

3 credits

PSYC 691A SUPERVISED PRACTICE IN PSYCHOLOGICAL COUNSELING I

Application of skills and intervention techniques in psychological counseling with individuals and families. Recognition, interpretation and application of interview techniques. Supervised experience for a period of 200 hours per academic term in institutions or in public or private agencies is required. Prerequisites: Approval of the Practice Supervisor and have approved the courses PSYC 5030, 5033, 5040, 5050, 5060, and 6410 (practice course that is taken concurrently with PSYC 5033). Grade P/NP.

2 credits

PSYC 691B SUPERVISED PRACTICE IN PSYCHOLOGICAL COUNSELING II

Application of skills and intervention techniques in psychological counseling with individuals and families. Conceptualization, evaluation, diagnosis and treatment plan. Supervised experience for a period of 200 hours per academic term in institutions or in public or private agencies is required. Prerequisites: Approval of the Practice Supervisor and have approved PSYC 691A, 5231, 5232, 6005, 591A. Grade P/NP.

2 credits

PSYC 691C SUPERVISED PRACTICE IN PSYCHOLOGICAL COUNSELING III

Application of skills and intervention techniques in psychological counseling with individuals and families. Integration and therapeutic intervention. Supervised experience for a period of 200 hours per academic term in institutions or in public or private agencies is required. Prerequisites: Approval of the Practice Supervisor and have approved all courses of the Program, except courses PSYC 6925, 697F.

2 credits

PSYC 697F ADVANCED INTEGRATION SEMINAR

Integration of multiple aspects of psychological counseling practice in scenarios offering aid for individuals and the family. Emphasis on the study, analysis and discussion applied to problems and present trends, such as: family rights, mediation and group dynamics, human sexuality, deviant behavior and mental disorders of children and adolescents; among others topics. Includes the incorporation of topics and unique events that may allow the update of the curriculum of the masters degree in light of new and emerging knowledge in psychological counseling. Prerequisite: have passed at least 90% of the program courses. Grade: P/NP.

3 credits

PSYC 7005 PROFESSIONAL STANDARDS IN CLINICAL/SCHOOL PSYCHOLOGY

Critical analysis of the different types of interventions and roles carried out by the clinical/ school psychologist from the integrated-combined model and its applicability to the context of the current Puerto Rican culture and society. Analysis of the professional, ethical and legal matters that affect the practice of psychology in the school and clinical scenarios.

1 credit

PSYC 7010 HUMAN DIVERSITY

Study of aspects inherent to the role of culture and individual diversity and their relation with research and practice of psychology in Puerto Rico. Analysis of the psychological and ethical implications related to: race, ethnic group, religion, gender, sexual orientation, and social class, among others.

2 credits

PSYC 7015 PROFESSIONAL STANDARDS IN CLINICAL/COUNSELING PSYCHOLOGY

Critical analysis of the different types of interventions and roles carried out by the clinical /counseling adviser from the integrated-combined model and its applicability to the context of the current Puerto Rican society and culture. Analysis of the professional, ethical and legal matters that affect the practice of psychology at the prevention and intervention levels in the different clinical scenarios.

1 credit

PSYC 7020 NEUROPSYCHOLOGY

Review of the neuroanatomical basic structures of the central nervous system and the systems that explain the cerebral bases of conduct and the normal and dysfunctional psychological processes.

3 credits

PSYC 7030 QUANTITATIVE RESEARCH

Critical analysis of descriptive, experimental and quasi-experimental designs applied to the development of needs studies, opinion polls, quasi-experimental and experimental research in psychology.

2 credits

PSYC 7035 CORRELATION AND REGRESSION

Statistical analysis to estimate the correlation between two ordinal, or interval nominal variables by means of parametric and nonparametric coefficients of correlation. Evaluation of the linear regression and the bivariate factorial analysis. Use of statistical application for data analysis. Prerequisite: PSYC 7030.

2 credits

PSYC 7040 QUALITATIVE RESEARCH

Critical analysis of the philosophical bases and the types of studies used in qualitative methodology, as well as the methods for data compilation, such as the ethnographical interview, observation, and profound interview, among others. Application to special projects of concepts related to the categorization of data, and the triangulation of qualitative data.

2 credits

PSYC 7045 ANALYSIS OF QUALITATIVE DATA

Review of the processes related to data collection and the way to analyze information in the qualitative methodology. Use and analysis of data collected by means of qualitative strategies of observation, qualitative interviews, focal groups, documents, and visual and interactive methods, among others. Prerequisite: PSYC 7040.

2 credits

PSYC 7050 DESIGN AND EVALUATION OF PSYCHOLOGICAL PROGRAMS AND SERVICES

Principles, theories and strategies that guide the planning and the design of psychological interventions. Emphasis in the use of the scientific method and the research focus in the action applied to the design and evaluation of programs and psychological services. Development of a project of planning and evaluation of a program of psychological services, in harmony with each specialization area. Corequisite: PSYC 8912.

2 credits

PSYC 7970 SPECIAL TOPICS

Exploration of a variety of contemporary subjects in psychology. The topics selected reflect themes of interest in specialized areas of the discipline and can vary whenever the course is offered. The course is governed by what is established the Graduate Catalog for this teaching modality.

1-3 credits

PSYC 7971 ADVANCED RESEARCH SEMINAR

Analysis of selected topics in agreement with the novel perspective of research.

2 credits

PSYC 8210 ADULTHOOD: PSYCHOLOGICAL PERSPECTIVES

Adulthood as a dynamic process of development where the individual has to make constant transitions and changes in relation to family, work and society. Analysis of social problems from the psychological perspective that adults face, such as couple relations, change of social roles, retirement, social participation, health situations, and sexuality, among others. Application of concepts on evaluation, intervention, and ethical issues in the management of these situations of Psychological Counseling.

3 credits

PSYC 8220 PSYCHOTHERAPEUTIC INTERVENTION WITH FAMILIES

Study of different styles, configurations, and models of the contemporary family. Discussion of the main models, paradigms, and psychological intervention techniques with families including the systemic model, the structural model, the psychodynamic model, among others. Application of evaluation, diagnosis and psychological intervention methods, as well as prevention strategies, pertinent to situations that families confront.

3 credits

PSYC 8230 EVALUATION AND INTERVENTION IN POPULATIONS WITH SPECIAL CONDITIONS

Analysis of the current problems of persons with special characteristics, severe conditions and handicaps. Study of new federal and state legislation that defines and regulates the standards of service with emphasis on ethical implications and intervention with those populations. The course will give training on the methods of evaluation, diagnosis and prevention and psychological intervention strategies with those populations. Corequisite: PSYC 8913.

2 credits

PSYC 8240 SEMINAR IN PSYCHOLOGICAL EVALUATION

Theories, approaches, and procedures that allow an advanced integration of psychological testing techniques, cognitive evaluation and personality evaluation within the conceptual frame of the clinical-experimental method of generating hypothesis. The course is aimed for the evaluation of persons with handicaps, organic conditions or psychological dysfunction.

3 credits

PSYC 8250 PSYCHOTHERAPEUTIC INTERVENTION WITH COUPLES

Elements involved in the election and formation of a couple, interaction patterns, functional and dysfunctional, as well as, Psychological Counseling models applied to situations of traditional and non-traditional couples. Analysis of pertinent research to the intervention strategies of current problems such as violence, rupture, infertility, socio-emotional addiction, co-dependency, and other crisis situations.

3 credits

PSYC 8260 SEMINAR: HANDLING HIGH RISK PSYCHOLOGICAL CASES

Review of the theoretical, ethical, and legal aspects of the process of determining dangerousness or high risk. Discussion of the methods of evaluation, diagnosis, and psychological management of these groups. Among the topics that will be discussed in this seminar are persons with crisis situations, suicide attempts, victims of crime or violence, persons with self control problems, survivors of catastrophic events, persons with limiting or terminal diseases and aggressors, among others.

1-3 credits

PSYC 8270 GROUP PSYCHOTHERAPY

Study and application of postulates and practices of the different approaches to group psychotherapy. Emphasis on the evaluation and selection of psychotherapeutical approaches according to the particular needs of the different populations.

3 credits

PSYC 8280 ALTERNATIVE AND COMPLEMENTARY THERAPIES

The theoretical and philosophical approaches, techniques, methods, and procedures used in psychology and medicine to promote physical and mental health of human beings from a holistic perspective. Analysis of recent research regarding the mind-body approach and its effectiveness in management and intervention of different conditions such as depression, anxiety, tension, high blood pressure, migraine, and chronic diseases, among others. Application of therapies such as creative visualization, relaxation, meditation, reiki, yoga, and acupressure.

3 credits

PSYC 8310 PROFESSIONAL STANDARDS IN SCHOOL PSYCHOLOGY

Critical analysis of the different types of interventions and roles carried out by the school psychologist and their applicability to the context of current Puerto Rican society and culture. Emphasis on the issues related to the professional work of the school psychologist at the doctoral level: professional supervision, teaching at the graduate level, and the planning and evaluation of programs, and professional practice, among others. Analysis of professional, ethical and legal controversies in this area.

3 credits

PSYC 8320 SCHOOL ORGANIZATION AND OPERATION

Analysis of the different aspects in school organization and operation. Organizational theory applied to the educational scenario; processes of organizational change and the implications for the school personnel, the development, planning, and evaluation of psycho-educational programs.

3 credits

PSYC 8325 VOCATIONAL COUNSELING AND EVALUATION OF CAREERS

Review of the theoretical and practical aspects of vocational counseling and the evaluation of careers. Emphasis in the administration, evaluation and interpretation of career evaluation instruments and in the formulation of strategies of vocational intervention with diverse populations.

2 credits

PSYC 8330 PSYCHOLOGICAL EVALUATION AND INTERVENTION WITH INFANTS AND PRESCHOOL CHILDREN

Analysis of the investigations and the current approaches of the evaluation of infants and pre-school children. Development of the skills and competencies to perform the evaluation, and the multidisciplinary and transdisciplinary intervention. Emphasis in the collaboration of the community, the family and the school, and in the development of educative, behavioral and socio-moral interventions appropriate for these populations. Corequisite: PSYC 8914.

2 credits

PSYC 8340 NEUROPSYCHOLOGICAL EVALUATION

Analysis of the research and current theories regarding the brain-conduct relation, dysfunctions of the central nervous system and their evaluation. Emphasis in the individualized, oriented neuropsychological evaluation to the processes and the generation of hypothesis. Topics related to the common patterns of neuropsychological deficits and their neuroanatomic correlation in children and adults. Prerequisite: PSYC 7020.

3 credits

PSYC 8415 DESIGN AND ORGANIZATIONAL TRANSFORMATION

Discussion of processes related to the design and restructuring of organizations. Emphasis on the psychological and organizational impact of the processes of change and transformation with their implications on work culture and environment. Presentation of different design modalities, including traditional bureaucracy, reengineering, organic structures, and high performance organizations.

2 credits

PSYC 8425 MEASUREMENT IN INDUSTRIAL PSYCHOLOGY

Application of the principles of psychological testing in the creation, development and validation of instruments. Development of scales, questionnaires, inventories, observation guides, interview guides, and tests, biodata, focal groups, categorization and asset mapping. Requires the use of computers to make statistical analyses related to the assessment of reliability and validity of the instruments.

2 credits

PSYC 8430 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Analysis of issues related to the professional practice of Industrial/Organizational psychology and the use of the skills acquired in an integrated fashion. Emphasis on the independent work of the student, analytical skills and the integration of theoretical, practical and methodological concepts. Focus on the ability of the psychologist to deliver judgments and act in accordance to the norms of the profession.

3 credits

PSYC 8445 DECISION MAKING AND CONFLICT MANAGEMENT

Presentation and analysis of decisional behavior theories and their applications in individual and group contexts. Emphasis on processes of strategic planning, risks taking, conflict management, negotiation, and sensitivity toward human diversity.

2 credits

PSYC 8455 MANAGEMENT OF KNOWLEDGE IN THE ORGANIZATION

Application of advanced technology to the process of professional preparation and training. Analysis of electronic simulations and of the use of online learning. Analysis of human response to the use of technology and virtual reality. Use of the computer and the intra and inter networks as a learning tool of the employee.

2 credits

PSYC 8465 DEVELOPMENT OF HIGHLY EFFECTIVE WORKTEAMS

Application of strategies of highly effective teams in the contemporary organization. Development of skills in formation, empowering, and supervision of teams in the world of work. Emphasis on homing, multinational and virtual teams.

2 credits

PSYC 8490 ANALYSIS OF ORGANIZATIONAL ENVIRONMENTS

Analysis of the following environments: government, communitarian organizations, family businesses, cooperatives, churches and enterprises with social initiatives. Application of the concepts and intervention skills of industrial/organizational psychology in these scenarios.

2 credits

PSYC 8515 PROFESSIONAL CONSULTING

Discussion of the principles and basic concepts of psychological and organizational consulting. Comparison of intervention models and strategies in consulting in view of recent studies. Discussion of ethical aspects in the process of consulting. Development of experiences related to the role of the consultant in organizations, industries, schools, programs, and service agencies.

2 credits

PSYC 8610 FAMILY THERAPY

Analysis of the different configurations, structures and models of the contemporary family. Discussion of the main family systemic models, their techniques and the strategies of psychological intervention with the families, including the structural model, the psychodynamic model and the model of family communication, among others. Corequisite: PSYC 8919.

2 credits

PSYC 8620 PSYCHOLOGICAL INTERVENTIONS IN SCHOOLS

Analysis of the psychological and psychoeducational interventions based in the scientific evidence used in schools for the improvement of the academic, emotional, social, and behavioral function of children and adolescents. Discussion of evaluation and implementation matters in school environments.

2 credits

PSYC 8630 OBJECTIVE EVALUATION OF PERSONALITY

Discussion of the approaches and the objective techniques of evaluation of personality, emotion and conduct. Analysis of the controversies regarding the instruments of evaluation and of ethical matters related to the evaluation process. Emphasis in the relevance of the instruments of mediation for the Puerto Rican populations. Review of the processes of administration, validity and interpretation of the main instruments of evaluation, such as the MMPI-2, the Clinical Inventory Multi-axial of Millon, NEO PJ and other measurements of the emotional function. Corequisite: PSYC 8921.

2 credits

PSYC 8640 COUPLES THERAPY

Analysis of the particular affairs and topics of couples. Discussion of the socializing processes of the genders and their connection with the problems and the intermediation with couples. Analysis of the most recent relevant research to the intermediation strategies. Corequisite: PSYC 8922.

2 credits

PSYC 8650 CLINICAL PSYCHOPHARMACOLOGY

Discussion of the psychopharmacological products, their basic classification, their indications and contraindications, and their side effects. Introduction to the basic terminology of the clinical psychopharmacology, and to the concepts of pharmacokinetics and pharmacodynamics. Review of the relation between drugs and the psychological interventions.

2 credits

PSYC 8660 CLINICAL SUPERVISION AND CONSULTANCY

Comparison of the methods, models and principles of clinical supervision and the consultancy. Analysis of the roles that the supervisors and the consultants in the professional environment carry out. Emphasis in the development of the understanding of the networks that promote mental health in the context of our culture. Discussion of the laws and the legal matters related to the practice of consultancy and clinical supervision in Puerto Rico. Corequisite: PSYC 8923.

2 credits

PSYC 8710 INTERVENTION IN CRISES

Analysis of the models of intervention and the techniques for the handling of crises, individual crises as well as group crises. Evaluation of the research conducted in the field and its application to the Puerto Rican cultural context. Emphasis in the handling of crises in the clinical and organizational context.

3 credits

PSYC 8715 PROJECTIVE EVALUATION OF PERSONALITY: RORSCHACH

Discussion of the theory related to the projective evaluation of personality using the Rorschach Test. Analysis of the usefulness of this instrument in different clinical scenarios and of the controversies related to it. Emphasis in the application of the Comprehensive System of Exner for the administration, codification and interpretation of the test.

3 credits

PSYC 8720 SUBSTANCE ABUSE

Discussion of the scientific information related to the evaluation and treatment of chemical dependency and of the problems of addictive conduct. Review of the theories and the intervention models that are applied to the needs of diverse populations. These practices are based on scientific evidence.

3 credits

PSYC 8730 EVALUATION OF ALLEGATIONS OF SEXUAL ABUSE

Discussion of the instruments used to evaluate the allegations of sexual abuse. Emphasis in the techniques of the forensic interview of sexually abused minors. Integration of the theoretical models, the exaggerations and the protocols for evaluating the allegations of sexual abuse. Development of skills for the writing of the forensic expert report and the strategies to defend it in the court system of the country.

3 credits

PSYC 8740 TRAUMA: PSYCHOLOGICAL PERSPECTIVE

Discussion of the effects of diverse traumas in minors, young people, adults and the elderly. Analysis of the recent research on the subject to expand the knowledge and the clinical skills of conceptualization, diagnosis and treatment of cases. Review of the cultural matters related to the evaluation and treatment.

2 credits

PSYC 8750 INTERVENTION WITH WOMEN VICTIMS OF VIOLENCE

Analysis of the socializing processes of the genders, patriarchy and masculinity, and the relation of these factors to violence against women. Study of the cycle of violence and the syndrome of the maltreated woman in the partner relations. Application of strategies of intervention with women victims of violence. Emphasis in the design and application of interventions based on feminist therapy.

2 credits

PSYC 8760 SPIRITUALITY IN COUNSELING PSYCHOLOGY

Analysis of the historical, theoretical and philosophical foundations of a theist-ecumenical spiritual strategy and its application to counseling and psychotherapy. Discussion of the recent research on the benefits of spirituality in the integral health of people. Discussion and application of hypothetical cases.

2 credits

PSYC 8770 ALTERNATIVE AND COMPLEMENTARY THERAPIES

Critical analysis of the alternative and complementary therapies used in psychology to control symptoms and to contribute to the physical, mental and spiritual health of people from a holistic perspective. Application of the alternative and complementary practices that are sustained in the empirical evidence and the context of scientific research.

2 credits

PSYC 8780 INFANTILE PSYCHOANALYSIS

Analysis of the psychoanalytic conceptual frame and its contributions to clinics with children. Discussion of the concepts of psychoanalysis, constitution of the subject, clinical frame and free association. Consideration of the Freudian concepts by means of the reading of clinical cases, as well as the lacanian contributions on the constitution of the subject.

