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

The dispositions 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 change rules, or 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 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. Normally, 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 are 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 dispositions of Title IX of the Amendments to the Education Law of 1972, Section 504 of the Rehabilitation Law of 1973, the Americans with Handicaps Law of 1990 or any other applicable federal or state law or regulation.

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Directory

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Given below are the calendars for the academic terms and the list of holidays. These calendars are subject to change if extraordinary situations occur. Some campuses may also use other calendars. Those interested in obtaining copies of these should request them from the corresponding campus.

<table>
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<tbody>
<tr>
<td>May 13-Sept. 2</td>
<td>Disbursement Memo</td>
<td>May 15-September 4</td>
</tr>
<tr>
<td>July 1-Aug. 9</td>
<td>Registration Payment***</td>
<td>July 1-August 9</td>
</tr>
<tr>
<td>August 12</td>
<td>Last day for dropping courses (partial withdrawal) with 100% tuition refund (not including fees)</td>
<td>August 11</td>
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<tr>
<td>August 12</td>
<td>Last day for dropping courses (total withdrawal) with 100% tuition refund (including fees)*</td>
<td>August 11</td>
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<tr>
<td>August 15</td>
<td>Classes begin</td>
<td>August 11</td>
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<tr>
<td>August 15-22</td>
<td>Late registration and class changes</td>
<td>August 14</td>
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<tr>
<td>August 22</td>
<td>Last day for dropping courses (partial withdrawal) that have not paid registration</td>
<td>August 21</td>
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<tr>
<td>August 22</td>
<td>Last day for dropping courses (partial withdrawal) with 75% tuition refund</td>
<td>August 21</td>
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<tr>
<td>August 22</td>
<td>Last day for dropping courses (partial withdrawal)</td>
<td>August 28</td>
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<tr>
<td>August 29</td>
<td>Emission of vouchers. Vouchers are valid until the day before the initial award of financial aid to students</td>
<td>August 28</td>
</tr>
<tr>
<td>September 6</td>
<td>Initial award of financial aid to student</td>
<td>September 5</td>
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<tr>
<td>September 8</td>
<td>Second award of financial aid</td>
<td>September 7</td>
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<tr>
<td>September 9</td>
<td>Third award of financial aid and reimbursement process**</td>
<td>September 8</td>
</tr>
<tr>
<td>September 12-14</td>
<td>Checks delivered to students</td>
<td>September 11-13</td>
</tr>
<tr>
<td>October 11-18</td>
<td>Assessment of course needs for next Semester***</td>
<td>October 9-16</td>
</tr>
<tr>
<td>October 13-Jan. 11</td>
<td>Selection of courses for next semester and payment without penalty***</td>
<td>Oct. 10-Jan. 10</td>
</tr>
<tr>
<td>October 17</td>
<td>Last day to apply for graduation for next semester</td>
<td>November 18</td>
</tr>
<tr>
<td>October 17</td>
<td>Midterm, last day for the faculty to inform the removal of incompletes from the previous semester or summer sessions</td>
<td>October 18</td>
</tr>
<tr>
<td>November 2</td>
<td>Last day for administrating comprehensive examinations</td>
<td>November 8</td>
</tr>
<tr>
<td>Nov. 12-Jan. 9</td>
<td>Registration payment for next semester***</td>
<td>Oct. 13-Jan. 11</td>
</tr>
<tr>
<td>December 10</td>
<td>Last day to withdraw from individual or all courses with “W” and to report errors in previous term grades</td>
<td>December 9</td>
</tr>
<tr>
<td>December 10</td>
<td>Last day of classes</td>
<td>December 9</td>
</tr>
<tr>
<td>December 11-12</td>
<td>Study period</td>
<td>December 10</td>
</tr>
</tbody>
</table>
December 12-17 ................ Final examinations ........................................... December 11-16 
December 20...................... Last day for faculty to enter final grades in the Interweb Rollbook........................................December 20


Oct 21-Feb 13 ................ Disbursement Memo ............................ October 23-February 12 
January 10-19 .................. Selection of courses and registration payment ........................................January 9-18
January 20 .................. Last day for dropping courses (partial withdrawal) with 100% tuition refund (not including fees)................................................. January 19
January 21 .................. Last day for dropping courses with 100% tuition refund (including fees)* ........................ January 19
January 23 .................. Classes begin ............................................................. January 22
January 23-30 ................ Late registration and class changes .......................... January 22-29
January 30 .................. Cancellation of courses for students who have not paid registration ................................. January 29
January 30 .................. Last day for dropping courses (partial withdrawal) with 75% tuition refund ........................ January 29
February 6 .................. Last day for dropping courses (partial withdrawal) with 50% tuition refund ........................ February 5
February 6 .................. Emission of vouchers. Vouchers are valid until the day before the initial award of financial aid to students................................. February 5
February 14 .................. Initial award of financial aid to student ............... February 13
February 16 .................. Second award of financial aid ............................ February 15
February 17 .................. Third award of financial aid and reimbursement process** ........................................ February 16
February 20 .................. Holiday authorized for conducting classes for courses meeting only on Monday.................... February 19
February 21-23 ............. Checks delivered to students ............................... February 20-22
February 16-March 11 ...... Assessment of course needs for the summer and next semester*** .......................... Feb. 16-March 10
March 13-April 22 .......... Course selection for the summer and next semester*** ..........................March 12 - April 23
March 13 .................. Midterm, last day for the faculty to inform the removal of incompletes from the previous semester or summer sessions........................................ March 12
March 13 .................. Last day to apply for graduation for next semester........................................................ March 12
April 24 .................. Last day for administering comprehensive examinations ........................................... April 23
April 24 .................. Last day to apply for defense of the doctoral thesis ..... April 23
May 15 .................. Last day for defense of the doctoral thesis ............... May 14
May 15 .................. Last day to withdraw from individual or all courses with “W” and to report errors in previous term grades ........................................ May 15
May 15 .................. Last day of classes .................................................. May 15
May 16-17 ..................... Study period .................................................... May 16-17