3 credits

PSYC 8795 PSYCHOLOGY OF HEALTH

Analysis of the cultural biopsychosocial model of health. Discussion of the research on the psycho-social risks and the prevention and protection factors in the promotion of health. Emphasis in the models of intervention and the problems of health of the infant, young and adult population.

2 credits

PSYC 8912 PRACTICUM IN THE DESIGN AND EVALUATION OF PSYCHOLOGICAL PROGRAMS AND SERVICES

Experience in the classroom constituted by activities of simulations, discussion of cases, performance of roles and the presentation of didactic virtual material. Development of the skills to make a design of evaluation of an intervention, a program or a psychological service. Includes the methodology, the instruments for collecting data and the writing of the evaluative report. Fifteen (15) hours of practicum are required. Corequisite: PSYC 7050.

1 credit

PSYC 8913 PRACTICE IN EVALUATION AND INTERVENTION IN POPULATIONS WITH SPECIAL CONDITIONS

Supervised practical experience in the methods of psychological evaluation, and diagnostic of special conditions and neuropsychological handicaps, strategies of psychological intervention for these populations and the role of professional consulting in this field. Corequisite: PSYC 8230. Grade: P/NP.

1 credit

PSYC 8914 PRACTICUM IN PSYCHOLOGICAL EVALUATION AND INTERVENTION WITH INFANTS AND PRESCHOOL CHILDREN

Experience in the classroom constituted by activities of simulations, discussion of cases, administration and correction of evaluation protocols. Development of the skills of administration, evaluation and interpretation of the findings of the psychological evaluation with infants and pre-school children. Emphasis on the application of strategies based on the scientific research of evaluation and intervention with these populations. 15 hours of practicum are required. Corequisite: PSYC 8330.

1 credit

PSYC 8915 PRACTICE IN NEUROPSYCHOLOGICAL EVALUATION

Supervised practical experience in which the student will develop the skills of administration, assessment and interpretation of the findings in neuropsychological evaluation. Corequisite: PSYC 8340. Grade: P/NP.

1 credit

PSYC 8916 PRACTICE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Practical experiences aimed for the development of skills for organizational evaluation and diagnosis. Application of the different theories, instruments, and methods of research to conceptualize such information. Emphasis on the work of the organizational industrial psychologist in these interventions and in the consulting processes. Requires the completion of a minimum of 160 hours of practice under the supervision of a faculty member, 8 hours a week of practice in the assigned center and 2 additional hours of composition and reading outside the center. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 8917 INTERNSHIP

An integrating experience of 2,000 hours in which students of the specializations of Psychological Counseling or School Psychology must show, under the supervision of a faculty member of the Doctoral Program in Psychology, their ability to integrate knowledge and skills, when offering a variety of services in Psychological Counseling and school psychology. The student is provided the opportunity to work in a practice scenario with a diversity of situations or clients, a variety of problems, and different types of programs and human services, using different psychological interventions. Grade: P/NP.

(Fee equivalent to 6 credits)

PSYC 8918 PRACTICE IN ORGANIZATIONAL/INDUSTRIAL PSYCHOLOGY II

Practical experience aimed at the development of skills in the components of organizational transformation, supervision and teaching. Emphasis on the performance of the organizational industrial psychologist in professional activities and in the consulting processes. One hundred sixty (160) hours of practice under the supervision of a faculty member, 8 hours in a practice scenario and 2 additional hours of writing and reading outside the center are required. Prerequisite: PSYC 8916. Grade: P/NP.

3 credits

PSYC 8919 PRACTICUM IN FAMILY THERAPY

Experience in the classroom constituted by activities of simulations, discussions of case, performance of roles and the exposure to didactic virtual material. Use of practical exercises of intervention with different problems and family situations. Application of different strategies and techniques of several models and systemic theories. Fifteen (15) hours of practicum are required. Corequisite: PSYC 8610.

1 credit

PSYC 8921 PRACTICUM IN OBJECTIVE EVALUATION OF PERSONALITY

Experience in the classroom constituted by activities of discussion of cases, recordings and simulations aimed at the development of advanced skills in administration, evaluation, interpretation and the integration of the findings of the inventories of personality for young people and adults. Fifteen (15) hours of practicum are required. Corequisite: PSYC 8630.

1 credit

PSYC 8922 PRACTICUM IN COUPLES THERAPY

Experience in the classroom constituted by activities of simulations, discussion of cases, performance of roles and the exposure to didactic virtual material. Development of practical exercises of intervention with different problems and situations of couples. Application of strategies and techniques of several models and theories of couples' therapy studied. Fifteen (15) hours of practicum are required. Corequisite: PSYC 8640.

1 credit

PSYC 8923 PRACTICUM IN CLINICAL SUPERVISION AND CONSULTANCY

Application of the principles, models and the basic theories of clinical supervision and consultancy. Practice of the strategies for the solution of ethical and legal problems tied to the context of the clinic, consultancy and supervision. Fifteen (15) hours of practicum are required. Corequisite: PSYC 8660.

1 credit

PSYC 8970 INTEGRATED PRACTICE IN CLINICAL/COUNSELING PSYCHOLOGY I

Practice in a scenario of mental health to integrate the skills of evaluation, diagnosis, conceptualization and intervention. Emphasis in the skills of psychological evaluation, evaluation of careers and vocational counseling. In addition, students will conduct individual interventions, group therapy and family therapy with models based on the evidence. One hundred (120) hours are required. Prerequisites: PSYC 8610, 8630, 8921, 8325 and 8919. Grade: P/NP.

2 credits

PSYC 8971 INTEGRATED PRACTICE IN CLINICAL/COUNSELING PSYCHOLOGY II

Practice in a real scenario to integrate the skills of evaluation, conceptualization, diagnosis and intervention. Emphasis in the development of prevention programs. Application of the models based on the evidence for the individual interventions, of group therapy and therapy of family. 180 hours are required. Prerequisite: PSYC 8970. Grade: P/NP.

3 credits

PSYC 8972 INTEGRATED PRACTICE IN CLINICAL/COUNSELING PSYCHOLOGY III

Practice in a scenario of mental health or academic scenario to integrate the skills of evaluation, conceptualization and intervention. Emphasis in administration and supervision, and in counseling skills. Development of the skills of individual interventions, group therapy and family therapy with models based on evidence. One hundred eighty (180) hours are required. Prerequisites: PSYC 8971, 8660 and 8923. Grade: P/NP.

3 credits

PSYC 8980 INTEGRATED PRACTICE IN CLINICAL/SCHOOL PSYCHOLOGY I

Practice in a real scenario to integrate the skills of evaluation, diagnosis, conceptualization and therapeutic techniques. Emphasis in the skills of psychological and psychoeducational evaluation. Application of the models based on the evidence for individual interventions, group therapy and family therapy. One hundred twenty (120) hours of practice are required. Prerequisites: PSYC 8620, 8630, 8921, 8610 and 8919. Grade: P/NP.

2 credits

PSYC 8981 INTEGRATED PRACTICE IN CLINICAL/SCHOOL PSYCHOLOGY II

Practice in a real scenario to integrate the skills of evaluation, diagnosis, conceptualization and intervention. Emphasis in the skills of intervention with infants, pre-school children and the family system. In addition, application of the models based on the evidence for individual interventions, group therapy and family therapy. One hundred eighty (180) hours are required. Prerequisites: PSYC 8980, 8330 and 8914. Grade: P/NP,

3 credits

PSYC 8982 INTEGRATED PRACTICE IN CLINICAL/SCHOOL PSYCHOLOGY III

Practice in a scenario of mental and school health to integrate the skills of evaluation, diagnosis, conceptualization and intervention. Emphasis in administration and supervision, and in counseling skills. Development of the skills in individual interventions, group therapy and family therapy with models based on evidence. One hundred eighty (180) hours are required. Prerequisites: PSYC 8981, 8660 and 8923. Grade: P/NP.

3 credits

PSYC 8990 INTERNSHIP

Integration of the knowledge, skills and attitudes of professional psychology to offer psychological services to diverse populations in varied contexts. Intensive training of 2000 hours in the combined specializations of Clinical Psychology/School Psychology and Clinical Psychology/ Counseling Psychology. Integration and application of the competencies of evaluation, intervention, counseling, supervision, administration and research. Grade: P/NP.

6 credits

PSYC 8991 DISSERTATION A

Application of the steps in scientific research for the preparation of the doctoral proposal, under the supervision of a faculty member. The student will work on the research proposal with the counseling of a doctoral dissertation committee. Grade: P/NP.

(Fee equivalent to 3 credits)

PSYC 8992 DISSERTATION B - CONTINUATION OF DISSERTATION

The student will continue working on the research under the supervision of the doctoral dissertation committee. Grade: P/NP.

(Fee equivalent to 3 credits)

Courses in Quality Organizational Design (QODS)

QODS 5010 STRATEGIC MANAGEMENT: INNOVATION AND CHANGE

Tools of quality management and its philosophies. Necessary. re-engineering to achieve quality in products and services. Short and long-term success management, strategic framework for problem solving. Study and analysis of organizational changes to achieve innovation and competitiveness. Emphasis on the role of the organizational leader to bring about innovation and change.

3 credits

QODS 6020 ACCOUNTING AS A TOOL FOR EXECUTIVE ACTION

Study of managerial decisions through the techniques of planning and control. Analysis of profit planning, responsibility accounting, patterns of cost behavior and the application of accounting data for basic planning and control decisions.

3 credits

QODS 6035 MARKETING INFORMATION AND COMPETITIVE ADVANTAGE

Analysis of marketing and consumer data. Use and analysis of these for developing competitive market strategies.

3 credits

Courses in Religious Education (RELI)

RELI 5010 HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION

Review of the historical trajectory and the philosophical principles that govern religious education. Emphasis on the study of the ideas and concepts that characterize the field of religious education.

3 credits

RELI 5215 HISTORY OF THE CHURCH

Review of the historical study of the Church from its origins to the 21st century. Analysis of the topics related to the cultural shock and the relations between the Church and the State. Discussion of the influences of the Christian denominations in the social, political, historical and anthropological contexts in relation to Western Civilization.

3 credits

RELI 5320 INTRODUCTION TO THEOLOGY

Systematic and interdisciplinary analysis of Christian thought. Identification of select topics within theology in relation to Western Civilization. Comparison of the main theological doctrines in relation to the Christian faith.

3 credits

RELI 5430 BIBLICAL ANALYSIS

Analysis of Biblical passages using exegetic, theological, sociological and hermeneutic methods. Emphasis on the contemporary religious currents such as the mujerista theology and the theologies of liberation, among others.

3 credits

RELI 5540 ECUMENICAL THOUGHT

Discussion of the history of Ecumenicalism, its movements and the development of these in the light of the World-wide Council of Churches and Vatican II. Analysis of theology and its relation to the mission of the Christian Church in Modern and Contemporary Time.

3 credits

RELI 5650 RELIGIOUS PLURALISM

Review of some religions of the world and their relationship with Christianity. Social analysis of each of these by means of an interfaith dialog where the beliefs of each social and Faith group are respected.

3 credits

RELI 5760 THE HISTORICAL JESUS: SOCIAL MESSAGE

Historical analysis of the figure of Jesus of Nazaret in his social environment. Exploration of his message of liberation and justice. Evaluation of his doctrinal teachings and the interpretation of his religious dialogue; simultaneously with his theology and pastoral work.

3 credits

RELI 5870 CHRISTIAN ECLESIOLOGY

Analysis of the development of the Churches and their theological thought. Distinguish the social crises and the role of the churches by epochs and doctrines. Emphasis on intervention with topics like political conflicts, ecology, bioethics, poverty, and marginalization.

3 credits

RELI 5990 ETHICS AND PASTORAL ACTION

Review of the topics related to ethics and religion from a contemporary perspective. Consideration of the relation of the Christian communities and society. Exploration of the relationship between ethics and religion as a social phenomenon.

3 credits

RELI 6020 TEACHING STRATEGIES IN RELIGIOUS EDUCATION

Evaluation of learning theories and the models of education that guide the educational practice in the diverse contexts of religious education. Analysis of the implications of the integration of technology and research in action as a means to reflect on educational practices.

3 credits

RELI 6030 DESIGN AND EVALUATION OF CURRICULUM IN RELIGIOUS EDUCATION

Discussion of the basic concepts for the design, construction and evaluation of a religious educational curriculum. Use of the necessary tools for the construction and evaluation of the curriculum. Analysis of diverse models of curricular design and their application.

3 credits

RELI 6040 EDUCATIONAL LEADERSHIP IN RELIGIOUS EDUCATION

Analysis of the principles and theories related to educational leadership (administrative, strategic, didactic, communitarian) and their implications for educational practice in religious education.

3 credits

RELI 6975 INTEGRATION SEMINAR

Integration of the knowledge and the skills acquired in the courses that make up the Master of Arts Degree in Religious Education. Emphasis on the analysis of Christian thought and the appropriate research in the discipline. Grade P/NP. Prerequisite: Approval of the Director of the School of Theology.

3 credits

RELI 6910 PRACTICUM

Emphasis on intervention in the field of Religious Education in organizations with Christian or religious educational bases. Placement in an educational scenario for a minimum of 200 hours. Grade P/NP. Prerequisite: Authorization of the Director of the School of Theology.

3 credits

Courses in Second Language Research (SLAR)

SLAR 7010 INTRODUCTION TO THE INVESTIGATION OF THE SECOND LANGUAGE

Analysis of recent investigations of the second language, different methodologies and statistical analysis. Emphasis on the understanding of the purpose, selection of research methods, analysis and results obtained by the researcher. Discussion of the ethical aspects of second language research.

3 credits

SLAR 7020 QUANTITATIVE RESEARCH DESIGN

Analysis and application of quantitative research methods and techniques. It requires the development of a quantitative research design for the study of the second language.

3 credits

SLAR 7030 QUALITATIVE RESEARCH DESIGN

Analysis and application of qualitative research methods and techniques. It requires the development of a qualitative research design for the study of the second language.

3 credits

SLAR 7035 RESEARCH-ACTION DESIGN

Exploration of the basic philosophy of action research and its methodology. Emphasis on the selection of the research topic, data collection, organization, analysis and interpretation of the data, as well as decision-making on appropriate actions based on the findings. It requires the development of a research-action design for a problem related to learning a second language.

3 credits

SLAR 7040 SOCIAL, CULTURAL AND POLITICAL ASPECTS OF THE SECOND LANGUAGE

Study of social, cultural and political aspects of languages in contact and research methodologies to study them. It requires the development of a research article with the required quality of a professional journal. Requirements: SLAR 7010, SLAR 7020, SLAR 7030.

3 credits

SLAR 7050 READING RESEARCH IN A SECOND LANGUAGE

Study of social, cultural, psychological and linguistic aspects in the reading of the second language. Discussion of the quantitative and qualitative research methodologies used to study them. It requires the development of a research article with the required quality of a professional journal. Requirements: SLAR 7010, SLAR 7020, SLAR 7030.

3 credits

SLAR 7060 INVESTIGATION OF WRITING IN A SECOND LANGUAGE

Application of quantitative and qualitative research methodologies for the study of social, cultural, psychological and linguistic aspects in writing in a second language. It requires the development of a research article with the required quality of a professional journal. Requirements: SLAR 7010, SLAR 7020, SLAR 7030.

3 credits

SLAR 7070 RESEARCH OF ORAL COMMUNICATION IN A SECOND LANGUAGE

Study of social, cultural, psychological and linguistic aspects in oral communication in a second language and the quantitative and qualitative research methodologies used for their investigation. It requires the development of a research article with the required quality of a professional journal. Requirements: SLAR 7010, SLAR 7020, SLAR 7030, SLAR 7035.

3 credits

SLAR 7080 LEARNING LANGUAGES USING COMPUTED TECHNOLOGY

Analysis of social, cultural, psychological and linguistic aspects in relation to computer technology. Discussion of the applicable quantitative and qualitative research methodologies. Emphasis on the different types of computer technology and its impact on the learning of a language. It requires the development of a research article with the required quality of a professional journal. Requirements: SLAR 7010, SLAR 7020, SLAR 7030.

3 credits

SLAR 7970 SPECIAL TOPICS IN RESEARCH OF THE SECOND LANGUAGE

Development of special topics in the research area of the second language in accordance with the interests of the students and under the supervision of a faculty member. Reserved exclusively for students who choose to receive a Master of Philosophy in Second Language Research as an option to exit the doctoral program. Requirements: All specialization courses.

3 credits

SLAR 8990 DISSERTATION PROPOSAL FOR A SECOND LANGUAGE INVESTIGATION

Definition of the topic for the student's dissertation. Preparation of the research proposal that includes the development of the chapters of the introduction, review of literature and methodology under the supervision of one or more members of the faculty. It requires students to defend their subject and selection of methodology before a committee composed of at least three professors-knowledgeable about research design and language research. Requirements: All specialization courses.

3 credits

SLAR 8991 DISSERTATION IN SECOND LANGUAGE RESEARCH

Complete the final chapters of the dissertation under the supervision of one or more professor-mentors. Compilation and analysis of the data corresponding to the research area. It requires students to defend the results and conclusions of their research before a committee composed of at least three professors-knowledgeable about research design and language research. Students who earn an NP grade must repeat this course. Students who earn a DP grade can enroll in SLAR 8991 Dissertation Extension 1. Prerequisite: SLAR 8990.

3 credits

SLAR 8992 DISSERTATION EXTENSION 1

Continuation of the data analysis and writing of the final chapters started in SLAR 8991, and the dissertation defense. Requirements: SLAR 8990 and a DP grade in SLAR 8991.

1 credit

SLAR 8993 DISSERTATION EXTENSION 2

Continuation of the data analysis and writing of the final chapters started in SLAR 8991, and the dissertation defense. Requirements: SLAR 8990 and a DP note on SLAR 8992.

1 credit

SLAR 8994 DISSERTATION EXTENSION 3

Continuation of the data analysis and writing of the final chapters started in SLAR 8991, and the dissertation defense. Requirements: SLAR 8990 and a DP note on SLAR 8993.

1 credit

Courses in Social Work (SOWO)

SOWO 5011 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

Study of eco-systemic and strength based theories, and their application in various human systems. Analysis of the theories of human behavior, diversity and oppression, and their implications for social intervention.

3 credits

SOWO 5012 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

Study of conflict, phenomenological, and organizational theories. Examination of the concepts of oppression and exclusion, and how they are promoted through social structures, ideologies, language and power relations. Prerequisite: SOWO 5011.

3 credits

SOWO 5013 FUNDAMENTALS OF PROFESSIONAL PRACTICE I

Critical analysis of the historical development of the profession. Examination of the generalist intervention process with various human systems. Study of professional ethics as an essential principle for the practice of Social Work. Application of interview strategies and techniques and documentation in the process of the general practice of social work.

3 credits

SOWO 5014 FUNDAMENTALS OF PROFESSIONAL PRACTICE II

Study of the theoretical and practical aspects necessary for working with groups, communities and organizations from the generalist practice. Analysis of the organizational context and its relationship with the practice of social work. Application of basic skills in the use of the Generalist Model in working with groups, communities and organizations, with emphasis on oppressed and marginalized populations. Prerequisite: SOWO 5013.

3 credits

SOWO 5015 SOCIAL POLICY AND SOCIAL WELFARE SYSTEMS

Study of the historical development of the social welfare system in Puerto Rico and other countries. Analysis of social policy, programs, services and their implications for underprivileged and oppressed groups in Puerto Rico and in other countries. Discussion of the intervention of the state in the formulation of social policy, in the development of the social welfare system, and in social change.

3 credits

SOWO 5016 RESEARCH IN SOCIAL WORK

Discussion of the concepts and stages of research. Critical analysis of innovative methodologies in social work research. Examination of ethical dilemmas and researcher practices that impact the diversity of population groups.

3 credits

SOWO 5923 PRACTICUM I

Application of the knowledge and skills of the Generalist Model to the processes of social intervention within the organizational scope. Emphasis on the perspective of strengths and empowerment in the offering of direct and support services with diverse individuals and families. 200 hours. Grading P / NP. Prerequisites: SOWO 5011 y SOWO 5013.

3 credits

SOWO 5924 PRACTICUM II

Application of the Generalist Model with individuals and families. Emphasis on social work with groups and the community. 200 hours. Grading: P / NP. Prerequisite: SOWO 5923.

3 credits

SOWO 6029 DIVERSITY AND OPPRESSION

Critical analysis of the theoretical frameworks and social, political, cultural, and economic factors that generate and maintain oppression in various groups. Study of the diverse populations discriminated by reason of age, gender, race, ethnicity, sexual orientation, and religious or political creed, among others.

3 credits

SOWO 6036 PROGRAM PLANNING AND EVALUATION

Study of the planning process of programs in human services organizations. Analysis of the methodology and evaluation processes of programs to achieve quality services. Critical review of ethical dilemmas in the evaluation of programs.

3 credits

SOWO 6037 ADMINISTRATION IN SOCIAL WORK

Critical analysis of the principles and processes in the administration of human service agencies. Analysis of organizational and conflict theories in the administration of human services in the various roles of the social worker-administrator and the ethical implications. Emphasis on the process of intercession and facilitation for empowerment of service users and personnel.

3 credits

SOWO 6038 ADMINISTRATION OF HUMAN RESOURCES

Analysis of the role of the social worker as administrator of human resources in social service institutions. Examination of the principles and techniques of the selection process, training, supervision and evaluation of agency personnel and the legislation applicable to these processes. Emphasis on cultural diversity, the empowerment of personnel and the quality of services, as well as the preventive role of negligence and professional incompetence.

3 credits

SOWO 6039 GRANT PROPOSALS FOR FUNDING

Analysis of dilemmas, processes and procedures related to the preparation and presentation of proposals for obtaining funds. Identification of financing sources available inside and outside the country. Requires the preparation of a proposal. Prerequisite: SOWO 6036

3 credits

SOWO 6043 ADMINISTRATION OF NON-GOVERNMENTAL ORGANIZATIONS

Study of non-governmental organizations, their development, and inherent dilemmas. Analysis of the objectives, structure, governance and personnel patterns and their relationship with the community environment. Discussion of the leadership characteristics needed to direct these agencies. Analysis of concepts such as diversity, power sharing and empowerment.

3 credits

SOWO 6042 SOCIAL WORK WITH ORGANIZATIONAL AND COMMUNITY GROUPS

Evaluation of the structure, functions and tasks of formal and informal groups from the community and organizational perspective. Analysis of group dynamics as a means to integrate social capital to teamwork to facilitate the achievement of group goals. Emphasis on the role of the social worker as administrator from a strengths and empowerment perspective.

3 credits

SOWO 6043 ADMINISTRATION OF NON-GOVERNMENTAL ORGANIZATIONS

Study of non-governmental organizations, their development, and inherent dilemmas. Analysis of the objectives, structure, governance and personnel patterns and their relationship with the community environment. Discussion of the leadership characteristics needed to direct these agencies. Analysis of concepts such as diversity, power sharing and empowerment.

3 credits

SOWO 6045 SOCIAL WORK AND THE ELDERLY

Review of the biopsychosocial factors in elderly people. Theoretical approximations that explain the relationship between the elderly and their families. Analysis of controversies related to this group and examination of ethical dilemmas.

3 credits

SOWO 6052 SUPERVISION IN THE ORGANIZATIONAL CONTEXT

Analysis of supervision models that facilitate organizational work processes and the achievement of programmatic goals. Development of the competencies of the leader-supervisor. Emphasis on conflict management in human service organizations.

3 credits

SOWO 6064 MENTAL HEALTH AND SOCIAL WORK

Analysis of behavior disorders and concepts of atypical behavior and mental illness throughout history. Analysis of the psychosocial and biological aspects that affect the development of mental illness. Study of the mental conditions commonly diagnosed by the classification system Diagnostic Statistical Manual (DSM). Emphasis on the ethical and legal responsibility of the social worker during intervention with diverse populations.

3 credits

SOWO 6072 CLINICAL SUPERVISION

Analysis of the supervision process in social work in direct or clinical service scenarios. Application of supervision strategies and techniques in the provision of services. Study of strategies aimed at creating an environment that fosters training and professional development. Analysis of the responsibility of the clinical supervisor for the outcomes of the person under supervision and for preventive measures in the event of negligence and professional incompetence.

3 credits

SOWO 6131 FAMILY INTERVENTION MODELS I

Evaluation and application of intervention models with families in order to facilitate the empowerment of families in their environment. Examination of the theoretical basis, values and professional roles in the models of strengths, solutions and communication. Application of the Code of Ethics in professional practice.

3 credits

SOWO 6132 FAMILY INTERVENTION MODELS II

Critical review of therapeutic models: structural, cognitive behavioral and narrative. Study of effectiveness based on evidence of intervention models with families. Application of intervention models that are aimed at the process of empowerment and resilience of diverse families.

3 credits

SOWO 6143 EVALUATION OF EFFECTIVENESS OF PROFESSIONAL PRACTICE

Evaluation of the effectiveness of the professional practice of social work. Analysis of research that supports evidence-based practice. Emphasis on qualitative and quantitative research to measure the effectiveness of its practice from the various theoretical-methodological perspectives. Prerequisite: SOWO 5016 or admission to the Advanced Program.

3 credits

SOWO 6161 MODELS OF SOCIAL GROUP WORK I

Study of the different types of groups aimed at primary prevention and processes that facilitate the strengthening of the diversity of families. Emphasis on socio-educational groups to intervene with factors associated with protective behavior and risk.

3 credits

SOWO 6162 MODELS IN SOCIAL GROUP WORK II

Study of group therapy with diverse populations from a biopsychosocial perspective. Emphasis on the Cognitive-Behavioral Model and the Transtheoretical Model in the processes of behavior change through group therapy. Discussion of the role of the social worker as a group therapist in the process of change. Analysis of ethical aspects in group therapeutic interventions. Prerequisite: SOWO 6161.

3 credits

SOWO 6921 PRACTICUM III: CLINICAL SOCIAL WORK

Practical experiences aimed at integrating knowledge and skills in biopsychosocial intervention with families consistent with the principles and values of the social work profession. Integration of ecosystem, strengths and empowerment perspectives. Application of biopsychosocial intervention models with emphasis on prevention. Analysis of social and institutional policy, in accordance with the cultural and socioeconomic reality of the population served. Requires a minimum of 167 hours per trimester. Requisite: SOWO 5924 or admission to the advanced program. Grading: P / NP.

3 credits

SOWO 6922 PRACTICUM IV: CLINICAL SOCIAL WORK

Practical experiences for the integration of knowledge and skills in the intervention with emphasis on couples and family therapy. Application of the different models of structural therapy, communication, and problem solving. Emphasis on an evidence based culturally competent practice. Requires a minimum of 167 hours per trimester. Prerequisite: SOWO 6921. Grading: P/NP.

3 credits

SOWO 6923 PRACTICUM V: CLINICAL SOCIAL WORK

Practical experiences in the differential use of biopsychosocial intervention models with groups responsive to the perspectives of empowerment and strengths. Emphasis on group level strategies that reflect a commitment to cultural competence. Implementation of strategies that integrate research as a tool for the evaluation of social work practice. Requires a minimum of 167 hours per trimester. Prerequisite: SOWO 6922. Grading: P/NP.

3 credits

SOWO 6924 PRACTICUM III: ADMINISTRATION IN SOCIAL WORK

Practical experiences aimed at integrating theoretical knowledge into the analysis of an organization in accordance with the purposes, values and ethics of social work administration. Analysis of the philosophy, social policies, and organizational culture of the agency through an empowerment and strengths approach toward the constituents of the organization. Requires a minimum of 167 hours per trimester. Prerequisite: SOWO 5914 or admission to the advanced program. Grading: P/NP.

3 credits

SOWO 6925 PRACTICUM IV: ADMINISTRATION IN SOCIAL WORK

Practical experiences aimed at integrating knowledge and skills in the participatory process of planning and coordination in a human services agency. Includes the application of administrative practices in the management of the human resources of the agency. Requires a minimum of 167 hours per trimester. Prerequisite: SOWO 6924. Grading: P/NP.

3 credits

SOWO 6926 PRACTICUM V: ADMINISTRATION IN SOCIAL WORK

Learning experiences directed towards the integration of theoretical knowledge and skills with a systemic approach of strengths and empowerment in the administration of social agencies. Emphasis on the implementation of the action plan, the preparation of proposals and the search for financial resources for the agency. Application of models for the evaluation of programs. Requires a minimum of 167 hours per trimester. Prerequisite: SOWO 6925. Grading: P/NP.

3 credits

SOWO 7130 CONCEPTUAL APPROACHES IN CLINICAL SOCIAL WORK

Analysis of the conceptual foundation of the three dimensions that integrate the social-clinical intervention applied to individuals, family, couples and group therapy. Integration of several conceptual models with an echo-systemic, cognitive-behavioral and problem solving approach for intervention. Includes ethical aspects of the social-clinical work. Requires a minimum of 15 hours of lab.

3 credits

SOWO 7140 COORDINATED HANDLING OF MENTAL HEALTH AND CLINICAL SOCIAL WORK

Review of the historical aspects and social policies regarding the coordinated handling of mental health services. Critical analysis of the state and federal laws regulating the independent practice of clinical social work. Identification of the strategic and operational resources in the use and planning of services: quality of service, benefits administration, claims and lawsuits. Emphasis on the critical analysis of the Revised DSM IV, its origin and evolution. Includes ethical aspects related to the use of diagnosis and drugs.

3 credits

SOWO 7150 FAMILY THERAPY IN SOCIAL WORK

Analysis of social work intervention in family therapy in Puerto Rico. Discussion of clinical models of intervention in social work beginning with contemporary family therapy approaches which contemplate the complexities families confront. Application of the therapeutic process and the social work function in family therapy. Critical examination of the conditions of oppression, discrimination and the lack of opportunities that families face and which condition their family function. Emphasis on the importance of professional ethics in family therapy. Requires a minimum of 15 hours of lab. Prerequisites: SOWO 7130, 7140.

3 credits

SOWO 7153 SOCIAL WORK IN COUPLES THERAPY

Application of social work intervention with couples. Discussion of the steps in beginning to work with traditional and nontraditional couples. Analysis of the fundamental elements in the function of couples such as: diversity, decision making, problem solving, finances, values, ethics, gender, religion, race, sexual orientation and sexual conditions. Review of how these elements affect the therapeutic reasoning. Requires a minimum of 15 hours of lab. Prerequisites: SOWO 7130, 7140.

3 credits

SOWO 7154 GROUP THERAPY IN SOCIAL WORK

Application of group therapy with different theoretical frameworks to a wide range of biopsicosocial conditions in diverse populations and the role of social work in promoting behavior changes in participants. Emphasis on the cognitive-behavioral model and the strengths approach. Discussion of protocols used in social work scenarios to develop the individual transformation process, maintain cohesion, group tasks and objectives. Requires a minimum of 15 hours of lab. Prerequisites: SOWO 7130, 7140.

3 credits

SOWO 7156 PRACTICUM IN CLINICAL SOCIAL WORK

Practical experience at the post-masters level directed towards the application and integration of clinical social intervention models for individuals, families and groups. Students must complete 180 hours of work in a mental health scenario. Requires that students have approved the 12 credits of the theoretical courses, which include SOWO 7153. Corequisite: SOWO 7154.

3 credits

SOWO 7210 QUALITATIVE INVESTIGATION IN CLINICAL SOCIAL WORK

Examination of the essential elements of qualitative research. Application of qualitative methodology to clinical practice. Comparative and complementary studies between qualitative and quantitative methods.

2 credits

SOWO 7220 QUANTITATIVE INVESTIGATION IN CLINICAL SOCIAL WORK

Analysis of the essential elements of quantitative research. Appropriate use of theoretical frames and specific designs that respond to the practice of clinical social work. Examination, selection and development of outcome measures, as well as attention to their validity and reliability. Use of information systems and computerized meta-analytical procedures for intervention.

2 credits

SOWO 7230 NEUROSCIENCES AND CLINICAL PRACTICE IN SOCIAL WORK

Examination of the basic structures of the nervous system, its relationship with human behavior and with mental health disorders. Likewise, it deals with the relationship with psychotropic medications. Critical analysis of the recent findings of neuroscience and the challenges they represent for the practice of clinical social work.

3 credits

SOWO 7310 STATISTICS APPLIED TO THE EVALUATION OF CLINICAL SOCIAL WORK

Analysis of statistical methods in clinical quantitative research. Examination of hypothesis tests through the processing of statistical data. Application of statistics to the measurement of variables and equally to the generalization of the results of the biopsychosocial intervention.

2 credits

SOWO 7410 CLINICAL THEORY IN SOCIAL WORK I

Critical examination of the epistemological sources and propositions of the theories congruent with the principles, values and mission of clinical social work. Analysis of the central theories in relation to psychodynamic thinking, as well as with the various related perspectives and that of attachment and relationship links with neuroscience. Critical evaluation of the social and ideological subjectivity inherent in the intellectual tradition in most theories of human behavior.

3 credits

SOWO 7411 CLINICAL THEORY IN SOCIAL WORK II

Critical analysis of the theories, perspectives and conceptual frameworks that are used in the practice of contemporary social work. Emphasis on postmodernist theories, narrative, as well as social constructionism. Study of the discourses that perpetuate inequality, social exclusion, racism, sexism, ethnocentrism, machismo, the construction of power relations and their application to clinical social work. Prerequisite: SOWO 7410.

3 credits

SOWO 8010 EVALUATION OF EFFECTIVENESS IN THE CLINICAL PRACTICE OF SOCIAL WORK

Analysis of the historical trajectory and the current situation in the evaluation of the effectiveness of the practice of social work in Puerto Rico and other countries. Study of the evaluation processes and their results from the qualitative and quantitative perspectives. Use of diversity of designs, instruments and standardized scales to measure effectiveness in practice. Analysis of the research to encourage the production of theoretical knowledge for clinical practice.

2 credits

SOWO 8020 BIOPSYCOSOCIAL DIAGNOSIS IN CLINICAL SOCIAL WORK

Critical analysis of the Diagnostic Statistical Manual (current DSM) and its differential use by other disciplines in the biopsychosocial diagnosis. Application of DSM to diverse populations: people with special needs, trauma survivors, those with neurological conditions in development, elderly and mental health patients.

2 credits

SOWO 8030 CLINICAL PRACTICES WITH FAMILIES IN SOCIAL WORK

Comparative examination of family therapy models that include non-traditional models and those applicable to diverse populations. Analysis and application of clinical practice models with families that meet the basic needs of the life cycle that occur from pregnancy to death in its various components. Emphasis on psychosocial intervention with families that have patterns of interpersonal violence such as gender, against minors and sexual abuse. Analysis of the most recent investigations with evidence data based on theoretical and methodological frameworks.

3 credits

SOWO 8040 CLINICAL PRACTICES WITH CHILDREN AND ADOLESCENTS

Critical analysis of intervention models with evidence-based practices that are effective and explain the understanding of trauma in families with children and adolescents. Special attention to the incidence, course, diagnosis and treatment of disorders such as: autism, attention deficit with or without hyperactivity, acute stress, post-traumatic stress and eating disorders. All these examined from the differential effect that distinguishes them. Application of diagnostic skills for comprehensive evaluation in children and adolescents. Emphasis on the development of intervention skills in various traumas that can range from self-mutilation or rape, to those provoked by armed conflicts and natural disasters.

2 credits

SOWO 8050 CONSTRUCTION OF MEASUREMENT INSTRUMENTS IN CLINICAL SOCIAL WORK

Design and construction of instruments for the evaluation measurement that validate the effectiveness of the biopsychosocial intervention in the practice of clinical social work. These instruments can be in the qualitative or quantitative order, depending on the purpose of the measurement. Analysis and application of concepts such as: validity and reliability in measurement scales. Examination of the ethical-philosophical aspects related to measurement in practice.

2 credits

SOWO 8060 MENTAL HEALTH: SALUBRISTA PERSPECTIVE IN CLINICAL SOCIAL WORK

Critical analysis of the health perspective in mental health in attention to clinical, epidemiological and social aspects. Identification of the risk and protection factors to achieve a state of well-being and mental health in the population groups. Formulation of guidelines to face, monitor and constantly evaluate these factors. Examination of interventions with scientific evidence, which serves as a basis to disseminate the results. Application of social policy analysis models to evaluate programs and services in relation to the mental health of the country.