28
May 17-28 ......................... Registration payment for summer sessions*** ......... May 17-25
May 18-24 ......................... Final examinations .................................................... May 17-23
May 26 ............................... Last day for handing in five copies of the dissertation at the Office of the Doctoral Program Director .............................................................. May 25
May 30 ............................... Last day for faculty to enter final grades in the Interweb Rollbook ............................................................. May 29
June 2-15 ........................... Commencement exercises .................................................... June 1-15

2006

SUMMER
First Session

2007

SUMMER
First Session

March 1-June 5 ................. Disbursement Memo ................................................ March 1-June 6
May 16-30 ......................... Course selection and registration payment............. May 16-30
May 31 ............................... Last day for dropping courses (partial withdrawal) with 100% tuition refund (not including fees) ............................................................. May 31
May 31 ............................... Last day for dropping courses (total withdrawal) with 100% tuition refund (including fees)* ............................................................. May 31
June 1 ............................... Classes begin ....................................................... June 1
June 1 ............................... Late registration and class changes ........................ June 1
June 1 ............................... Cancellation of courses for students who have not paid registration ............................................................. June 1
June 2 ............................... Last day for dropping courses (partial withdrawal) with 75% tuition refund ............................................................. June 4
June 2 ............................... Last day to apply for graduation at the end of summer session ............................................................. June 5
June 5 ............................... Last day for dropping courses (partial withdrawal) with 50% tuition refund ............................................................. June 6
June 6 ............................... Initial award of financial aid to student ..................... June 7
June 8 ............................... Second award of financial aid and reimbursement process** ............................................................. June 8
June 9 ............................... Third award of financial aid and reimbursement process** ............................................................. June 9
June 12-14 ........................ Checks delivered to students .................................. June 11-13
June 12-28 ........................ Course selection and registration payment for the second summer session for students who did not do advanced registration *** ................................ June 12-28
June 28 ............................... Last day to withdraw from individual or all courses with “W” and to report errors in previous term grades ............................................................. June 28
June 28 ............................... Last day of classes .................................................... June 28
June 29 ............................... Final examinations .................................................... June 29
June 30 ............................... Last day for faculty to enter final grades in the Interweb Rollbook ............................................................. July 2
Second Session

April 3-July 10.................. Disbursement Memo .............................................April 2-July 9
June 12-27 ..................... Selection of courses and registration payment ....... June 12-27
June 30......................... Last day for dropping courses (partial withdrawal) with 100% tuition refund (not including fees)......................................................June 29
June 30......................... Last day for dropping courses (total withdrawal) with 100% tuition refund (including fees)*.............................................June 29
July 3 ........................... Classes begin..................................................................... July 2
July 3 ........................... Cancellation of second summer session courses
July 5 ........................... Last day for dropping courses (partial withdrawal) with 75% tuition refund ................................ July 3
July 5 ........................... Late registration and class changes for students who have not paid registration.............July 5
July 7 ........................... Last day for dropping courses (partial withdrawal) with 50% tuition refund ................................ July 6
July 11 ........................... Initial award of financial aid to student........................... July 10
July 13 ........................... Second award of financial aid ........................................ July 12
July 14 ........................... Third award of financial aid and reimbursement process** .............................................July 13
July 18-20 ..................... Checks delivered to students ......................................July 17-19
July 28 ........................... Last day to withdraw from individual
or all courses with “W” and to report errors in previous term grades ...............July 30
July 28 ........................... Last day of classes........................................................... July 30
July 31 ........................... Final examinations ......................................................... July 31
August 1 ....................... Last day for faculty to enter final grades
in the Interweb Rollbook......................................................... August 1

ACADEMIC AND ADMINISTRATIVE TRIMESTER CALENDARS

2005

TRIMESTER I (AUGUST TO OCTOBER) 2006-2007

2006

May 2-August 22......... Disbursement Memo .............................................May 1-August 21
May 9-12 ........................ Registration ............................................................. May 10-13
August 1 ........................ Last day for dropping courses (partial withdrawal) with 100% tuition refund (not including fees)......................................................August 1
August 1 ........................ Last day for dropping courses (total withdrawal) with 100% tuition refund (including fees)*.............................August 31
August 2 ........................ Classes begin..................................................................... August 1
August 2-9 ..................... Late registration and class changes .........................August 1-8
August 9 ........................ Cancellation of courses for students
that have not paid registration ............................................. August 8
August 9 ....................... Last day for dropping courses (partial withdrawal) with 75% tuition refund ................................ August 8
August 16.......................... Last day for dropping courses (partial withdrawal) with 50% tuition refund ................. August 15
August 16.......................... Emission of vouchers. Vouchers are valid until the day before the initial award of financial aid to students................................................................. August 15
August 23................................ Initial award of financial aid to student......................... August 22
August 25........................... Second award of financial aid ........................................... August 24
August 26........................... Third award of financial aid and reimbursement process** ........................................... August 25
August 29-31 ..................... Checks delivered to students ........................................... August 28-30
September 12 ................. Last day for administrating comprehensive examinations .......................................... September 11
September 16 ..................... Last day for the faculty to inform the removal of incompletes from the previous trimester or summer sessions ........................................... September 15
September 16 ..................... Last day to apply for graduation at end of this trimester........................................... September 15
October 19 .............. Last day of class and last day to withdraw from individual or all courses with “W” and to report errors in previous term grades............................. October 18
October 21-26 ...... Final examinations .......................................................... October 19-25
October 27-29 ........ Recess........................................................................ October 26
October 31 ....................... Last day for faculty to enter final grades in the Interweb Rollbook........................................... October 27

• All courses of Trimester I of 2006 will meet for one additional hour of class.
• Courses of Trimester I of 2007 that meet only one day per week (Wednesday, Friday or Saturday) will meet for one additional hour of class.
• Courses of Trimester I of 2007 that meet on Mondays and Wednesdays will meet by one additional hour of class.
• Courses of Trimester I of 2007 that meet only on Mondays or Thursdays will meet for four additional hours of class.