2 credits

SOWO 8110 TRAUMA AND ADVANCED CLINICAL PRACTICE IN SOCIAL WORK

Analysis of the different theoretical approaches that explain the trauma and the clinical strategies to intervene with children, adolescents and adults. Understanding of the theoretical approaches of neuroscience.

2 credits

SOWO 8120 ADDICTIONS AND THE PRACTICE OF CLINICAL SOCIAL WORK

Identification and diagnosis of people with additions, as well as their relationship with other mental conditions, from the perspective of neuroscience. Emphasis on a biopsychosocial intervention focused on the family. Analysis of the various clinical intervention models, their differences and controversies.

2 credits

SOWO 8130 THERAPEUTIC GROUPS WITH VARIOUS POPULATIONS

Critical analysis of group therapy models with respect to their theoretical frameworks, their purpose and population to which they are directed. Examination of the contribution of collective dynamics to the individual therapeutic goal designed. Special attention to the contribution of collective dynamics to the individual therapeutic goal designed. Special attention to the therapy of games and other nontraditional types.

2 credits

SOWO 8910 CLINICAL INTERNSHIP I

Application of theoretical knowledge and methodological skills to clinical biopsychosocial intervention with a minimum of 4 situations, be it with children, adolescents or adults. Written and oral presentation of the clinical diagnosis and its empirical justification, as well as its interventions. It requires a total of 250 hours. Prerequisite: Have passed the courses SOWO 7411, 8020, 8030, 8040, 8050. It can be taken before or concurrent with SOWO 7230. Grade: P/NP.

1 credit

SOWO 8920 CLINICAL INTERNSHIP II

Application of theoretical knowledge and methodological skills to the biopsychosocial intervention with a minimum of 4 situations, individual, either with adults, children or adolescents, if necessary. Extend the intervention to work with at least 3 situations in couple's therapy. Presentation of the clinical diagnosis and its empirical justification, as well as its interventions in written and oral form. It requires a total of 250 hours. Prerequisite: SOWO 8910. Grade: P/NP.

1 credit

SOWO 8930 CLINICAL INTERNSHIP III

Application of theoretical knowledge and methodological skills to clinical intervention with adults, children and couples, if considered necessary. Simultaneously, work will begin at least 3 situations in family therapy. Presentation of the clinical diagnosis and its empirical justification, as well as its interventions in written and oral form. It requires a total of 250 hours. Prerequisite: SOWO 8920. Grade: P/NP.

1 credit

SOWO 8940 CLINICAL INTERNSHIP IV

Application of theoretical knowledge and methodological skills to clinical intervention with adults, children and couples. Continue with the individual biopsychosocial intervention with adults, children, couples and family therapy, if necessary. Jointly, or organized group therapy with children, adolescents or adults. Presentation of the clinical diagnosis and its empirical justification, as well as its interventions in written and oral form. It requires a total of 250 hours. Prerequisite: SOWO 8930. Grade: P/NP.

1 credit

SOWO 8950 CLINICAL INTERNSHIP V

Application of theoretical knowledge and methodological skills to individual biopsychosocial intervention with adults, children, couples, family therapy and group therapy, if necessary. Proceed to the development of a biopsychosocial prevention project with a health approach aimed at a vulnerable population. Stay with the individual biopsychosocial intervention with adults, children, couples, family therapy or group therapy, if necessary. Presentation of the clinical diagnosis and its empirical justification, as well as its interventions in written and oral form. It requires a total of 250 hours. Prerequisite: SOWO 8940. Grade: P/NP.

1 credit

SOWO 8960 CLINICAL INTERNSHIP VI

Application of theoretical knowledge and methodological skills to clinical intervention. Continuation of group therapy with children, adolescents or adults, if necessary. Start of a biopsychosocial project with a health-care approach aimed at a population served. Continue the individual biopsychosocial intervention with adults, children, couples, family therapy or group therapy, if necessary. Implementation of a prevention project with a health approach aimed at the population served and its evaluation. Presentation of the clinical diagnosis and its empirical justification, as well as its interventions in written and oral form. It requires a total of 250 hours. SOWO 8950 requirement. Grade: P/NP.

1 credit

SOWO 8991 DISSERTATION I

Written and oral presentation of the etiology of a biopsychosocial problem experienced by a population attended during the internship. Integration of a literature review that includes evidence-based interventions and their results, as well as the research proposal. The summary of the literature review may be publishable. Presentation and oral defense of a research proposal. The approval of this written and oral presentation will allow the student to continue to the second phase or implementation of their research. Requirements: Have passed the courses SOWO 7210, 7220, 7310, 7230, 8010 and 8910. Grade: DP/P/NP.

3 credits

SOWO 8992 DISSERTATION II

Data collection and analysis of the results of the investigation. Written presentation of the results of the investigation and the oral defense of the same. Requirement: SOWO 8991. Grade: DP/P/NP.

3 credits

Courses in Spanish (SPAN)

SPAN 5140 TEXT PRODUCTION

Application of the current theories on the process of writing to the production of written text. Emphasis on expository and argumentative text writing such as the essay, the research report, article review or the monograph in different media and formats, including the electronic medium. Includes the discussion and the practice of support strategies to plan, to write and to review documents. Requires skills in the use of computers.

3 credits

SPAN 6140 THE TEACHING OF SPANISH AS A SECOND LANGUAGE

Common elements in the teaching of a second language; techniques used in teaching Spanish as a second language; emphasis on writing techniques.

3 credits

SPAN 6904 IMPORTANCE AND PERTINENCE OF APPLIED LINGUISTICS IN THE STUDY OF THE SPANISH LANGUAGE IN PUERTO RICO

Analysis of linguistics as an applied science that permits the study and monitoring of Spanish as a language and its current pertinence. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Spanish.

3 credits

SPAN 6905 APPLICATION OF ADVANCED GRAMMAR IN MODERN COMPOSITION

Theoretical and practical analysis of the postulates and concepts that serve as the basis for the study and development of the Spanish language. Production of oral and written speeches. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Spanish.

3 credits

SPAN 6906 CRITICAL VIEW OF PUERTO RICAN LITERATURE: 20TH CENTURY TO THE PRESENT

Critical study of the development of Puerto Rican literature through the analysis of representative works and authors of the different genres and literary movements, including the 20th century to the present. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Spanish.

3 credits

SPAN 6907 IMPORTANT FIGURES IN CONTEMPORARY SPANISH-AMERICAN LITERATURE

Study of the general background of the development of Spanish-American Literature based on the analysis of representative works and authors of the different trends and literary genres, from the 20th century XX to the present. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Spanish.

3 credits

SPAN 6908 NEW APPROACHES OF THE TEACHING OF SPANISH

Study of new models for the teaching of Spanish and their application to pedagogical practices of Spanish in Puerto Rico. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Spanish.

3 credits

SPAN 6909 STUDY AND APPLICATION OF READING AND WRITING AS TEACHING TOOLS

Study of teaching theories and techniques that apply to the planning and development of reading and writing skills. Analysis of novel approaches and resources directed to the development and practice of skills that stimulate innovation in teaching. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Spanish.

3 credits

SPAN 6910 TRAJECTORY AND EVOLUTION OF THE CONCEPT OF IDENTITY IN PUERTO RICAN POETRY OF THE 20TH CENTURY

Emphasis on the identification and examination of expressions of national affirmation arising in Puerto Rican poetry during the 20th century. Presentation of an integrated view of poetic discourse revealing a clear trend towards the search for and affirmation of a Puerto Rican national identity from different perspectives. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching of Spanish.

3 credits

Courses in Speech-Language Pathology (SPLP)

SPLP 5100 ANATOMY, PHYSIOLOGY AND NEUROLOGY OF THE MECHANISMS OF SPEECH, LANGUAGE AND HEARING

Review of the anatomical, physiological and neurological bases of speech production. Emphasis on the study of the structures and mechanisms of breathing, phonation, resonance, articulation, hearing and the nervous system.

3 credits

SPLP 5105 FOUNDATIONS OF AUDIOLOGY

Analysis of the anatomy of the ear, the physiology of the central peripheral auditory system, types of hearing loss and their tests. Emphasis on the administration and interpretation of these tests. Review of the methods of auditory screenings with different populations in diverse scenarios.

3 credits

SPLP 5110 NORMAL DEVELOPMENT OF SPEECH AND LANGUAGE

Review of the processes related to the normal acquisition of speech and language. Analysis of the main theoretical perceptions related to the normal acquisition and development of speech and language. Emphasis on the development of language components during the periods from childhood to adolescence.

3 credits

SPLP 5120 SEMINAR: CONTEMPORARY TOPICS AND MULTICULTURAL AND METHODOLOGIC CONSIDERATIONS

Discussion of contemporary topics and review of scientific literature related to the pathologies of speech and language. Emphasis on the multicultural aspects in the evaluation and intervention with diverse populations.

1 credit

SPLP 5215 PROFESSIONAL ETHICS IN SPEECH-LANGUAGE PATHOLOGY

Analysis of the ethical and legal aspects related to the professional practice of Speech-Language Pathology. Discussion of the ethical codes of the Puerto Rico Speech-Language Pathology and Audiology Organization (OPPHLA for its abbreviation in Spanish), the "American Speech and Hearing Association" (ASHA).

3 credits

SPLP 6000 INTRODUCTION TO AUDITORY HABILITATION/ REHABILITATION

Review of the principles and strategies in dealing with problems related to hearing impediments in children and adults. Emphasis on the development and preservation of communication through lip reading, auditory training and the use of technology in auditory habilitation/ rehabilitation. Prerequisite: SPLP 5105.

3 credits

SPLP 6100 ARTICULATION AND PHONOLOGY DISORDERS

Analysis of the development of sound production in children's speech. Discussion of the factors that affect phonological development and auditory-motor learning. Review of the differential diagnosis of the phonological disorders against oro-motor disorders. Discussion of clinical cases to apply the methodologies used in the identification and treatment of such disorders. Prerequisites: SPLP 5100 and 5110.

3 credits

SPLP 6101 LANGUAGE DISORDERS IN CHILDREN I

Analysis of language disorders in the children from birth to five years of age. Evaluation and intervention of the different language pathologies in the context of language components. Review of research related to language disorders in children. Prerequisite: SPLP 5110.

3 credits

SPLP 6102 LANGUAGE DISORDERS IN CHILDREN II

Analysis of language disorders in school age and adolescent children, as well as the linguistic and cognitive processes related to the performance of children in the classroom in language skills (listening, speaking, reading and writing). Evaluation of the functions of the speech-language pathologist in the diagnosis and treatment of students with language learning problems. Prerequisite: SPLP 6101.

3 credits

SPLP 6150 SIGN LANGUAGE

Description of the theoretical and practical aspects of sign language. Organization of the basic vocabulary required for the elaboration of phrases, sentences and messages using the American Sign Language (ASL).

3 credits

SPLP 6210 FLUENCY DISORDERS

Review of the theories, development, nature and symptoms of stuttering and other disorders of fluency in children and adults, as well as the intervention strategies used in dealing with such disorders. Analysis of clinical cases methodologies used in the diagnosis and intervention of different fluency disorders. Prerequisite: SPLP 5110.

3 credits

SPLP 6215 VOICE DISORDERS

Review of the etiology, symptoms, development, diagnosis, intervention and prevention of voice disorders in children and adults. Prerequisite: SPLP 5110.

3 credits

SPLP 6320 DIAGNOSTIC METHODS IN SPEECH-LANGUAGE PATHOLOGY

Application of the diagnostic principles and procedures in Speech-Language Pathology to establish a differential diagnosis. Emphasis on the procedures of evaluation, interview techniques, data compilation, integration and interpretation, as well as in the documentation and writing of evaluation reports. Discussion of the evaluations of different clinical cases with diverse conditions. Prerequisites: SPLP 5100, 6102, 6210, 6215.

3 credits

SPLP 6325 ACQUIRED LANGUAGE DISORDERS

Analysis of the neuropathology, symptoms and speech and language rehabilitation in individuals with aphasia and other related disorders that affect communication in the adult. Comparison with other disorders, such as: dementia, cerebral trauma, vascular brain accident and damage to the right hemisphere to establish a differential diagnosis. Evaluation, treatment and prognosis of such conditions. Prerequisite: SPLP 5100.

3 credits

SPLP 6405 AUGMENTATIVE AND ALTERNATE AID FOR COMMUNICATION

Discussion of the theoretical and practical aspects of the augmentative and alternate aids for communication (AAC) and their impact in the life of people with severe communication impediments. Evaluation of the available equipment, their characteristics and uses. Discussion of strategies for the implementation of AAC to satisfy the communication needs of clients. Prerequisite: SPLP 6102.

3 credits

SPLP 6430 DYSPHAGIA IN CHILDREN AND ADULTS

Review of the anatomy and physiology of the normal swallowing process in infants, children and adults. Includes the anatomical and physiological factors that affect the process. Description of swallowing disorders associated with structural, neurological and behavioral disorders. Emphasis on the evaluation methods in the treatment of such disorders. Prerequisite: SPLP 5100.

3 credits

SPLP 6435 MOTOR DISORDERS IN SPEECH

Review of the neurological disorders that affect the production of speech. Discussion of the procedures used in the evaluation of speech disorders associated with neuromotor disorders. Emphasis on neuropathology and the habilitation/rehabilitation of individuals with apraxia and dysarthria. Prerequisite: SPLP 6100.

2 credits

SPLP 6440 WRITTEN LANGUAGE DISORDERS

Evaluation of the reading and writing processes in children with language disorders. Analysis of the relation of oral skills and speech skills with the reading and writing processes, as well as of the function of the speech and language pathologist in the intervention with school age children who present such disorders. Prerequisite: SPLP 6102.

2 credits

SPLP 6535 SUPERVISION AND ADMINISTRATION IN SERVICES OF SPEECH AND LANGUAGE PATHOLOGY

Discussion of the models, theories and principles of clinical supervision in Speech and Language Pathology. Analysis of the administrative aspects of the profession in reference to the offering of services and the supervision of other professionals of the area.

3 credits

SPLP 6910 CLINICAL PRACTICE I

Application of the skills, techniques and treatment of speech and language disorders of children and adults with a variety of communication disorder evaluations. Implementation of counseling interventions with the patients and their families. Design and elaboration of intervention plans and the writing of evaluation and progress reports. Requires the student to complete a minimum of 160 hours of supervised practice. Grade: P/NP Prerequisite: Have authorization of the Director of the Program. Corequisite SPLP 6535 and SPLP 6970.

3 credits

SPLP 6911 CLINICAL PRACTICE II

Application of the skills, techniques of evaluation and the treatment of communication disorders of speech and language of children and adults. Implementation of counseling interventions with patients and their families. Design and elaboration of intervention plans and the writing of evaluation and progress reports. Application of the skills of supervision and counseling to speech and language therapists. Use of the skills of administration of services in Speech and Language Pathology. Requires the student to complete a minimum of 240 hours of supervised practice. Grade P/NP. Prerequisite: SPLP 6910.

4 credits

SPLP 6970 INTEGRATION SEMINAR

Evaluation of the diagnostic and intervention aspects of the most common speech-language pathologies in children and adults with communication disorders. Discussion of the content areas evaluated in the Puerto Rico Board examination and in the national examination (PRAXIS) required for the certification of clinical competence (CCC) and for professional practice in speech-language Pathology. Prerequisite: SPLP 6140. Grade: P/NP.

2 credits

Courses in Theology (THEO)

THEO 7000 FUNDAMENTAL THEMES OF CHRISTIAN THEOLOGY

Analysis of fundamental topics of Christian Theology, such as the Doctrine of God, Christology, Ecclesiology, and Eschatology. Special attention to the theological, philosophical, and pastoral contemporary dialog of these topics. Review of tendencies, thinkers, trends, and methodology, particularly from the Latin American perspective.

3 credits

THEO 7010 BIBLICAL STUDIES

ritical study of the sacred writings (Old and New Testament). Special attention to several aspects, such as the historical, social, and theological aspects that frame the books of Christian writings.

3 credits

THEO 7016 EVANGELIZATION IN THE CARIBBEAN

Analysis and interpretation of the religious, theological and social history of the Hispanic Caribbean until the twentieth century. Interdisciplinary review of Christian thought and its connection with the evangelization process of the Caribbean.

3 credits

THEO 7017 THEOLOGY: COLONIAL AMERICA

Analysis and interpretation of the religious and theological phenomenon in the societies of colonial America from the seventeenth century until the beginning of nineteenth century in light of the history of Christian thought.

3 credits

THEO 7019 THEOLOGY: CONTEMPORARY AMERICA

Analysis and interpretation of the religious phenomenon and theology in the societies of contemporary America in the period from 1825 to the present in light of the history of evangelization and other religious currents.

3 credits

THEO 7020 CHRISTIAN ETHICAL PERSPECTIVES

Analysis of the history, methodology, and the theological and philosophical basis of the ethical-Christian school of thought. Study of deontological, utilitarian, contextual, libertarian, and feminist discourses.

3 credits

THEO 7030 HISTORY OF CHRISTIANITY

Study of Christianity from the Apostolic Era, the Patristic Period, the Middle Ages, and the Protestant Reformation to the present. Includes theological development, its ecumenical expressions, and the geographical expansion through the different continents, especially Latin America and the Caribbean.

3 credits

THEO 7100 CONTEMPORARY THEORIES OF CHRISTIAN THEOLOGY

Study of trends, theories, practices, and challenges of Christian education in the context of Catholic Christian and Protestant communities in Latin America, the Caribbean and the United States. Emphasis on both the ecclesial as well as the academia context.

3 credits

THEO 7110 THEOLOGICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATIONAL MINISTRY

Readings and discussions of several contemporary approaches to Christian education, such as those from Horace Bushnell, George Albert Coe, Lewis J. Sherill, James Smart, C. Ellis Nelson, Thomas Groome, and Paulo Freire. Emphasis on educational philosophies, and theories of human development relevant to Christian education.

3 credits

THEO 7120 CURRICULA AND METHODS OF POPULAR EDUCATIONAL THEOLOGY

Review of different alternative theological education curricula, programs, and strategies for popular sectors, with special emphasis on the models developed by fundamental ecclesiastical communities in Latin America and the Caribbean.

3 credits

THEO 7130 EDUCATION FOR PEACE, HOPE AND SOCIAL JUSTICE

Study of educational models of Christian Churches that foster brotherhood relations and social coexistence. Analysis of the theological, pedagogical, and social dimensions in the contemporary world context.