** 2005-2006 TRIMESTER II (OCTOBER TO FEBRUARY) 2006-2007

August 1-Nov. 4 ............... Disbursement Memo .................................. July 30-November 13
October 3-6...................... Registration .............................................. October 2-5
October 31 .................... Last day for dropping courses (partial withdrawal) with 100% tuition refund (not including fees)........................................... October 27
October 31 .................... Last day for dropping courses (total withdrawal) with 100% tuition refund (including fees)*.................. October 27
November 1 ................. Classes begin............................................. October 30
November 1-8 .............. Late registration and class changes .......... October 30-Nov. 6
November 8 .................. Cancellation of courses for students that have not paid registration .................................. November 6
November 8 .................. Last day for dropping courses (partial withdrawal) with 75% tuition refund .................................. November 6
November 8. Emission of vouchers. Vouchers are valid until the day before the initial award of financial aid to students. November 15

November 14. Last day for dropping courses (partial withdrawal) with 50% tuition refund November 13

November 15. Initial award of financial aid to students November 14

November 17. Second award of financial aid November 16

November 18. Third award of financial aid and reimbursement process** November 17

November 21-23. Checks delivered to students November 21-22

December 19. Last day for administering comprehensive examinations December 18

January 10. Classes resume January 9

January 23. Last day to apply for graduation at the end of this trimester January 22

January 23. Last day for the faculty to inform the removal of incompletes from the previous semester or summer sessions January 22

February 11. Last day to withdraw from individual or all courses with “W” and to report errors in previous term grades February 10

February 11. Last day of classes February 12

February 13-18. Final examinations February 12-17

February 21-25. Recess February 22

February 22. Last day for faculty to enter final grades in the Interweb Rollbook February 21

- Courses of Trimester II of 2005-2006 that meet only on Fridays will meet for one additional hour of class.
- Courses of Trimester II of 2005-2006 that meet on Mondays or Saturdays will meet for four additional hours of class.
- Courses of Trimester II of 2005-2007 that meet only on Saturdays will meet for one additional hour of class.

2005-2006 TRIMESTER III (FEBRUARY TO MAY) 2006-2007

Nov. 27-March 20. Disbursement Memo November 27-March 19
February 1-6. Registration February 1-6
February 24. Last day for dropping courses (partial withdrawal) with 100% tuition refund (not including fees) February 23
February 24. Last day for dropping courses (total withdrawal) with 100% tuition refund (including fees) February 23
February 27. Classes begin February 26
February 27-March 6. Late registration and class changes February 26-March 5
March 6. Last day for dropping courses (partial withdrawal) with 75% tuition refund March 5
March 6. Cancellation of courses for students that have not paid registration March 5
March 13............................ Last day for dropping courses (partial withdrawal) with 50% tuition refund .......................... March 12
March 13............................ Emission of vouchers. Vouchers are valid until the day before the initial award of financial aid to students......................................................... March 12
March 21............................ Initial award of financial aid to student.......................... March 20
March 23............................ Second award of financial aid ..................................... March 21
March 24............................ Third award of financial aid and reimbursement process** ..................................................... March 23
March 27-29 ...................... Checks delivered to students .................................. March 26-28
April 18............................ Last day for administering comprehensive examinations .................................................. April 17
April 19............................ Last day for the faculty to inform the removal of incompletes from the previous semester or summer sessions........................................... April 18
April 19............................ Last day to apply for graduation at the end of this trimester................................................... April 18
May 20............................... Last day to withdraw from individual or all courses with “W” and to report errors in previous term grades ...................................................... May 19
May 20............................... Last day of classes.......................................................... May 19
May 22-27 ......................... Final examinations .................................................... May 21-26
May 30............................... Last day for faculty to enter final grades in the Interweb Rollbook.............................................. May 29

• Courses of Trimester III of 2006 that meet on Mondays and Wednesdays will meet for five additional hours of class.
• Courses of Trimester III of 2006 that meet only on Mondays and those that meet only on Wednesdays will meet for four additional hours of class.
• Courses of Trimester III of 2006 that meet Tuesdays, Thursdays, Fridays and Saturdays only will meet for one additional hour of class.
• Courses of Trimester III of 2007 that meet on Mondays and Wednesdays and those that meet on Tuesdays and Thursdays will meet for one additional hour of class.
• Courses of Trimester III of 2007 that meet only on Mondays and those that meet only on Thursdays will meet for four additional hours of class.
• Courses of Trimester III of 2007 that meet Tuesdays, Wednesdays, Fridays and Saturdays only will meet for one additional hour of class.

* For total withdrawals, Institutional Policy and Procedure for Return of Funds and Repayment applies.
** From this date, there will be accreditation Tuesdays and Thursdays, and on Fridays there will be accreditation and reimbursement until the June 26, 2006 or June 25, 2007, as the case may be. Check delivery will be made not later than three (3) days after reimbursement.
*** Each campus will schedule the days it deems necessary.

Note: Please consult your academic unit for more information regarding the academic and administrative calendars.
### Holidays

(The dates given are those on which the University will observe the holidays. The University reserves the right to conduct classes and activities on holidays when necessary to meet calendar requirements.)

<table>
<thead>
<tr>
<th>2005-2006</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon., Sept. 5</strong> ...... Labor Day ..................................................</td>
<td><strong>Mon., Sept. 4</strong></td>
</tr>
<tr>
<td><strong>Wed., Oct. 12</strong> ...... Columbus Day ...................................................</td>
<td><strong>Thu., Oct. 12</strong></td>
</tr>
<tr>
<td><strong>Fri., Nov. 11</strong> ...... Veteran’s Day ..................................................</td>
<td><strong>Sat., Nov. 11</strong></td>
</tr>
<tr>
<td><strong>Sat., Nov. 19</strong> ...... Discovery of Puerto Rico ....................................</td>
<td><strong>Mon., Nov. 20</strong></td>
</tr>
<tr>
<td><strong>Nov. 24-26</strong> .......... Thanksgiving Recess .........................................</td>
<td><strong>Nov. 23-25</strong></td>
</tr>
<tr>
<td><strong>Sun., Dec. 25</strong> ...... Christmas Day ..................................................</td>
<td><strong>Mon., Dec. 25</strong></td>
</tr>
<tr>
<td><strong>Sun., Jan. 1</strong> ...... New Year’s Day ..................................................</td>
<td><strong>Mon., Jan. 1</strong></td>
</tr>
<tr>
<td><strong>Fri., Jan. 6</strong> ...... Epiphany ...............................................................</td>
<td><strong>Sat., Jan. 6</strong></td>
</tr>
<tr>
<td><strong>Mon., Jan. 9</strong> ...... De Hostos’ Birthday .............................................</td>
<td><strong>Mon., Jan. 8</strong></td>
</tr>
<tr>
<td><strong>Mon., Jan. 16</strong> ...... Martin Luther King’s Birthday ................................</td>
<td><strong>Mon., Jan. 15</strong></td>
</tr>
<tr>
<td><strong>Mon., Feb. 20</strong> ...... Presidents’ Day ..................................................</td>
<td><strong>Mon., Feb. 19</strong></td>
</tr>
<tr>
<td><strong>Wed., March 22</strong> ...... Abolition of Slavery in Puerto Rico ....................</td>
<td><strong>Thu., March 22</strong></td>
</tr>
<tr>
<td><strong>April 10-15</strong> .......... Easter Recess ..................................................</td>
<td><strong>April 2-7</strong></td>
</tr>
<tr>
<td><strong>Mon., April 17</strong> ...... De Diego’s Birthday ..........................................</td>
<td><strong>Mon., April 16</strong></td>
</tr>
<tr>
<td><strong>Mon., May 29</strong> ...... Memorial Day .....................................................</td>
<td><strong>Mon., May 28</strong></td>
</tr>
<tr>
<td><strong>Tue., July 4</strong> ...... United States Independence Day ................................</td>
<td><strong>Wed., July 4</strong></td>
</tr>
<tr>
<td><strong>Mon., July 17</strong> ...... Luis Muñoz Rivera’s Birthday ................................</td>
<td><strong>Mon., July 16</strong></td>
</tr>
<tr>
<td><strong>Tue., July 25</strong> ...... Constitution Day ................................................</td>
<td><strong>Wed., July 25</strong></td>
</tr>
<tr>
<td><strong>Thu., July 27</strong> ...... Barbosa’s Birthday .............................................</td>
<td><strong>Fri., July 27</strong></td>
</tr>
</tbody>
</table>
# Tuition, Fees and Other Charges
(Master and Doctoral Programs)

## ADMISSION AND READMISSION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>$31.00</td>
<td></td>
</tr>
<tr>
<td>Readmission</td>
<td>$13.00</td>
<td>with application</td>
</tr>
</tbody>
</table>

## TUITION

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Degree Courses</td>
<td>$175.00 per credit</td>
</tr>
<tr>
<td>Doctoral Courses in Education, Theological Studies and Psychology</td>
<td>$270.00 per credit</td>
</tr>
<tr>
<td>Doctoral Courses in Entrepreneurial and Managerial Development</td>
<td>$410.00 per credit</td>
</tr>
<tr>
<td>Auditing without credit</td>
<td>50% of the regular cost per credit</td>
</tr>
</tbody>
</table>

## GENERAL FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Per Semester</th>
<th>Per Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>General University Fee</td>
<td>$30.00</td>
<td>$14.00</td>
</tr>
<tr>
<td>General: Doctorate in Entrepreneurial and Managerial Development</td>
<td>$350.00</td>
<td></td>
</tr>
<tr>
<td>Medical Insurance</td>
<td>$350.00</td>
<td>According to contract</td>
</tr>
<tr>
<td>Student and Cultural Activities Fee</td>
<td>$14.00</td>
<td></td>
</tr>
<tr>
<td>Student Center</td>
<td>$19.00</td>
<td>$6.00</td>
</tr>
<tr>
<td>Dispensary</td>
<td>$13.00</td>
<td>$6.00</td>
</tr>
<tr>
<td>Information Access Center</td>
<td>$25.00</td>
<td>$12.00</td>
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## OTHER FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration</td>
<td>$50.00 upon registration</td>
</tr>
<tr>
<td>Withdrawal from Courses</td>
<td>$6.00 upon withdrawal</td>
</tr>
<tr>
<td>(One or more courses during refund period)</td>
<td>$6.00 upon change</td>
</tr>
<tr>
<td>Course Additions or Changes</td>
<td>$6.00 upon change</td>
</tr>
<tr>
<td>Deferred Payment Arrangement</td>
<td>$6.00 upon arrangement</td>
</tr>
<tr>
<td>Late Payment of Deferred Payment</td>
<td>5% of total debt</td>
</tr>
<tr>
<td>Late Final Examination</td>
<td>$19.00 per examination</td>
</tr>
<tr>
<td>Transcript of Credits</td>
<td>$3.00 per transcript</td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
</tr>
<tr>
<td>School of Optometry</td>
<td>$200.00 with application</td>
</tr>
<tr>
<td>School of Law</td>
<td>$100.00 with application</td>
</tr>
<tr>
<td>All other campuses</td>
<td>$80.00 with application</td>
</tr>
<tr>
<td>Internship or Practice Teaching</td>
<td>$19.00 per credit</td>
</tr>
<tr>
<td>Maintenance of Active Status</td>
<td></td>
</tr>
<tr>
<td>Master’s Program</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>Doctoral Program</td>
<td>$31.00 per semester</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>$25.00 with application</td>
</tr>
<tr>
<td>Returned Check</td>
<td>$13.00 each time check is returned from the bank</td>
</tr>
<tr>
<td>Identification Card Replacement</td>
<td>$7.00 each time requested</td>
</tr>
</tbody>
</table>
INFRASTRUCTURE FEE, EXCEPT THE TRIMESTER PROGRAM