3 credits

THEO 7140 CHRISTIAN EDUCATION AND MORAL FORMATION

Review of the critical role that the teaching of faith and Christian values play on moral formation in its personal and community character. Study of different approaches and methodologies on spiritual and moral development in a pluralist world.

3 credits

THEO 7150 CHRISTIAN EDUCATION AND CONTEMPORARY DEBATES ON GENDER

Analysis of the impact that theological education has had on contemporary discussions about gender. Study of its connection with topics of ethnic group and social class. Emphasis of the role of this impact on the teaching-learning processes and on curriculum design in the Puerto Rican and Latin American context.

3 credits

THEO 7160 CHRISTIAN EDUCATION, MODERNISM AND POSTMODERNISM

Study of paradigms that have framed history and human life in Occident. Emphasis on the postulates and the impact of modernism, the different trends of postmodernism, and the critical Christian attitudes facing them.

3 credits

THEO 7170 CHRISTIAN ECUMENISM AND RELIGIOUS EDUCATION

Study of the biblical, theological and traditional bases of Christian Ecumenism. Examination from a historical perspective, of its presence in Puerto Rico and the rest of the world, with special emphasis on the last two decades. Evaluation of its achievements, goals, forecasts, and impact on Christian education.

3 credits

THEO 7180 SPIRITUALITY AND THE RELIGIOUS EXPERIENCE IN PUERTO RICO

Interdisciplinary analysis of the search for sanctity and spirituality in our particular context. Study of the heterogeneous character of Puerto Rican spirituality, as well as the factors that influence and legitimize it. Study of native movements, their models of spirituality and the recent development of an inclusive and socially committed ecumenical spirituality.

3 credits

THEO 7190 CLASSIC EXPONENTS OF CHRISTIAN SPIRITUALITY

Readings and critical discussions of classic texts of Christian thinkers and mystics from the Middle Ages to the XIX century. Includes works from Saint Augustine, Eckhardt, Kempis, Francis of Assisi, Catalina de Siena, Martin Luther, Thomas of Aquinas, Teresa de Avila, San Juan de la Cruz, Ignatius Loyola, Juan Wesley, Fray Luis de León, Tomás Merton, among others.

3 credits

THEO 7200 TOWARDS A PUERTO RICAN PASTORAL WORK

Evaluation of different approaches to pastoral work in the Puerto Rican context. A critical examination of the impact that the socio-cultural, political, and economical reality has on the different dimensions of pastoral work. Evaluation and reinterpretation of the sources of Christian faith facing the complexity of pastoral work in the XXI century.

3 credits

THEO 7210 PASTORAL WORK AND THE ESCHATOLOGY

A critical examination of the historical roots and trajectory of theological work as eschatology, in other words, hope that searches understanding. Evaluation, from an interdisciplinary perspective and a pastoral approach, of the Christian eschatological discourse in different historical contexts starting from the writings of the New Testament. Study of the proposal for hope and vision of the future in the theological-political discourses, in the patristic period, the Middle Ages, illustration, modernism and postmodernism with special attention to the Latin American, Caribbean, and Puerto Rican context.

3 credits

THEO 7220 NEW RELIGIOUS MOVEMENTS IN THE AMERICAS

A systematic study from the pastoral perspective of historical, sociological and spiritual aspects of new religious groups and sects in Puerto Rico and the Americas. Includes the groups of new conscience, oriental religions and those originated in Puerto Rico and Latin America.

3 credits

THEO 7230 GERONTOLOGY AND PASTORAL ACTION

Review of the ways that the elderly experiment religion and spirituality in a society that it is also getting old. From an interdisciplinary perspective, the course covers the complete life of the elderly, with emphasis on spiritual claims that are frequently molded by faith and the religious practice. Explanation of the process of getting old as part of the development of the human being and identifying the physical, social, emotional, and economical aspects of this component of the population. An examination of pastoral models and strategies, from a biblical and theological approach, to adequately address their needs.

3 credits

THEO 7240 YOUTH AND PASTORAL ACTION

An exploration of the situations that young people are facing in the Puerto Rican social context and the pastoral response to it from an interdisciplinary approach. Includes social, economical, emotional and spiritual aspects that affect young people. Evaluation of traditional responses to these problems and proposals of new responses from a biblical-theological perspective.

3 credits

THEO 7250 SPANISH-CARIBBEAN THEOLOGICAL METHODS

Critical and comparative analysis of the theological methodologies implicit in Hispano-Caribbean thinking. Study of the cultural, economic, social and political context in which Hispano-Caribbean theological methods arise.

3 credits

THEO 7260 THEOLOGY OF PASTORAL ACTION

Fundamental aspects of pastoral action and the different theological implications from the praxis perspective. Special attention to the analysis of the historical development, method and object of pastoral theology.

3 credits

THEO 7270 CHRISTOLOGY AND PASTORAL ACTION

A theological-pastoral interpretation of the life of Jesus and his relation to the Father, the kingdom, the law, the cult, and the alienated. The theological-pastoral importance of the topic Jesus for history and Christ for faith. Analysis of the temptations of Jesus, his death and resurrection. Starting from Jesus' resurrection, a presentation of the different Christologies, both neotestamentary, as well as contemporary and their implications for pastoral action.

3 credits

THEO 7280 ANTHROPOLOGY AND PASTORAL ACTION

Relation between the biblical anthropology and the presumptions of contemporary anthropology and the implications to pastoral action. Analysis of the great anthropological methods: Pantheist, Gnostic, Fundamentalist, Progressive, Buddhist, Radical, Biblical and Dialectical. Study of the topic of the openness of human beings towards that which is sacred.

3 credits

THEO 7290 ECCLESIOLOGY AND PASTORAL ACTION

Identification of biblical keys with respect to the pastoral action of Jesus, its relation and meaning for the primitive church and the apostolic dynamic. Analysis of the church and pastoral models, the concept of God's kingdom, and the concept of Church as the people of God in its prophetic and institutional dimension as theological keys. Study of the historical evolution of the concept of pastoral action.

3 credits

THEO 8000 MISSION THEOLOGY

Study of different models of mission theologies expressed throughout the history of Christian churches. Emphasis on the impact of Christian missions in the contemporary world with special emphasis on Latin America.

3 credits

THEO 8010 THEORY OF THE THEOLOGICAL METHOD

Study of the theological method as the operative basis of theology. Examination the most distinguished theological methods in contemporary theologies, including the main elements, rules of construction, and critical basis. Identifies the different paths of Puerto Rican theology.

3 credits

THEO 8020 HUMAN SUFFERING AND THE PROBLEM OF EVIL AND LOVE

Analysis of a selection of biblical and theological perspectives that have thought about the correlation between human suffering and the problem of evil and love in the Judeo-Christian tradition. Special attention to the biblical-theological interpretations and responses offered on these topics by the Caribbean and Latin America.

3 credits

THEO 8993 DISSERTATION PROPOSAL

Writing and defense of the dissertation proposal. Students will work under the direction of their doctoral committee until the proposal is approved by the Committee. They will enroll in this course while working on the proposal for the dissertation.

3 credits

THEO 8994 DISSERTATION

Intense work on the research and preparation of the doctoral dissertation. Students will enroll in this course while working under the direction of their doctoral committee. The final grade will be P/NP.

3 credits

Courses in Tourism (TURI)

TURI 6010 ANALYSIS OF THE TOURIST INDUSTRY

Analysis of the basic concepts and the general areas of the tourism as one of the important components in the development of a destiny. Discussion of the importance of tourism for the economy and its local and international socioeconomic impact.

3 credits

TURI 6110 CULTURE AS A VIABLE TOURIST DEVELOPMENT

Analysis of the concepts of cultural tourism and the components of the touristic system towards patrimony and culture. Cultural tourism is considered as a complementary option for a vocation and the necessary tools for its development and implementation.

3 credits

TURI 6200 STATISTICS APPLIED TO THE FIELD OF TOURISM

Application of the theoretical knowledge necessary for the understanding and analysis of tourism from the optics of the applied economy, framing it as economic activity of world-wide relevance and considering the necessity of a multidisciplinary approach. In this way, the student will be able to know and to value the economic dimension of tourism, to analyze the impacts generated by it, to access the information available in the different areas of tourism and to summarize the information.

3 credits

TURI 6210 ADMINISTRATION AND MARKETING OF TOURIST COMPANIES

Identification of the new tools for the integral management of tourist companies. Analysis of the global and strategic vision to improve the competitiveness of the companies or tourist enterprises through marketing.

3 credits

TURI 6310 TOURIST POLICIES

Study of the policies and regulations related to tourism at the local and international level. Analysis of their impact in tourist development.

3 credits

TURI 6410 PLANNING AND ADMINISTRATION OF TOURIST DESTINIES

Discussion of the competencies, methods and instruments of analysis, as well as the tools of planning and administration of tourist areas. Description of the interpretative models of tourism by means of analysis of its conditions of location, the tourist flow that it generates, the classification of tourist cities with the identification of their products, the impact that tourism generates, the problems of mobility and the analysis of promotion strategies, among others aspects. Prerequisite: TURI 6310.

3 credits

TURI 697G INTEGRATION SEMINAR IN TOURISM

Analysis and discussion of aspects related to the tourism industry. Development of a research project under the supervision of a professor using ethical criteria related to the profession. Prerequisite: Approval of the Director of the Department. Grade: P/NP

3 credits

TURI 6990 THESIS

Identification of a research topic in the field of the tourism; analysis of the literature and development of the thesis proposal. Prerequisite: Authorization of the Director of the Department or his representative. Grade: P/NP/TP.

3 credits

Faculty of the University

Central Office Administrators with Faculty Rank

- ÁLVAREZ SWIHART, PATRICIA, Catedrática Asociada de Inglés. Vicepresidenta Asociada de Asuntos Estudiantiles. B.A. Universidad de Puerto Rico, Recinto Universitario de Mayagüez; M.A., Ed.D. Universidad de Puerto Rico, Recinto de Río Piedras.
- AVILÉS CRUZ, EVELYN, Instructora. Directora Institucional de Servicios Académicos y Estudiantiles. B.S., M.S., Universidad Interamericana de Puerto Rico
- BOSCIO VARGAS, AMAURY F., Catedrático Auxiliar. Vicepresidente Auxiliar de Investigación Académica y Recursos Externos. B.A. Universidad de Puerto Rico, M.A.T., Montclair State College; Ed.D. Universidad Interamericana de Puerto Rico.
- CABRERA COLLAZO, RAFAEL L., Catedrático de Historia. Vicepresidente Asociado de Asuntos Académicos. B.A., M.A., Ph.D. Universidad de Puerto Rico.
- COLÓN ORELLANO, MAGGIE, Instructora. Directora Ejecutiva de Recursos Humanos. B.A., M.B.A. Universidad Interamericana de Puerto Rico.
- COLORADO APONTE, TATIANA, Instructora. Vicepresidenta Auxiliar de Relaciones Internacionales. B.S.B.A., Universidad de Puerto Rico; M.B.A. Universidad Interamericana de Puerto Rico
- DOMÍNGUEZ RODRÍGUEZ, NORBERTO, Catedrático Auxiliar. Vicepresidente de Asuntos Religiosos. B.A. Universidad de Puerto Rico; M.Div. Seminario Evangélico de Puerto Rico.
- FERNÓS LÓPEZ-CEPERO, MANUEL J., Catedrático. Presidente de la Universidad. B.B.A., J.D. Universidad de Puerto Rico; LL.M. New York University.
- GONZÁLEZ PÉREZ, YOÍSA, Instructora. Directora Institucional de Planificación. B.A., M.P.L., Universidad de Puerto Rico.
- MARTÍNEZ RODRÍGUEZ, JUAN F. Vicepresidente de Asuntos Académicos y Estudiantiles. B.Sc. I.E., M.E., Universidad de Puerto Rico-Mayagüez.
- ORTIZ APONTE, MARITZA, Catedrática de Educación. Directora Institucional de Acreditación y Licencias. B.A. Universidad de Puerto Rico; M.B.A., Ed.D. Universidad Interamericana de Puerto Rico.
- RAMÍREZ TORO, GRACIELA, Catedrática de Biología. Directora del Centro de Educación, Conservación e Interpretación Ambiental. M.A. Hood College; Ph.D. Drexel University.
- RIVERA CLAUDIO, NÉLIDA, Catedrática Auxiliar de Gerencia. Directora Ejecutiva de Desarrollo y Exalumnos. B.B.A. Universidad de Puerto Rico; M.B.A., Ed.D. Universidad Interamericana de Puerto Rico.
- RIVERA GONZÁLEZ, ANTHONY, Catedrático de Ciencias Políticas y Educación. Director Institucional de Asuntos Curriculares. B.A. Universidad de Puerto Rico-Mayagüez; M.A. Bowling Green State University, Ohio; Ed.D. Universidad del Turabo.
- RIVERA OCASIO, FREDESWINDA, Instructora. Directora Institucional de Recursos Externos. B.S., Universidad Interamericana de Puerto Rico; M.B.A. Universidad de Puerto Rico, Recinto de Río Piedras.
- SANTIAGO NIEVES, ISAAC, Catedrático Auxiliar de Psicología. Director Ejecutivo de Investigación, Avalúo y Planificación. B.A., Universidad de Puerto Rico; M.S., Ph.D. Universidad Carlos Albizu.
- SARRIERA OLIVERA, CARMEN M., Catedrática de Español. Directora Ejecutiva del Consejo Universitario. B.A. Universidad del Sagrado Corazón; M.A. University of Washington; Ed.D. Universidad Interamericana de Puerto Rico.

Faculty of the Campuses

Faculty Aguadilla Campus

- AGÉSILAS, ELIE A., Catedrático. B.A. Universidad de las Antillas, M.A. Universidad Interamericana de Puerto Rico, Ph.D. University of Tennessee.
- AGÉSILAS, MARIE J., Catedrática Asociada de Inglés. B.A. Universidad de las Antillas; M.A. University of Tennessee; Ph.D. Andrews University.
- AQUINO CRUZ, IRIS N., Catedrática Auxiliar de Psicología. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph.D. Pontificia Universidad Católica de Puerto Rico.
- BETANCOURT LLAMBÍAS, MARÍA, Catedrática de Educación Física. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph.D. University of Iowa.
- CARABALLO RIVERA, JOSÉ E., Catedrático Asociado de Mercadeo. B.A., M.B.A. Universidad Interamericana de Puerto Rico; D.B.A. Argosy University – Sarasota Campus.
- CASTRO GRACIA, JAIME, Catedrático de Educación. B.A., M.Ed. Universidad de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.
- FRAU ORTEGA, ROCÍO I., Catedrática Asociada de Educación. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ed.D. Universidad de Puerto Rico.
- GUILLAMA DE LEÓN, MARISA, Catedrática de Mercadeo. B.B.A., M.A. Universidad de Puerto Rico; Ph.D. Florida International University.
- LÓPEZ SÁNCHEZ, CÉSAR, Catedrático Auxiliar de Religión. B.A. Antillian College; M.A. Princeton Theological Seminary; J.D. Facultad de Derecho Eugenio María de Hostos.
- LUGO DE SÁNCHEZ, ILEANA N., Catedrática Asociada de Gerencia de Hoteles. B.A. Universidad de Puerto Rico; M.A. University of North Carolina at Greensboro; Ph.D. Virginia Polytechnic Institute and State University.
- LUGO IRIZARRY, NORMA, Catedrática Asociada de Educación. B.A. Universidad de Puerto Rico; M.A. Pontificia Universidad Católica de Puerto Rico; Ed.D. Nova University.
- MONTES RAMOS, WINETTE, Catedrática de Educación. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph.D. The Pennsylvania State University.
- NAZARIO GARCÍA, HAYMEÉ, Catedrática de Psicología. B.A. Universidad Interamericana de Puerto Rico; M.S., Ph.D. Centro Caribeño de Estudios Postgraduados.
- NIEVES MÉNDEZ, ANTONIO, Catedrático de Historia. B.A. Universidad Interamericana de Puerto Rico; M.A., Ph.D. Centro de Estudios Avanzados de Puerto Rico y el Caribe.
- OTAOLA EGUÍA, JOSÉ R., Catedrático Asociado de Biología. B.S., M.S. Universidad de Puerto Rico; Ph.D. Capella University.
- PAGÁN GÓMEZ, MARITZA, Catedrática Asociada de Administración de Empresas. B.A., M.B.A. Universidad Interamericana de Puerto Rico; D.B.A. Argosy University.
- PÉREZ CRUZ, ANA M., Catedrática Asociada de Educación Especial. B.A., M.A., Ed.D. Universidad Interamericana de Puerto Rico.
- ROMÁN SILVA, ARIS A., Catedrática de Administración de Empresas. B.A., M.B.A., Ph.D. Universidad de Puerto Rico.
- ROSA ROSARIO, MARÍA G., Catedrática Asociada de Administración de Sistemas de Oficina. B.A. Universidad de Puerto Rico; M.A. New York University; D.B.A. Argosy University.
- VALES MEDINA, ÁNGEL R., Catedrático Asociado de Matemáticas. B.A., M.Ed., Ed.D. Universidad de Puerto Rico.
- VARGAS COLÓN, FELIPE, Catedrático de Educación. Bachiller, Universidad Autónoma de México; M.A. Universidad Interamericana de Puerto Rico; M.A. New York University; Doctor en Pedagogía, Universidad Autónoma de México.

Faculty Arecibo Campus

CARRIÓN PAGÁN, LOURDES, Catedrática de Trabajo Social. B.A., M.A., Ph.D. Universidad de Puerto Rico.

CONCEPCIÓN SANTIAGO, VÍCTOR MANUEL, Catedrático de Educación. B.A. Universidad de Puerto Rico; M.A., Ed. D. Universidad Interamericana de Puerto Rico.

DÍAZ JIMÉNEZ, RAMONITA DE LOURDES, Catedrática de Educación. B.A., M.Ed., Ed.D. Universidad de Puerto Rico.

MOLINA MOLINA, IVÁN, Catedrático Auxiliar de Anestesia. B.A. Universidad Interamericana de Puerto Rico; M.S. Barry University.