Masters, Doctorates in Education, Theological Studies and Psychology and Professional Programs $44.00 per semester
For all students during the summer $25.00 per summer session

CONSTRUCTION, IMPROVEMENT AND MAINTENANCE FEE, EXCEPT THE TRIMESTER PROGRAM AND THE SCHOOL OF LAW

Masters, Doctorates in Education, Theological Studies and Psychology and Optometry Programs $63.00 per semester
For all students during the summer $31.00 per session

INFRASTRUCTURE FEE FOR THE TRIMESTER PROGRAM

Masters and Doctorates in Education, Theological Studies and Psychology $31.00 per trimester

CONSTRUCTION, IMPROVEMENT AND MAINTENANCE FEE FOR THE SCHOOL OF LAW

$125.00 per semester
$63.00 per summer

CONSTRUCTION, IMPROVEMENT AND MAINTENANCE FEE FOR THE TRIMESTER PROGRAM

Masters, Doctorates in Education, Theological Studies and Psychology and Professional Programs $44.00 per trimester

Applicable only to San Germán Campus

Room and Board
Residencies Eunice White Harris and Dr. Angel Archilla Cabrera
Room (4 occupants) per person $450.00 per semester
$150.00 per summer session

(The cost for room and board is refundable if requested 25 University workdays before the first day of class for each semester or seven University workdays before the first day of class for each summer session.)

Meals - 5 days per week $750.00 per semester

(Includes three meals daily, Monday through Friday beginning on the first day of class until the last day of final examinations. Does not include official University Holidays, Saturdays or Sundays.)

Loss of Key According to cost of replacing lock.
Dormitory Room Reservation $25.00 with application
(The deposit for the Dormitory Room Reservation is applicable to the Room Fee and is refundable if not admitted to the dormitory.)

**CHANGES IN TUITION AND FEES**

The University reserves the right to change tuition fees and other charges when:

1. There is an increase in educational and general fees and/or mandatory transfers.
2. Budget projections indicate a possible increase in these costs.
3. After careful analysis of any particular situation, the University administration determines that such changes are reasonable and justified.

**PAYMENTS**

The total cost of tuition fees and other charges is payable at the time of registration. The difference between the total cost of tuition, fees and other charges and the total amount of financial aid a student receives (except aid received under the Federal Work-Study Program) is payable at the time of registration. Payments may be made by means of money orders, checks drawn to the order of Inter American University of Puerto Rico or in cash. Payment may also be made by MasterCard, Visa, American Express or ATH debit cards. In addition, payments may be made through Banco Popular de Puerto Rico at any of its branches, by mail or by telePago.

**DEFERRED PAYMENT ARRANGEMENTS**

The University grants students the privilege of a deferred payment for 50% of the total cost of registration per semester or trimester upon signing a promissory note. To be eligible for deferred payment, students must have liquidated any debts from previous academic terms. In no case shall the total amount deferred exceed the balance of the debt after discounting the financial aid benefits or loans.

The chief executive officers of the academic units may, in exceptional cases, increase the percentage of the deferral if it is understood to be beneficial for the Institution after an analysis that indicates, with a reasonable degree of assurance, that the debt will be paid.

No deferred payment will be given for amounts less than $50.00.

The payment of the deferred total cost of tuition, fees and other charges becomes due seventy-five (75) days after the first day of class in a semester calendar. The deferred payment under a trimester or bimester calendar becomes due thirty (30) days after the first day of class. The deferred amount for semesters is due in a maximum of three equal installments, and in the case of trimesters and bimesters in one payment at the end of thirty (30) days of the deferral.

The award of a deferred payment carries a fee to cover part of the administrative expenses of this service. There will be a charge of 5% on an installment that is not paid by its due date.

It is the responsibility of each student to know when payments are due and make arrangements accordingly.

Students who do not meet their financial commitments by the due date may be suspended and will not receive a grade in courses in which they have enrolled. Students who have not met their financial commitment will lose their rights to receive University service until their debts are removed in accordance with the Federal and Puerto Rican regulations.
THERE IS NO DEFERRED PAYMENT PLAN DURING THE SUMMER SESSIONS except by authorization of the Vice-President for Financial Affairs, Administration and Services. This deferred amount must be paid within thirty (30) days from the last day of classes of the summer session in which the aid was awarded.

DEBTS FOR OTHER REASONS

When students or former students of the University are in debt to the University for any cause other than that of a deferred payment as explained in the Catalog, independently of any payment plan granted or any collection procedure that may be initiated or has been initiated, they lose their rights to receive University services until the debt is paid in full.

Students transferred from another educational institution who have debts with any of the federal financial aid programs will not be eligible for financial aid at this University.

ADJUSTMENTS AND REIMBURSEMENTS

Partial Withdrawal

Per Semester, Trimester and Bimester:

100% of the cost of the credits and laboratory fees (not including other fees) that are dropped before classes begin.
75% of the cost of the credits and laboratory fees (not including other fees) dropped during the first week of class.
50% of the cost of the credits and laboratory fees (not including other fees) dropped during the second week of class.

Per Summer Session:

100% of the cost of the credits and laboratory fees (not including other fees) that dropped before classes begin.
75% of the cost of the credits and laboratory fees (not including other fees) dropped during the first and second day of class.
50% of the cost of the credits and laboratory fees (not including other fees) dropped during the third and fourth day of class.

THERE WILL BE NO REIMBURSEMENT AFTER THE FOURTH DAY OF CLASS

These adjustments will apply to students that pay the total cost of registration in cash.

Institutional Policies and Procedures of Return of Funds Applicable to Students with a Total Withdrawal

The Policy for Return of Funds is applicable to all students that pay their registration in cash, with financial aid from Title IV Programs, or from other state or institutional programs or from health allied programs or with any other payment method and who officially withdraw from all courses, stop attending class, never attended class or are expelled from the University.
Return of Funds to Title IV Programs

1. Students that officially withdraw: To determine the applicable percentage the last date of withdrawal up to 60% of the term.
2. Students that stop attending class: The Policy for Return of Funds will be applied up to 60% of the term with a refund equivalent to 50% of the assigned funds.
3. Students that never attended class: One hundred percent (100%) will be refunded

Return of Funds to State or Institutional Programs, Health Allied Programs or for Payments made in Cash or any other Method of Payment

For students who officially withdraw from all courses, stop attending class or never attended class the return of funds previously accredited will be as follows:

Per Semester, Trimester and Bimester:

100% return of funds before classes begin.
75% return of funds during the first week of class.
50% return of funds during the second week of class.

THERE WILL BE NO RETURN OF FUNDS AFTER THE SECOND WEEK OF CLASS

Per Summer Session:

100% return of funds before classes begin.
75% return of funds during the first and second day of class.
50% return of funds during the third and fourth day of class.

THERE WILL BE NO RETURN OF FUNDS AFTER THE FOURTH DAY OF CLASS

Per Intensive Session:

100% return of funds on or before the first day of class.
75% return of funds during the second day of class.
50% return of funds during the third day of class.

THERE WILL BE NO RETURN OF FUNDS AFTER THE THIRD DAY OF CLASS

Students that pay with financial aid will be responsible for the difference resulting from reimbursement to the fund and registration costs. In case a balance remains, this will be returned to the student.

Fees and Other Charges are not refundable after classes begin.

Board: The student will be entitled to a prorated adjustment for the cost of meals for the time that the services are not used when the student withdraws from the University.

Room: These charges are not refundable, unless the space is immediately occupied by another student.
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 to provide educational services to veterans intending to pursue studies under the norms of the Veterans’ Administration. The programs of the University are authorized by the Council on Higher 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 Director of the Office of the Juridical Advisor and the Director of the Office of Evaluation and Systemic Research. 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, the Director of the Human Resources Office, the Director of the Office of Promotion and Recruitment and the Director of Planning and Systemic Development of Physical Plant.

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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.

**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 preuniversity, undergraduate, graduate and professional programs leading to certificates, to Associate in Arts, Associate in Science Associate in Medical Emergencies, and Associate in Applied Science degrees, to Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Bachelor of Music and Bachelor of Nursing degrees, to Master of Arts, Master of Education, Master of Business Administration, Master of Science, Master of Library and Information Science, Master of Social Work, Master of Fine Arts and Master of International Business degrees, to a Specialist Diploma in Curriculum and Instruction and at the doctoral level, a Doctor of Philosophy (Ph.D.) and a Doctor in Education (Ed.D.) degrees. The School of Law of Inter American University grants the Juris Doctor degree and the School of Optometry, the Doctor of Optometry degree.

**Goals of the University**

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

1. To provide and maintain a positive atmosphere in the university community that will foster intellectual, social, and moral development based on the fundamental values of Christianity.

2. To promote a liberal education that will lead to the development of an educated person, well-versed in the different fields of human knowledge through the development of critical thinking, moral and civic responsibility, skills in social integration, scientific and mathematical knowledge and a sensibility for the arts that enhance a full life.
3. To succeed in having the student become functionally proficient in the use of Spanish or English and in developing an acceptable level of competency in the other language.
4. To stimulate student understanding and appreciation of Puerto Rico’s cultural heritage, its origins, development, contributions and relations with the Caribbean, the Americas and the rest of the world and the commitment to preserve it.
5. To offer a non-proselytizing cultural, ecumenical and moral religious education to increase student awareness of the place of religion in all civilizations and their understanding of its relationship to other disciplines.
6. To offer a variety of programs and services at the undergraduate, graduate, occupational and professional level in accordance with the changing necessities of the student population and of society in its global context.
7. To foster the ongoing growth and commitment of the faculty in the application of teaching methods, in the mastery of the subject matter and in their personal and professional development.
8. To foster the continuous development and improvement of the support personnel of the teaching staff.
9. To succeed in having the support programs for the teaching staff and student services and activities work in harmony with the academic program so as to enhance the total education of the student.
10. To achieve constant progress, properly planned, in the field of new technology with relation to the academic program, educational strategy, support of the faculty, student services and administration.
11. To stimulate research and creativity in the entire academic community to enrich the Institution’s educational endeavors, to increase human understanding of the environment and of the world and to generate new knowledge and technology.
12. To create an awareness of the social, cultural, economic, environmental, and political problems that confront the Puerto Rican society and to stimulate the search for solutions to these problems by defining and discussing them.
13. To promote maximum coordination and cooperation with educational institutions, professional agencies and institutions in Puerto Rico and abroad that foster educational improvement at all levels.
14. To stimulate the members of the communities the Institution serves to recognize the value of continuing personal and professional development by a variety of University program offerings that will enrich their lives and increase their knowledge.
15. To assume a leadership role in promoting the cultural and social enrichment and the prosperity of the communities the Institution serves.
16. To develop an educational philosophy based on education for peace.