ORTIZ RAMOS, RENEÉ, Catedrático Auxiliar de Gerencia, B.F.T. Universidad de San Luis Potosí; México, M.F.T. Universidad de Tamaulipas; México, M.B.A. Universidad de Puerto Rico, D.B.A. Universidad del Turabo de Puerto Rico

RAMOS GIRAU, JOSUÉ R., Catedrático Auxiliar de Anestesia. B.S., M.S. Universidad Interamericana de Puerto Rico.

SÁNCHEZ SERRANO, CARLOS I., Instructor de Anestesia, B.S.N. Universidad Metropolitana de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico, CRNA, RN

VELÁZQUEZ BENJAMÍN, FRANCIÉ, Catedrático de Educación. B.S. Universidad de Puerto Rico; M.Ed., Ed.D. University of Massachusetts.

VELÁZQUEZ MORALES, FLORENCIA, Catedrática Auxiliar de Trabajo Social, B.S. Universidad Central de Bayamón, M.S.W. Universidad de Puerto Rico.

Faculty Barranquitas Campus

- ARUN, ALOK, Catedrático Auxiliar de Biotecnología. BS. y M.S. University of Delhi, India; Ph.D. Université Pierre et Marie Curie, Francia.
- CINTRÓN SERRANO, FILOMENA, Catedrática Asociada de Español. B.A., M. A. Universidad de Puerto Rico; Ph.D. Centro de Estudios Avanzados de Puerto Rico y el Caribe.
- COLÓN RIVERA, DAMARIS, Catedrática Auxiliar de Enfermería. B.S.N. Universidad Interamericana de Puerto Rico; M.S.N. y D.N.S Universidad de Puerto Rico, Recinto de Ciencias Médicas.
- CONCEPCIÓN MÁRQUEZ, FRANCISCO J., Catedrático Auxiliar de Justicia Criminal. B.A. Universidad Central de Bayamón; J.D. Universidad de Puerto Rico; LL.M. American University; Ph.D. Universidad Interamericana de Puerto Rico.
- MORALES SÁNCHEZ, LUIS R., Catedrático de Educación. B.A. Universidad de Puerto Rico; M.A., Ed. D. Universidad Interamericana de Puerto Rico.
- MORALES SANTIAGO, GAMALIEL, Catedrático Asociado de Educación. B.A. Universidad Interamericana de Puerto Rico; M.A. Universidad de Puerto Rico; M.Th. Seminario Evangélico de Puerto Rico; Ed.D. Universidad de Puerto Rico.
- NEGRÓN BERRÍOS, JUAN A., Catedrático de Química / Profesor Investigador Distinguido. B.S. Pontificia Universidad Católica de Puerto Rico; M.S. University of Arkansas; Ph.D. Universidad de Puerto Rico.
- PÉREZ RIVERA, ELGA J., Catedrática Auxiliar de Enfermería. B.S.N. Universidad Interamericana de Puerto Rico; M.S.N. Pontificia Universidad Católica de Puerto Rico; Ed.D. Universidad Internacional Iberoamericana.
- PIZARRO SANTIAGO, VILMA G., Catedrática Asociada de Inglés. B.A., M.A., Ed.D. Universidad de Puerto Rico.
- RIVERA RÍOS, LIMARÍ, Catedrática Auxiliar de Español. B.A., M.A., Ph.D. Universidad de Puerto Rico.
- RODRÍGUEZ MORALES, ROSA C., Catedrática Asociada de Educación. B.A., M.S. Universidad de Puerto Rico; M.A., Ed.D. Universidad Interamericana de Puerto Rico.
- TORRES RODRÍGUEZ, ANA E., Catedrática Auxiliar de Enfermería. B.S.N., M.S.N. Universidad de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.
- TRIPHATI, PRACHI, Catedrática Auxiliar de Biotecnología. B.S., M.S., University of Delhi, India; Ph.D., KU Leuven, Belgium.

Faculty Bayamón Campus

Puerto Rico; M.B.A. Universidad Interamericana de Puerto Rico; Ph.D. Universidad Interamericana de Puerto Rico.

CORREA GUZMAN, ALBERTO, Catedrático Asociado en Matemáticas. M.A., Ed.D. Universidad Interamericana de Puerto Rico.

DEL TORO DELGADO, LUIS, Catedrático Asociado de Psicología. B.B.A. Universidad de Puerto Rico; M.S., Ph.D. Centro Caribeño de Estudios Postgraduados.

DI LEO TORRES, GRACE, Catedrática Auxiliar de Administración de Empresas. B.B.A. University of Western Sydney; M.B.A. Universidad Interamericana de Puerto Rico; Ph.D. Northcentral University.

DÍAZ NEVÁREZ, OTONIEL, Catedrático Auxiliar de Ingeniería Mecánica. B.S.M.E., M.S.C.E., Ph.D. Universidad de Puerto Rico.

FERRER RODRÍGUEZ, IVÁN, Catedrático de Biología. B.S., M.S., Ph.D. Universidad de Puerto Rico.

HENDRICKS KIRCHNER, TIMOTHY J., Catedrático Auxiliar de Biología. B.S., B.A. John Hopkins; Ph.D. Case Western Reserve University.

LUGO CHINCHILLA, ANA M., Catedrática Asociada de Biología. B.S., M.S., Ph.D. Universidad de Puerto Rico.

MATCHETT, ASHLEY ARTHUR, Catedrático Auxiliar de Ciencias Forenses. B.S., Ph.D. University of Central Lancashire.

MENÉNDEZ CÓRDOVA, MARCOS, Catedrático Asociado de Administración de Empresas. B.B.A. Universidad de Puerto Rico; M.B.A. Universidad Interamericana de Puerto Rico; Ph.D. Fordham University.

MEZA CASTILLO, OMAR, Catedrático Asociado de Ingeniería Mecánica. B.S. Universidad Nacional del Santa, Perú; M.S. Universidad de Puerto Rico; Ph.D. West Virginia University.

MIGNUCCI GIANNONI, ANTONIO, Catedrático de Biología. B.S. Colorado State University; M.A. University of Rhode Island; Ph.D. Universidad de Puerto Rico.

MONTALVO FIOLE, FRANCISCO, Catedrático Auxiliar de Administración de Empresas. B.S. Embry-Riddle Aeronautical University; M.B.A. Baruch College; D.B.A. Case Western Reserve University.

OLIVARES PACHECO, CARLOS J., Catedrático de Informática. B.S., M.B.A. Universidad del Sagrado Corazón; M.B.A., Ph.D. Universidad Interamericana de Puerto Rico.

PÉREZ DÍAZ, EDUARDO, Catedrático Asociado de Ingeniería Mecánica. M.S. Universidad de Puerto Rico; Ph.D. West Virginia University.

QUINTANA MÉNDEZ, JAVIER, Catedrático Asociado en Ingeniería Eléctrica. B.S.E.E. Universidad de Puerto Rico, M.S., Ph.D. Rensselaer Polytechnic Institute.

RIVERA BETANCOURT, HARRY, Catedrático Auxiliar de Química. B.S., Ph.D. Universidad de Puerto Rico.

RIVERA MARCHAND, BERT, Catedrático de Biología. B.A. Universidad Interamericana de Puerto Rico; M.S., Ph.D. Universidad de Puerto Rico.

RIVERA PAGÁN, ZULMA, Catedrática Asociada de Biología. B.S., M.S., Ph.D. Universidad de Puerto Rico.

RODRÍGUEZ DURÁN, ARMANDO, Catedrático de Biología. B.S., M.S., Universidad de Puerto Rico; Ph.D. Boston University.

SALGADO MANGUAL, RAFAEL, Catedrático Asociado de Ingeniería Mecánica, Ph.D. Universidad Carlos III, Madrid, España.

SERRANO NÚÑEZ, YOLANDA, Catedrática Asociada de Biología. B.S., M.S. Universidad de Puerto Rico; Ph.D. Universidad Complutense de Madrid.

SANTIAGO RÍOS, VANESA, Instructora de Administración de Empresas. B.B.A. Universidad de Puerto Rico; M.B.A. Universidad Católica de Puerto Rico; Ph.D. Universidad Interamericana de Puerto Rico.

VARDAR ERGIN, NEDIM, Catedrático Asociado de Ingeniería. B.S.E.E., M.S.E.E. Yildiz Technical University. Ph.D. Illinois Institute of Technology.

Faculty Fajardo Campus

ARROYO MÉNDEZ, ROSA, Catedrática Asociada de Justicia Criminal. B.A. Universidad Interamericana de Puerto Rico; M.A., Ed.D. Universidad del Turabo.

BATISTA GARCÍA, NORMA L., Catedrática Asociada de Trabajo Social. B.S. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ed.D. Universidad de Puerto Rico.

DEL VALLE RIVERA, WILFREDO, Catedrático de Mercadeo. M.B.A. Universidad Interamericana de Puerto Rico. Ph.D. Capella University.

GARCÍA RAMÍREZ, CARLOS I., Catedrático Asociado de Ciencias de Computadoras. B.A., M.S. Universidad de Puerto Rico; Ph.D. University of Utah.

GONZÁLEZ LABOY, MILLIE, Catedrática Auxiliar de Microbiología. B.S. Universidad de Puerto Rico, M.S. Ohio State University, Ph. D. Universidad de Puerto Rico.

MALDONADO VILLAMIL, FRANCISCO J., Catedrático de Educación. B.A. Universidad de Puerto Rico; M.A. Fordham University; Ed.D. Universidad Interamericana de Puerto Rico.

MONTES OLMEDA, PORFIRIO, Catedrático de Educación. B.A. Universidad de Puerto Rico; M.A. Fordham University; Ed. D. Universidad Interamericana de Puerto Rico.

ORTIZ RODRÍGUEZ, MADELINE, Catedrática Asociada de Ciencias de Computadoras. B.A., M.Ed. Universidad de Puerto Rico; Ph. D. University of Florida.

PADÍN ZAMOT, GERARDO, Catedrático Auxiliar de Administración de Empresas. B. A., M. A., Ph.D. Universidad Interamericana de Puerto Rico.

SIERRA LÓPEZ, JOSÉ L., Catedrático Asociado de Trabajo Social. B.A. Universidad de Puerto Rico; M.S.W. Universidad Interamericana de Puerto Rico; Ph.D. Universidad de Puerto Rico.

SUÁREZ HERRERO, ISMAEL, Rector Emérito / Catedrático de Educación. B.A. Universidad de Puerto Rico; M.A. New York University; Ed. D. Universidad Interamericana de Puerto Rico.

Faculty Guayama Campus

BIRD CARMONA, ARTURO, Catedrático Asociado de Historia. B.A., M.A. Universidad de Puerto Rico; Ph.D. The University of Iowa.

DE JESÚS ALICEA, ANGELA, Catedrática de Enfermería. B.S.N., M.S.N., C.N.S. Universidad de Puerto Rico, Recinto de Ciencias Médicas; Ph.D. The Pennsylvania State University.

GONZÁLEZ MERCADO, NELSON, Catedrático de Historia. B.A., M.A. Universidad de Puerto Rico; Ph.D. Centro de Estudios Avanzados de Puerto Rico y el Caribe.

MORALES COLÓN, ROSALÍA, Catedrática de Administración de Sistemas de Oficina. M.A. New York University; B.A., M.A., Ed.D. Universidad de Puerto Rico.

MULERO LÓPEZ, MINERVA, Catedrática Asociada de Enfermería, B.S.N., Universidad de Puerto Rico, Recinto de Humacao; M.S.N., Recinto de Ciencias Médicas, Ph.D., Pontificia Universidad Católica de Puerto Rico.

PAGÁN LÓPEZ, JANICE N., Catedrática Asociada de Educación. B.A., M.A. Universidad de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.

ROBLES TORRES, RAY, Catedrático de Educación. B.A. Pontificia Universidad Católica de Puerto Rico; M.S. State University of New York; Ph.D. The Pennsylvania State University.

VELÁQUEZ GONZÁLEZ, MARISOL, Catedrática Asociada de Enfermería, B.S.N., M.S.N., Universidad de Puerto Rico, Recinto de Ciencias Médicas; Ph.D., Pontificia Universidad Católica de Puerto Rico.

Faculty Metropolitan Campus

- ACEVEDO RODRÍGUEZ, LUIS A., Catedrático Auxiliar de Justicia Criminal. B.A. Universidad Interamericana de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.
- ALLENDE GOITÍA, NOEL, Catedrático Asociado de Música. M.A. Universidad de Puerto Rico; Ph.D. Michigan State University.
- ÁLVAREZ PÉREZ, GISELA, Catedrática Asociada de Psicología. Ph.D. Centro Caribeño de Estudios Postgraduados.
- ARAGUNDE TORRES, RAFAEL A, Catedrático de Educación. Doctorado en Filosofía y Letras, Universidad Pontificia de Salamanca.
- ARCHILLA DÍAZ, SHEILA, Catedrática de Trabajo Social. M.S.W. Universidad de Puerto Rico; Ph.D. Ohio State University.
- ARILL BENITEZ, AMY, Catedrática Asociada de Inglés. B.A., M.A., Ed.D. Universidad de Puerto Rico.
- ARROYO MUÑOZ, JOSÉ CARLOS, Catedrático Auxiliar en Historia. B. A. Universidad de Puerto Rico; M. A., Ph. D. Estudios Avanzados de Puerto Rico y el Caribe.
- ARTEAGA NARVÁEZ, EDILBERTO, Catedrático de Física. M.S. Universidad de Puerto Rico Licenciado en Matemáticas y Física, Universidad del Atlántico, Colombia. Ed.D. Universidad de Puerto Rico, Recinto de Río Piedras.
- AVILÉS RUIZ, ZORAIDA, Catedrática Asociada de Trabajo Social. M.S.W. Universidad de Puerto Rico, Ph.D. Universidad de Puerto Rico.
- AYALA CRUZ, ELIZAIDA, Catedrática Auxiliar de Educación. B. A. Universidad de Puerto Rico; M. A., Ed. D., Universidad Interamericana de Puerto Rico.
- AYALA DÍAZ, RAMÓN, Catedrático de Administración de Empresas. B.A., M.B.A. Universidad Interamericana de Puerto Rico; Ph.D. Economía Internacional, Universidad del País Vasco.
- AYES SANTIAGO, ZULMA, Catedrática de Español. B.A. Universidad Interamericana de Puerto Rico; M.A. Pontificia Universidad Católica de Puerto Rico; Doctorado en Letras, Universidad Nacional Autónoma de México.
- BARRIENTOS BATRES, SALOMÓN, Catedrático Asociado de Arte. M.A., Ph.D. Universidad de Puerto Rico; Arquitecto, Universidad Nacional Autónoma de México.
- BELÉNDEZ SOLTERO, PILAR, Catedrática de Educación. B.S., M.Ed. Universidad de Puerto Rico; Ph.D. Harvard University.
- BENABE, LUIS, Catedrático Asociado de Administración de Empresas. B.S. Universidad de Puerto Rico; M.B.A. Rutgers The State University.
- CARABALLO RÍOS, ÁNGEL LUIS, Catedrático de Ciencias de Computadoras. B.S. Universidad de Puerto Rico; M.S. University of Massachusetts; Ph.D. The Pennsylvania State University.
- CASIANO PAGÁN, ALEX, Catedrático Auxiliar de Trabajo Social, B. A., M. A. Universidad Interamericana de Puerto Rico; MA Saint Joseph's University, Doctorado en Ciencias de la Salud, A. T. Still University.
- COLLAZO RIVERA, CARMEN, Catedrática de Educación. B.A., M.P. Universidad de Puerto Rico; Ph.D. Florida State University.
- COLÓN CORA, RAFAEL, Catedrático de Recursos Humanos. B.S., M.P.A. Universidad de Puerto Rico; Ph.D. Northwestern University.
- COMMANDER MORALES, MILAGROS, Catedrática de Inglés y Lingüística. B.A., M.A. Pontificia Universidad Católica de Puerto Rico; Ph.D. New York University.
- CORTÉS GONZÁLEZ, CARLOS, Catedrático Asociado de Educación. B.A., M.A., Ed.D. Western Michigan University.
- CRESPO FERNÁNDEZ, LEILA, Catedrática de Psicología. Ph.D. Universidad de Puerto Rico.
- CRUZ CUEVAS, Oscar, Catedrático Auxiliar en Filosofía. B. A. Pontificia Universidad Católica; M. A. Universidad de Puerto Rico; Ph. D. Universidad Complutense de Madrid.
- CRUZ RIVERA, YASMINE, Catedrática de Español. B.A. Universidad del Sagrado Corazón; M.A., Ed.D. Universidad de Puerto Rico.
- CUBANO MERCADO, MIGUEL, Catedrático de Música. B.A. Universidad de Puerto Rico; M.A. Conservatorio Nacional de Aubervillers; Diploma de Composición de la Schola Cantorum; Ed.D. Universidad Interamericana de Puerto Rico.
- DE LA CUÉTARA, RAMÓN, Catedrático de Ciencias de Computadoras. B.S., M.D. Universidad de Puerto Rico.

DELBREY PÉREZ, ALFRED, Catedrático Asociado de Psicología. Ph.D. University of Alabama.

DÍAZ APONTE, CARLOS A., Catedrático Asociado de Ciencias de Computadoras. B.S. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph.D. Universidad del Turabo.

DOMENECH DEL PILAR, MICHAEL, Catedrático de Teología. B.A. Universidad de Puerto Rico; M. Div. Seminario Evangélico de Puerto Rico; Ed. M, Ed. D. Teachers College, Columbia University; Ed.D., Universidad de Puerto Rico.

EMMANUELLI MUÑIZ, MIRNA, Catedrática de Español. B.S. Pontificia Universidad Católica de Puerto Rico; M.A., Ph.D. Universidad de Puerto Rico.

ESCOBAR VÁZQUEZ, JOSEFINA, Catedrática Asociada de Educación. B.A., M.Ed. Universidad de Puerto Rico, Ed.D. Universidad Interamericana de Puerto Rico.

FEBRES SANTIAGO, SAMUEL F., Catedrático de Educación. B.A. Universidad Interamericana de Puerto Rico; M.A.E. Universidad de Puerto Rico; M.A., M.Ed. Temple University; Ph.D. Seton Hall University.

FERNÓS SAGEBIÉN, ANTONIO J., Catedrático Asociado de Finanzas. B. A. Universidad Interamericana de Puerto Rico; M. A. Tufts University; M. A. Economía Universidad de Puerto Rico; M. S. Tulane University; Ph. D. Tulane University.

FLORES MARTÍNEZ, LUIS A., Catedrático Asociado de Educación. B.A., M.S., J.D. Universidad Interamericana de Puerto Rico; M.L.S. Universidad de Puerto Rico; Ph.D. Walden University.

FONSECA SEPÚLVEDA, CARLOS M., Catedrático de Administración de Empresas. B.A., M.B.A. Universidad de Puerto Rico, Ph.D., Universidad Complutense de Madrid, España.

FREYRE SERRA, JORGE, Catedrático y Profesor Distinguido de Economía. M.A., Ph.D. Yale University; Doctor en Derecho, Universidad de La Habana.

GARCED MUÑOZ, AILEEN, Catedrática Auxiliar de Inglés y Lingüística. B. A., M. A. Universidad de Puerto Rico; Ph. D. Universidad de Puerto Rico.

GARZA PONCE DE LEÓN, EDMUNDO, Catedrático de Finanzas. B.S., M.B.A. Universidad de Puerto Rico.

GODOY VITORINO, FILIPA, Profesor Investigador. Ph.D. Universidad de Puerto Rico

GONZÁLEZ CORDERO, LIVIER I., Catedrático de Biología. B.S.M.T., M.S., Ph.D. Universidad de Puerto Rico.

GONZÁLEZ MARTÍNEZ, ELSA M. Catedrática Auxiliar de Gerencia. B. A., M. A., Ph. D. Universidad Interamericana de Puerto Rico.

GONZÁLEZ NÚÑEZ, GERARDO, Catedrático Asociado de Economía y Negocios Internacionales. B. A. Universidad de la Habana; M. A. Universidad de la Habana; Ph. D. Universidad Interamericana de Puerto Rico.

GONZÁLEZ VÉLEZ, PEDRO A. Catedrático de Historia. Ph. D. en Historia, Universidad de Puerto Rico.

GOVENDER, YOGANI, Catedrática Auxiliar de Biología. B. S. University of Durban Westville, S. A.; M. S. University of Zululand, S. A.; Ph. D. Universidad de Puerto Rico.

HERNÁNDEZ BELLO, ZULMARIE, Catedrática Auxiliar de Trabajo Social, B. A. Universidad de Puerto Rico; M. A., Ed. D. Universidad Interamericana de Puerto Rico.

HERNÁNDEZ GONZÁLEZ, PABLO JESÚS, Catedrático Asociado de Historia. Doctor en Historia, Universidad de Sevilla, España; Licenciatura en Historia, Universidad de La Habana, Cuba.

ITURRONDO BÁEZ, MILAGROS, Catedrática de Sociología. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Doctor en Sociología, Universidad Complutense de Madrid.

JUMAH, AHMAD, Catedrático de Finanzas y Contabilidad. M.B.A. Universidad Interamericana de Puerto Rico; Ph.D. Manchester Business School.

KARMAN FERNÁNDEZ, JUAN C, Catedrático de Tecnología de la Información. B.B.A. Universidad de Puerto Rico; M.I.S. Universidad del Sagrado Corazón; D.B.A. Universidad del Turabo.

LLORÉNS RIVERA, ANTONIO A., Catedrático de Economía. B.A., M.A. Universidad de Puerto Rico; Ph.D. The Ohio State University.

LÓPEZ SIERRA, HÉCTOR, Catedrático de Sociología. B.B.A. Universidad de Puerto Rico; M.A. Seminario Evangélico de Puerto Rico, Th.M. Lutheran School of Theology; Ph.D. Graduate Theological Foundation; Ph.D. Universidad de Puerto Rico.

MALDONADO MOLL OLGA, Catedrática de Administración de Sistemas de Oficina. B.B.S. Universidad de Puerto Rico; M.A. New York University; Ph.D. Argosy University.

MALDONADO MORALES, Ivelisse J., Catedrática Auxiliar de Psicología. B.A. Universidad de Puerto Rico; M.S., Psy.D. Universidad Carlos Albizu.

MARICHAL LUGO, MARGARITA, Catedrática Asociada de Educación Física. B. A., Universidad de Puerto Rico; M. Ed. University of Houston; Ph. D., Walden University.

MARTÍNEZ CALIMANO, ENRIQUE, Catedrático Asociado en Negocios Internacionales y Contabilidad. B.B.A. Universidad de Puerto Rico; M.B.A. Universidad Metropolitana; D.B.A. Argosy University, Florida.

MAXWELL OWEN, MELINDA, Catedrática Auxiliar en Inglés. B. A. en Educación Elemental en Inglés. Universidad Interamericana de Puerto Rico, M. A., Ph. D. Universidad de Puerto Rico.

MARTÍNEZ FALCÓN, YOLANDA, Catedrática Asociada de Educación Física. M. A., Michigan State University; Ed. D. Universidad Interamericana de Puerto Rico.

MEJÍAS TORRES, IDA, Catedrática Asociada de Tecnología Médica. B.S., M.T. (ASCP) Universidad Interamericana de Puerto Rico; Ph.D. Universidad de Puerto Rico.

MILÁN OLIVIERI, ARLINE, Catedrática de Recursos Humanos. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; M.A. New York University; Ph.D. Walden University.

MIRANDA RODRÍGUEZ, ELIZABETH A., Catedrática de Tecnología Médica. M.S.W. Universidad de Puerto Rico; Ph.D. Ohio State University.

OLIVER RUSSO, ANN MARIE, Catedrática de Educación. B.A. College of Saint Elizabeth; M.Ed. Pontificia Universidad Católica de Puerto Rico; M.A., Ed.D. Universidad Interamericana de Puerto Rico.

ORTIZ GARCÍA, ÁNGEL, Catedrático Auxiliar de Contabilidad; B.B.A., Universidad de Puerto Rico; M.B.A., Universidad Interamericana; J.D., Universidad de Puerto Rico.

ORTIZ GUEVARA, MAGDALENA, Catedrática Asociada de Administración de Empresas. B.B.A., M. Div. Seminario Evangélico de Puerto Rico; M.B.A., J.D. Universidad Interamericana de Puerto Rico.

ORTIZ VIDAL, VÍCTOR, Catedrático de Psicología. B.B.A. Universidad de Puerto Rico; M.S., Ph.D. Centro Caribeño de Estudios Postgraduados.

PAGÁN CABRERA, CARMEN JULIA, Catedrática de Teología. B.S. Universidad de Puerto Rico; M.Div. Seminario Evangélico de Puerto Rico; Ed.D. Columbia University.

PÉREZ CARTAGENA, ERNESTO, Catedrático Asociado de Educación. B.A., M.A. Universidad de Puerto Rico; Ph.D. University of Connecticut.

PEREZ QUIÑONES, LUZ I, Catedrática de Historia. B.A. Universidad de Puerto Rico; M.A. University of Bridgeport; Ph.D. Universidad de Valladolid.

PUIG CAMPOS, RAQUEL. Catedrática Auxiliar de inglés y lingüística. B. A., Ph. D. Universidad de Puerto Rico.

QUINTANA RIVERA, HILDA E., Catedrática de Español. B.A. Universidad de Puerto Rico; M.A., Ph.D. State University of New York.

RIVAS MORALES, ANA MARÍA, Catedrática Asociada de Relaciones Laborales. B.A., M.P.A. Universidad de Puerto Rico; Ed.D. Gerencia y Liderazgo Educativos, Universidad Interamericana de Puerto Rico.

RIVERA CARRASQUILLO, ELBA I., Catedrática de Matemáticas. B.A., M.Ed. Universidad de Puerto Rico; Ed. D. Universidad Interamericana de Puerto Rico.

RIVERA DE MÁRQUEZ, ELBA, Catedrática de Educación Comercial. B.S. City University of New York; Universidad Interamericana de Puerto Rico; Ph.D. New York University.

RIVERA RODRÍGUEZ, ÁNGEL, Catedrático Asociado de Economía. B.A. Universidad de Puerto Rico; M.A. Harvard University.

RIVERO VERGNE, ALICIA, Catedrática de Psicología. B.A., M.Ed. Universidad de Puerto Rico; Ph.D. Michigan State University.

RODRIGO PONS, JOSÉ E., Catedrático Auxiliar de Negocios Internacionales y Gerencia. B. S. Universidad de Puerto Rico; M. B. A. Universidad del Turabo; Ph. D. Universidad Interamericana de Puerto Rico.

RODRÍGUEZ ACEVEDO, AMELIA, Catedrática Auxiliar de Psicología. B.A., Ph.D. Universidad de Puerto Rico.

RODRÍGUEZ DEL TORO, VIVIAN, Catedrática de Psicología. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph.D. Seton Hall University.

RODRÍGUEZ GINORIO, ALEX, Catedrático Auxiliar de Mercadeo. B. B. A., M. B. A. Universidad Interamericana de Puerto Rico; D. B. A. North Central University.

de Trabajo Social. B.A., M.S.W. Universidad de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.

ROSARIO CRESPO, MELVIN, Catedrático Auxiliar Justicia Criminal. B.A., M.A. Universidad del Sagrado Corazón; Ph. D., J.D. Universidad Interamericana de Puerto Rico.

RUBERO SANTIAGO, MARÍA DELIA, Catedrática de Educación. B.A., M.A., Universidad Interamericana de Puerto Rico; Ph.D. Seton Hall University.

RUIZ MERCADO, ÁNGEL L., Catedrático de Economía. B.A. Universidad de Puerto Rico; M.A. Universidad de California en Berkeley; Ph.D. Universidad de Gales.

SANABRIA RÍOS, DAVID, Profesor Investigador. Ph.D. Universidad de Puerto Rico.

SANTIAGO CENTENO, ZORAIDA, Catedrática de Psicología. M.S., Ph.D. Centro Caribeño de Estudios Postgraduados.

SANTIAGO PÉREZ, JAIME, Catedrático Asociado de Psicología. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph.D. Universidad de Puerto Rico.

TEJADA VEGA, JOSEFINA V., Catedrática Asociada de Educación. B. A. Colegio Universitario del Sagrado Corazón; M. A. New York University; Ph. D. Universidad Nacional de Educación a Distancia, Madrid, España.

VALLÉS SIFRE, JOSÉ R., Catedrático Asociado de Ciencias de Computadora. B.B.A. West Virginia University; M.A. Universidad Interamericana de Puerto Rico; Ph.D. Capella University.

VAN TRIESTE, ROBERT, Catedrático de Inglés y Lingüística. M.A. Universidad de Puerto Rico; Ph.D. New York University.

VÁZQUEZ DÁVILA, NYDIA, Catedrática Asociada de Educación. B. A. Universidad de Puerto Rico; M. A. New York University; Ed. D. Universidad Interamericana de Puerto Rico.

VÁZQUEZ ORTEGA, GENEROSA, Catedrática de Educación. B.S. Universidad de Puerto Rico; M.S. Pennsylvania State University; Ph.D. New York University.

VÁZQUEZ PAGÁN, JENICE, M., Catedrática Auxiliar de Trabajo Social, B. A. Universidad de Puerto Rico; J. D. Universidad Interamericana de Puerto Rico; MA Universidad Interamericana de Puerto Rico; PhD Universidad de Puerto Rico.

VÁZQUEZ ROSADO, MARÍA DE LOS A., Catedrática Asociada de Psicología. B.A. Universidad de Puerto Rico; M.S. Centro Caribeño de Estudios Posgraduados; Ph.D. Universidad de Puerto Rico.

VEGA LOZADA, FREDRICK, Catedrático de Negocios Internacionales. J.D. Universidad de Puerto Rico; M.B.A. Long Island University; LL.M. Universidad de Strathclyde.

VÉLEZ CRUZ, FRANCISCO, Catedrático Asociado de Educación. B.A., M.A. Universidad Interamericana de Puerto Rico; M.Ed. University of Cincinnati; Ed.D. Universidad Interamericana de Puerto Rico.

VÉLEZ OYOLA, ÁNGEL, Catedrático Asociado de Teología. B.A. Universidad del Turabo; M.A. Centro de Estudios Avanzados de Puerto Rico y el Caribe; M.A. Barry University; Th.M. Gordon Conwell Theological Seminary; C.A.E.S. Boston College; Ed.D Graduate Theological Foundation; Doctor en Historia de América, Universidad de Sevilla; Pós-Doctorado Pontificia Universidade Católica do Río de Janeiro.

VÉLEZ SERRA, VIDAL, Catedrático de Educación. B.A. Universidad de Puerto Rico; M.A. New York University; Ph.D. University of Connecticut.

VIVES AMENGUAL, EVANGELINA, Catedrática de Contabilidad. B.B.A. Universidad de Puerto Rico; M.B.A., Ph.D. New York University; J.D. Brooklyn Law School.

WILLIAMS ANDINO, MARÍA, Catedrática Auxiliar de Educación. B. A. Universidad de Puerto Rico; M. A. New York University; Ed. D. Universidad Interamericana de Puerto Rico.

Faculty Ponce Campus

- ÁLVAREZ BERRÍOS, MERLIS P., Catedrática Asociada de Química. Ph.D. Universidad de Puerto Rico; Post Doctorado en Química, University of North Carolina.
- ÁLVAREZ PEÑA, JACQUELINE, Catedrática de Recursos Humanos y Gerencia. B.S., M.B.A., Ph.D. Pontificia Universidad Católica de Puerto Rico.
- ÁLVAREZ TRUJILLO, HÉCTOR, Catedrático Asociado de Historia. B.A. Universidad Interamericana de Puerto Rico; M.A. City College of New York. Ed. D. Walden University.
- BAHAMONDE RODRÍGUEZ, MANUEL, Catedrático Asociado de Religión y Psicología. B.A. Universidad de Puerto Rico; M.Div. Seminario Evangélico de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph. D., Pontificia Universidad Católica de Puerto Rico.
- BATIZ ORTIZ, RENÉ, Catedrático Auxiliar de Mercadeo. B.B.A. Universidad de Puerto Rico; M.B.A. Universidad Interamericana de Puerto Rico; Ed. D. Nova South Eastern University.
- CARABALLO PAGÁN, Omayra, Catedrática de Estudios a Distancia. B.A., M.A. Universidad Interamericana de Puerto Rico; Ed.D. Nova Southeastern University
- CEDEÑO FELICIANO, CÉSAR A., Catedrático Asociado de Educación. B.A. Universidad de Puerto Rico; M.Ed., Ed.D. Pontificia Universidad Católica de Puerto Rico.
- CLAMPITT DUNLAP, SHARON, Catedrática de Inglés. B.A., M.A. Universidad Interamericana de Puerto Rico; Ed.D. Universidad de Puerto Rico.
- COLÓN ACOSTA, VILMA E., Catedrática de Biología. B.S., M.Ed. Universidad de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.
- COLÓN ROSA, HÉCTOR W., Catedrático de Matemáticas. B.S., M.S., Ed.D. Universidad de Puerto Rico.
- CORDERO MORALES, EUNICE, Catedrática Auxiliar de Mercadeo. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; D.B.A. Pontificia Universidad Católica de Puerto Rico.
- CORDOVES AVILÉS, JOSÉ L., Catedrático Asociado de Educación Especial. B.A. Universidad de Puerto Rico; M.A. Caribbean University. Ph.D. Walden University, Minnesota.
- CORREA SUÁREZ, LISBEL, Catedrática Auxiliar en Educación. B.A. Universidad de Puerto Rico; M. Ed. Caribbean University; Ed. D. Nova Southeastern University.
- DONCEL VÁZQUEZ, MARÍA M., Catedrática de Español. B.A., M.A. Universidad de Puerto Rico; Ph.D. Universidad de Valladolid, España.
- FELIBERTY RUBERTÉ, VÍCTOR A., Catedrático Asociado de Religión. B.S. Universidad de Puerto Rico; M. DIV. Seminario Teológico de Colombia en Georgia; C.A.S. Seminario San Pedro y San Pablo en Trujillo Alto; Ph. D. Universidad Interamericana de Puerto Rico.
- FELICIANO QUIÑONES, BERNARDETTE, Catedrática de Matemáticas. B.S., M.A. Pontificia Universidad Católica de Puerto Rico; M.S. Salem State College; Ed.D. Teacher's College, Columbia University en New York.
- FERRER TORRES, EDMY J., Catedrática de Ciencias Forenses y Química. B.S., M.S., Ph.D. Universidad de Puerto Rico.
- GALARZA RIVERA, MARÍA P., Catedrática Asociada de Recursos Humanos y Gerencia. B.S.S. Universidad de Puerto Rico; M.B.A. Pontificia Universidad Católica de Puerto Rico; D.B.A. Argosy University, Sarasota.
- GONZÁLEZ CHÉVERE, ORLANDO, Catedrático Asociado de Educación. B.A., M.A. Universidad del Sagrado Corazón; Ed.D. Pontificia Universidad Católica de Puerto Rico.
- JUSINO CRUZ, LIDIS L., Catedrática Auxiliar de Justicia Criminal. B.A. Universidad de Puerto Rico; M.Ed., J.D. Pontificia Universidad Católica de Puerto Rico
- LABOY VÉLEZ, LILLIAM, Catedrática Asociada de Mercadeo. B.B.A., M.B.A. Universidad de Puerto Rico; D.B.A. Argosy University.
- MALDONADO SANTIAGO, VÍCTOR, Catedrático Auxiliar de Español. B.A. Universidad de Puerto Rico; M. A. Caribbean University; Ph. D. Centro de Estudios Avanzados de Puerto Rico y el Caribe.
- MATTEI RODRÍGUEZ, LUCAS, Catedrático Asociado de Historia. B.A. Pontificia Universidad Católica de Puerto Rico; M.A. Centro de Estudios Avanzados de Puerto Rico y El Caribe; Ph.D. Universidad de Valladolid, España.
- MUÑIZ RIVERA, EDGARDO L., Catedrático Asociado de Sistemas de Información. B.B.A., D.B.A. Pontificia Universidad Católica de Puerto Rico; M.B.A. Universidad del Sagrado Corazón.
- ORTIZ RIVERA, EILEEN, Catedrática de Comercio Internacional y Mercadeo. M.B.A. Texas Agronomy and Management International University; B.B.A., Ph.D. Universidad Interamericana de Puerto Rico.

OSORIO CANTILLO, CELIA M., Catedrática Auxiliar de Química. B.S. Universidad del Atlántico, Colombia; M.S., Ph.D. Universidad de Puerto Rico.