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.

In affirming its commitment to the Christian ecumenical ideal, the University dedicates itself to the renewal and reaffirmation not only to its own Christian heritage, but also to that
of 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 with 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, an 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, to science, to technology and to 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.

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 dialogue with other university disciplines.

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.

**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 & Universities (AACU)
Association of Governing Boards of Universities and Colleges (AGB)
Association of Presbyterian College and Universities (APCU)
Educational Resources

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.

Information Access Center (Library)

Each academic unit has an adequately staffed and equipped Information Access Center. These Centers are organized to function as a coordinated system. An on-line catalog provides access to all University bibliographical resources as well as to other resources that are made available for computer based research.

The Centers provide remote access to the electronic databases to University students, faculty and administrators through Internet.

Each Information Access Center has developed as an integral part of the University programs in which a number of activities take place, including bibliographical literacy, which is used to provide students with orientation on the educational resources and the facilities and services available.

The system collection contains more than one million volumes of printed and non-printed materials in microform and audiovisual items.

The 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.

The Educational Support Center

Each Campus has a Center equipped with computers and other related hardware to assist the faculty in using the computer to produce teaching materials. The Center also
serves as a laboratory where those faculty members who already have computer skills can produce their own instructional modules or make use of available commercial software for instructional purposes. Students benefit greatly from these developments since they can use the instructional modules assigned to them by their instructors.

**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 Studies of each campus.

**Distance 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.

Distance 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: Internet, 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.

**Objectives of Distance 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 Distance Learning

Distance 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.

Video Courses

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

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.

**Internet 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.

**Admission Requirements for Distance Learning Students**

The admission requirements for distance 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.

**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 distance learning. This Center promotes faculty competence and interactive distance 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.

**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 distance learning. It serves as forum for dialog and the exchange of ideas in the use of the technology in the educational processes.

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 principle activities: the celebration of Founders Day and the honoring of distinguished alumni.

**Services of the Registrars**

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.

**Registration and Program Changes**

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, 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/MON/YYYY (day, month, year).

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 this, these cases are:
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 understand 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 Studies 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.

At the end of each semester, trimester and summer school session, the Registrars will mail grade reports to their respective students. Students who believe there are errors in these reports should notify the appropriate Registrar, in writing. The deadline to submit these claims is the date established for withdrawal with the administrative action symbol of W for the following semester. A student who does not receive a grade report should contact the corresponding Office of the Registrar.

**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 concerned 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 $3.00.

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 should not exceed three weeks, under normal circumstances. The requests for transcription of students whose files are inactive require a longer time to be processed.
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.

Change of Address

When students register, they are required to file their mailing address with the Office of the Registrar. Changes of address should be reported immediately to the Registrar. If this address is not kept up-to-date, the University will not be responsible for notifications sent to the student.

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

Language of Instruction

Graduate courses may be taught in either Spanish or English.

Undergraduate Prerequisites

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

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. 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 have not attended any classes during the first two weeks of the academic semester or its equivalent, will be dropped administratively from the course. The instructor, after receiving the class lists, will submit, in writing, the names of all such students to the Office of the Registrar through the Department Chairperson. For administrative purposes, these administrative drops will be considered equal to withdrawals for which the student has applied, as established in the Adjustments and Reimbursements section. Inter American University requires its faculty to report the last day of attendance or of any other course activity of students who drop class in each academic term. For this, the faculty must have a record of class attendance of the students, or of their participation in the other activities of the course. The faculty will report the last day of attendance or of student participation in course activities of those students who dropped class without having withdrawn officially from the University. The administrative action symbol NA will be used to identify these students.
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 norms.

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 distance 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.”

Non-traditional Study

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 can not 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 Studies.

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.
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 Studies 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 Studies.
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. All experimental courses must be authorized by the Director of the Department, the Dean of the Division and, finally, by the Dean of Studies.

3. After an experimental course has been offered for two academic years, the course must be evaluated by the Department or by the Dean of Studies. On the basis of this evaluation, it will be decided if the course shall be made a regular course.

4. The title of experimental courses will appear on student transcripts.

Withdrawal of a Course from the 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.

Course Load

A normal course load of a regular graduate student is from eight (8) to twelve (12) credits per semester. 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 Studies.

In the case of a trimestral program a normal course load is from six (6) to nine (9) credits. 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 Studies.

Students are classified as full-time or part-time according to the number of credits they are enrolled in. Under the semester calendar these classifications are as follows:

- Fulltime - eight or more credits
- Three-fourth-time - from six to seven credits
- Half-time - from four to five credits
- Less than half-time - three credits or less

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.

Auditing Courses

Students wishing to enroll in courses for audit must do so during the official registration period of the semester or trimester 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 student.
Grading System

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 attainment; 4 honor points per credit hour.
- **B-** above average attainment; 3 honor points per credit hour.
- **C-** average attainment; 2 honor points per credit hour.
- **F-** failure; 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.

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.