PÉREZ MATOS, IVETTE, Catedrática Auxiliar de Educación. B.A. Universidad Interamericana de Puerto Rico; M.A. University of Phoenix; Ed.D. Pontificia Universidad Católica de Puerto Rico.

PLANCHART MÁRQUEZ, ORLANDO, Catedrático de Matemáticas. Licenciado en Educación, Universidad de Oriente, Venezuela; M.S. Instituto Politécnico Nacional de México; Ph.D. Universidad Autónoma de Morelos, México.

RAMÍREZ DOMENECH, JOSÉ L., Catedrático Auxiliar de Biología. B.S. Universidad de Puerto Rico; Ph.D. Louisiana State University at Baton Rouge.

RAMÍREZ MELLA, JENNIE T., Catedrática de Biología. B.S., M.S., Ph.D. Universidad de Puerto Rico.

RÍOS GONZÁLEZ, ÁNGEL M., Catedrático de Ciencias Ambientales. B.S., M.S. Universidad de Puerto Rico; Ph.D. State University of New York.

RIVERA MONTALVO, DIANA, Catedrática Auxiliar de Finanzas. B.A., M.A. Universidad Interamericana de Puerto Rico; Ed.D. Nova Southeastern University, Florida.

RIVERA VEGA, LUZ M., Catedrática Asociada de Matemáticas. B.S., M.Ed. Pontificia Universidad Católica de Puerto Rico; M.S. Salem State College, Massachusetts; Ed.D. Columbia University, New York.

RODRÍGUEZ PRÍNCIPE, HERMINIO, Catedrático Asociado de Contabilidad. B.B.A., M.B.A. Pontificia Universidad Católica de Puerto Rico; D.B.A. Argosy University, Florida.

RODRÍGUEZ RODRÍGUEZ, ALBERTO, Catedrático Asociado de Inglés. B.A., M.Ed. Pontificia Universidad Católica de Puerto Rico; Ed.D. Nova Southeastern University.

SANTIAGO MELÉNDEZ, DELMA O., Catedrática Asociada de Historia. B.A., M.A. Universidad de Puerto Rico; Ph.D. Universidad Interamericana de Puerto Rico.

TEISSONNIERE ORTIZ, ARNALDO, Catedrático Asociado de Recursos Humanos. B.A., M.P.A. Universidad de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico. Diploma de Estudios Avanzados, Universidad de Valladolid, España.

TORRES CRUZ, ELBA, Catedrática de Español. B.A., M.A. Pontificia Universidad Católica de Puerto Rico. Ph.D. Universidad de Valladolid, España.

TORRES MORALES, RAMÓN, Catedrático Asociado de Administración en Empresas. B.S., D.B.A., Pontificia Universidad Católica de Puerto Rico; M.B.A. Florida Institute of Technology; M.S.E. California State University.

TORRES NAZARIO, MARCOS, Catedrático de Educación y Matemática. B.A., M.A., Ed.D. Universidad Interamericana de Puerto Rico.

TORRES ROSARIO, VIRGENMINA, Catedrática Auxiliar en Psicología. B.S., Psy.D. Pontificia Universidad Católica de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico.

TORRES SANTIAGO, MADELINE, Catedrática Asociada de Administración de Sistemas de Oficina. B.A. Universidad de Puerto Rico; M.A. New York University; Ed.D. Universidad Interamericana de Puerto Rico.

VELÁZQUEZ ÁLVAREZ, JOAQUÍN, Catedrático Asociado de Salud y Educación Física. B.A., M.A. Universidad Interamericana de Puerto Rico; Postgrado en Gerontología, Universidad de Puerto Rico. N.M.D, John F. Kennedy College of Nutritional Arts and Sciences.

VÉLEZ, NATALIA, Catedrática Auxiliar de Idiomas. Maestría en Lingüística, The Samara State University, Russia; Ph.D. The Bavarian Julius-Maximilians University, Würzburg, Germany.

VÉLEZ GRANELL, CARLOS, Catedrático de Ciencias Biomédicas. B.S. Pontificia Universidad Católica de Puerto Rico; Ph.D. Escuela de Medicina de Ponce.

VÉLEZ MIRANDA, SAMUEL, Catedrático Asociado de Gerencia Industrial. B.S.I.E. Universidad de Puerto Rico; M.B.A., Ph.D. Universidad Interamericana de Puerto Rico.

VILLA RODRÍGUEZ, JOEL, Catedrático Asociado de Justicia Criminal. B.A. Pontificia Universidad Católica de Puerto Rico; M.A. Universidad de Puerto Rico; Ph.D. Universidad Complutense de Madrid, España.

Faculty San Germán Campus

ACEVEDO SEGARRA, RAÚL, Catedrático de Educación. Ph.D. New York University.

ACEVEDO SEMIDEY, EVELYN, Catedrática de Educación. B.S. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ed.D. Brigham Young University.

ACOSTA MEDINA, MARCOS, Catedrático Auxiliar de Tecnología de Ingeniería Electrónica. B.S.E.E. Universidad Autónoma de Santo Domingo, M.E.E. Universidad de Puerto Rico, Ed.D. Universidad Interamericana de Puerto Rico.

ALVARADO RODRÍGUEZ, NYVIA, Catedrática de Biología. B.S. Universidad Interamericana de Puerto Rico; M.S. Universidad de Puerto Rico; Ph.D. Escuela de Medicina de Ponce.

ÁLVAREZ PONS, FRANCISCO, Catedrático Asociado de Educación Física. B.A., M.A. Pontificia Universidad Católica de Puerto Rico, Ph.D. Florida State University.

ASENCIO TORO, GLORIA, Catedrática de Psicología. B.A. Universidad de Puerto Rico; M.S. Instituto Psicológico de Puerto Rico; Ph.D. Universidad de Puerto Rico.

BETANCOURT CASILLAS, NILDA, Catedrática Asociada de Música. B.M., M.M. Temple University.

BODEGA MORA-GRANADOS, MARÍA D., Catedrática de Español. B.A. Universidad Interamericana de Puerto Rico; M.A., Ph.D. Universidad de Puerto Rico.

BONILLA CRESPO, MARÍA, Catedrática de Administración de Sistemas de Oficina. B.A. Universidad de Puerto Rico; M.A. New York University; Ed.D. University of Maryland.

BRAILOWSKY CABRERA, RAQUEL, Catedrática de Antropología y Sociología. B.A. Universidad de Puerto Rico; M.A., Ph.D. State University of New York.

CAAMAÑO DE FERNÁNDEZ, VICENTA, Profesora Emérita de Español. B.A. Universidad Interamericana de Puerto Rico; M.A., Ph.D. Universidad de Puerto Rico.

CABRERA RÍOS, RICARDO, Catedrático Auxiliar de Música. B.A. Universidad de Puerto Rico; M.M. Ed. Florida State University.

COLÓN AGUILAR, NANCY, Catedrática Auxiliar de Educación. B.S., M.A. Pontificia Universidad Católica de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.

CORUM MATTINGLY, MICAH L., Catedrático Auxiliar de Inglés y Lingüística. B.A. Oklahoma State University; M.A. Universidad de Puerto Rico, Ph.D. Hamburg University

DESCHLER, RALPH J., Profesor Emérito de Inglés y Literatura. B.A. Duke University; M.A., Ph.D. Stanford University.

GALARZA LABOY, JAIME, Catedrático Asociado de Biología. B.S., M.S. Universidad de Puerto Rico.

GARCÍA BERNAL, BALBINO, Catedrático Asociado de Matemáticas. Licenciado en Matemáticas, Universidad de los Andes; Diplome Mathematiker, Westfalischen Wilhelms-Universität; Doktors del Naturwissenschaften, Ludwig-Maximilians-Universität Munchen.

GARCÍA VERA, MARÍA, Catedrática Asociada de Arte. B.A. Universidad Interamericana de Puerto Rico; M.F.A. University of Florida.

GEORGE HAMP, RUTH L., Catedrática Asociada de Educación Física. B.S. Wheaton College; M.Ed. University of Arizona; D.P.E. Indiana University.

GONZÁLEZ MEDEROS, ÁNGELA, Catedrática Asociada de Química. B.S. Química-Universidad Central de Venezuela; M.S., Ph.D. University of Massachusetts.

GRANIOLA RODRÍGUEZ, AURORA, Catedrática Asociada de Educación. B.A. Universidad de Puerto Rico; Ed.D. University of Illinois.

GUASP SOTO, ZAYRA M., Catedrática Asociada de Psicología. B.A. Universidad Interamericana de Puerto Rico; M.A., Ph.D. Universidad Carlos Albizu.

GUTIÉRREZ FERNÁNDEZ, ILIA, Catedrática Asociada de Educación Física. B.A. Universidad Interamericana de Puerto Rico; M.Ed. Oregon State University, Ed.D. Universidad Interamericana de Puerto Rico.

HERNÁNDEZ CRUZ, JUAN E., Catedrático de Sociología. B.A., M.A. Universidad de Puerto Rico; Ph.D. New York University.

HERNÁNDEZ SOTO, OSVALDO, Catedrático Asociado de Educación Física. B.A., M.A., Ed.D. Universidad Interamericana de Puerto Rico.

IRIZARRY GUZMÁN, CARLOS E., Catedrático de Contabilidad y Finanzas. B.B.A. Universidad Interamericana de Puerto Rico; M.B.A. Pontificia Universidad Católica de Puerto Rico; D.B.A. Nova Southeastern University.

IRIZARRY RAMÍREZ, ELBA T., Catedrática Asociada de Educación. B.S. Universidad de Puerto Rico, M.A. Seminario Evangélico de Puerto Rico, Ed.D. Universidad Interamericana de Puerto Rico.

KING GREENWALD, JONATHAN, Catedrático de Economía. Ph.D. University of California.

LANDRY, JACQUES, Catedrático de Música. B.A. University of Ottawa; Prof. Superior, Conservatorio Real de Música, Madrid; D.M.A. University of Miami.

LECOMPTE MONTES, ÁLVARO, Catedrático de Matemáticas. Magister der Naturwissenschaften, Dr. Rer. Nat., Universidad de Viena.

LEÓN RODRÍGUEZ, JANET, Catedrática Auxiliar de Artes Plásticas. B.A., M.F.A. Universidad Interamericana de Puerto Rico.

LLANOS VARGAS, LINA S., Catedrática Auxiliar de Matemáticas. B.S. Universidad de Colombia; M.S. Universidad de Puerto Rico; M.A., Ed.D. Universidad Interamericana de Puerto Rico.

LÓPEZ SULLIVAN, PEDRO, Catedrático Asociado de Tecnología Electrónica. B.S.E.E., M.S.N.E., M.S.E.E. Universidad de Puerto Rico, Ed.D., Universidad Interamericana de Puerto Rico.

LÓPEZ TORRES, DALILA, Catedrática Asociada de Educación. B.A. Universidad de Puerto Rico; M.A., Ed.D., Universidad Interamericana de Puerto Rico.

MARTÍNEZ ALDEBOL, MARY LUZ, Catedrática Auxiliar de Educación. B.S., Universidad de Puerto Rico; M.A. Universidad de Phoenix; M.S., Ed.D. Universidad Interamericana de Puerto Rico.

MARTÍNEZ ARROYO, FELIPE, Catedrático de Filosofía y Religión. B.A. Universidad Interamericana de Puerto Rico; M.Div. Seminario Evangélico de Puerto Rico; Ph.M., Ph.D. Drew University.

MARTÍNEZ TORO, VILMA S., Catedrática Asociada de Biología. B.S. Universidad Interamericana de Puerto Rico, M.S. Universidad de Puerto Rico.

MELÉNDEZ MENÉNDEZ, AURORA, Catedrática de Inglés y Lingüística. B.A. Universidad de Puerto Rico; M.A. Universidad Interamericana de Puerto Rico; Ph.D. Universidad de Nueva York.

MOE, CAROL, Catedrática Asociada de Inglés. B.A. Drake University; M.A. University of Illinois; Ph.D. University of California.

MOJICA COMAS, AGNES, Catedrática Asociada de Ciencias Políticas. B.A. Universidad de Puerto Rico; M.A. University of London.

MONTALVO BENET, RAQUEL, Catedrática Asociada de Música. B.A. Universidad Interamericana de Puerto Rico; M.M., Ph.D. University of Miami.

MORALES COLLADO, MILSA, Catedrática Asociada de Ciencias Secretariales. B.S.S. Pontificia Universidad Católica de Puerto Rico; M.A. Kean College of New Jersey; M.A. New York University; Ph.D. University of Maryland.

MORALES RODRÍGUEZ, GARY, Catedrático de Música. B.A. Universidad Interamericana de Puerto Rico; M.S., Ed.D. University of Illinois.

MORENO CEPERO, MADJA, Catedrática Auxiliar de Música. B.M. Conservatorio de Música; M.M. University of Nevada.

NAVEDO RIVERA, MARÍA, Instructora de Artes Plásticas. B.A., M.F.A. Universidad Interamericana de Puerto Rico.

PADILLA CAMACHO, MIRIAM, Catedrática Asociada de Educación. B.A., M.A. Universidad de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.

PADILLA GONZÁLEZ, AILÍN, Catedrática de Administración de Empresas. B.A., M.B.A. Universidad de Puerto Rico, Ph.D. Universidad Interamericana de Puerto Rico.

PERDOMO SÁNCHEZ, LILLIAM, Catedrática Auxiliar de Mercadeo. B.A., B.B.A, M.B.A. Ph.D, Universidad Interamericana de Puerto Rico.

QUINTERO VILELLA, HÉCTOR, Catedrático de Biología. B.S., M.S. Universidad de Puerto Rico; Ph.D. Florida State University.

QUIÑONES HOWELL, ZULMA, Catedrática de Administración de Empresas, Mercadeo y Comunicaciones. B.S. Universidad Interamericana de Puerto Rico; M.B.A. University of Phoenix; Ph.D. Bowling Green State University.

RAMÍREZ TORO, GRACIELA, Catedrática Asociada de Biología. M.A. Hood College; Ph.D. Drexel University.

RESTREPO LÓPEZ, FABIO, Catedrático de Ciencias Bibliotecarias y de la Información. B.S., M.L.S. University of Illinois; Ph.D. Texas Woman's University.

RODRÍGUEZ FERNÁNDEZ, CARMEN, Catedrática Asociada de Psicología. B.A., M.Ed., Ed.D. University of Massachusetts.

RODRÍGUEZ IRIZARRY, WALTER, Catedrático Asociado de Psicología. B.A., M.A. Universidad Interamericana de Puerto Rico; Psy.D. Escuela de Medicina de Ponce.

RODRÍGUEZ RAMOS, INGRID, Catedrática Asociada de Psicología. B.A. Universidad de Puerto Rico; M.S., Ph.D. Universidad Carlos Albizu.

ROMERO GARCÍA, IVONNE, Catedrática de Psicología. M.Ed. Boston College; Ed.D. University of Massachusetts.

ROMEU POLANCO, ELIEZER, Catedrático Asociado de Contabilidad. B.B.A. Universidad Interamericana de Puerto Rico; M.B.A. Pontificia Universidad Católica de Puerto Rico; Ph.D. Universidad Interamericana de Puerto Rico.

ROSADO NAZARIO, SAMUEL, Catedrático Asociado de Música. B.A. Universidad Interamericana de Puerto Rico; M.S. University of Illinois.

SACIUK, OLENA H., Profesora Emérita de Inglés y Literatura. B.A. M.A., Ph.D. University of Illinois.

SANTIAGO CAMACHO, FERNANDO L., Catedrático Asociado de Arte. B.A. Universidad Interamericana de Puerto Rico; M.A.Ed. San Francisco State University.

SELLAS APONTE, JOSÉ R., Catedrático Asociado de Inglés. B.A., M.A. Universidad Interamericana de Puerto Rico; Ed.D. Universidad de Puerto Rico.

SEPÚLVEDA PADILLA, LAURA A., Catedrática Asociada de Finanzas. B.A., M.B.A., Ph.D. Universidad Interamericana de Puerto Rico.

TORO MARTÍNEZ, ARLÍN, Catedrática Asociada de Biología. B.S. Universidad Interamericana de Puerto Rico; M.S., Ph.D. Universidad de Puerto Rico.

TORRES TALAVERA, FÉLIX F., Catedrático Auxiliar de Química. B.S. Universidad Interamericana de Puerto Rico; M.S., Ph.D. New Mexico State University.

VALCÁRCEL ENRÍQUEZ, ANDRÉS, Catedrático Auxiliar de Música. B.M. Conservatorio de Música de Puerto Rico; M.M. University of Akron.

VALENTÍN CARO, MARI OLGA, Catedrática Asociada de Educación. B.A. Universidad de Puerto Rico, M.A., Ed.D. Universidad Interamericana de Puerto Rico.

VÁZQUEZ PÉREZ, AMALIA, Catedrática Asociada de Biología. B.S., M.S.M.T. Universidad Interamericana de Puerto Rico; Ed.D. Universidad Interamericana de Puerto Rico.

VEGA ROSADO, LUZ LEYDA, Catedrática Asociada de Administración de Empresas. B.S., M.B.A., Ph.D. Universidad de Puerto Rico.

VELEZ CARABALLO, AXEL, Catedrático Auxiliar de Química. B.S., M.S. Universidad de Puerto Rico.

VÉLEZ SERRA, DAMIÁN, Catedrático de Educación. B.A., M.A. Universidad Interamericana de Puerto Rico; Ph.D. University of Connecticut.

VÉLEZ TORO, WALDEMAR, Catedrático de Administración de Empresas. B.A., M.B.A. Universidad Interamericana de Puerto Rico; D.B.A. University of Sarasota.

VÉLEZ VÉLEZ, MARITZA, Catedrática Asociada de Psicología. B. A. Universidad de Puerto Rico, Psy. D. Ponce School of Medicine.

VIADA BELLIDO DE LUNA, MARTA L., Catedrática Asociada de Inglés. B.A., M.A. Universidad Interamericana de Puerto Rico, Ph.D., Universidad de Puerto Rico.

VIVONI ALCARAZ, PAUL, Catedrático de Arte. B.A. Universidad Interamericana de Puerto Rico; M.A. University of Northern Iowa; Ed.D. Illinois State University.

WALKER WINCHELL, ROBIN, Catedrática Auxiliar de Biología. B.A. Universidad Interamericana de Puerto Rico; M.A. University of New Mexico.