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. Does not appear on the student transcript.
- **AD-** Administrative Withdrawal: Assigned when the University drops the student for reasons such as death, suspension or other situations warranting a drop.
- **AW-** Assigned when the professor informs in the electronic register that the student never attended class.
- **I-** Incomplete: When students have not completed a course requirement and present valid reasons for it, the professor may assign the symbol “I” (Incomplete). 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 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 policy will apply whether or not the student is enrolled at the University for the following semester.

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.

UW- Assigned in the electronic register when a student stops attending a course, and does not qualify for a grade of incomplete (I) or F.

MW- Symbol used to indicate total withdrawal for military reasons

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 practicum 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 practicum or internships.
3. The combination 899 is used to identify the Thesis in all disciplines

Application for Graduation

Application for graduation should be made and the graduation fee paid no later than the date specified on the Academic Calendar. Applications are obtainable 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 fee of $80 has been paid. Failure to comply with this procedure may result in the postponement of the granting of the degree.

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 nor 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 by the student after the faculty has determined that the requirements for graduation have been fulfilled. Subsequently, the faculty will present the degree candidates to the President of the University and to the Board of Trustees.

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

Student Financial Aid

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 of six (6) credits per semester.

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

Participation in the following financial aid programs requires submission of an application on or before April 15 of the previous year.

State Funds

This law permits the creation of the following financial aid programs for postsecondary students: Supplementary Educational Aid Programs, Scholarship Programs and Supplemental Educational Aid for graduate students. The Financial Aid Office of each campus is prepared to offer information regarding the eligibility requirements of these programs.

Institutional Scholarships

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

Perkins Federal Loan (formerly NDSL)

This is a low interest loan available to undergraduate and graduate students whose studies lead to a degree. Students must demonstrate their intention to pay. They are required to sign a promissory note and other documents. Participants will begin payments
on principal and interest six (6) months after the last term in which they studied with an academic load of at least six (6) credits.

Students participating in the Program for the first time on or before July 1, 1987 will begin payments nine (9) months after the last term in which they studied with an academic load of at least six (6) credits. Students may apply for deferral and cancellation of installments. The annual interest rate after October 1, 1981 is 5%. These funds are assigned preferably to students with exceptional needs.

These funds are matched with Inter American University funds.

**Federal Stafford Loan**

This Program offers both subsidized and unsubsidized loans. Subsidized loans are awarded on the basis of financial need and the federal government pays interest on the loan until the borrower begins to pay. The government also pays interest during periods of authorized deferment. Unsubsidized loans are not awarded on the basis of need and interest is charged from the time the loan is disbursed until it is paid in full.

For both subsidized and unsubsidized loans, students should apply directly to the University. After the Free Application for Federal Student Aid (FAFSA) is reviewed the University will inform students of their loan eligibility.

Graduate students may borrow up to $18,500 each academic year (at least $10,000 of this loan must be in unsubsidized loans). The total debt that a graduate or professional student may have is $138,500 (no more than $65,500 of this amount may be in subsidized loans).

**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, unless the institution is exempt from this requirement, for which they receive compensation. This contributes toward payment of their educational expenses. When possible, students are assigned employment related to their field of studies.

**Study Benefit Time Limits for Veterans and Beneficiaries**

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

**Academic Counseling Services**

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.

Veterans’ Services

The University offers recruiting, guidance and referral services to Veterans of the Armed Forces who wish to study at this Institution. The Guidance and Counseling Office at each unit assists veterans in the solution of their individual problem and serves as liaison with other offices as needed.

Medical Services

The University offers its student the opportunity to participate in a medical plan to be selected each year. The plan may include ambulatory, laboratory, dental, pharmacy, hospital and surgical services. Some instructional units have nursing stations that offer first aid treatment and guidance in the prevention of diseases.

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.

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.

Academic Information for Masters’ and Doctoral Programs

Admissions Procedure for Masters’ and Doctoral Programs

No student shall be admitted to the Master’s or doctoral programs, to the Specialist in Curriculum and Instruction program or to master’s or doctoral courses without following normal admission procedures. Depending on where they wish to attend classes, applicants should send application forms to the addresses indicated 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. Such 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 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 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.

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 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 distance 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 distance learning modalities.
Academic Information for Masters’ Programs

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 level or a combination of undergraduate and graduate credits in case the applicant already has a graduate degree from a recognized university.)
3. Present the results of one of the following tests taken within the five year period preceding the date of requested admission: a. Graduate Record Exam (GRE); b. Miller Analogy Test (MAT); c. Examen de Admisión a Estudios de Posgrado (EXADEP); d. Graduate Management Admission Test (GMAT).
4. 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 language.
5. Request an evaluation of their transcript by an specialized agency (Example: WES) if their bachelor’s degree or equivalent from a university of recognized standing uses a grading system different from that used in this University.
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.

Conditional Admission

Students not fulfilling all baccalaureate course requirements for admission to Master Degree Programs may be conditionally admitted. Such students must complete these requirements before or during the term in which they pass their first twelve (12) graduate credits.

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.

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.

Admission of Transfer Students to Masters’ Programs

Applicants for admission as transfer students to Masters’ Programs will be considered if they meet the conditions of the Program to which they seek admission as listed in the section “Admission Requirements.” Applicants should request that the university where they studied send a copy of their transcript directly to the person or office indicated in the section “Admissions,” so that they may receive credit for their studies.

No more than nine (9) credits will be accepted for transfer, and these only if the grades achieved are A or B, and if the courses are considered comparable to those offered at this University and meet department requirements. Credits from a completed Master’s degree will not be accepted toward a Master’s degree at this University. These determinations will be made by the Chairperson of the appropriate department and will be subject to approval of the Dean of Studies of the campus to which the transfer student is admitted. Academic work taken more than ten years prior to admission will not be considered for transfer credit. Deserving cases will be considered on an individual basis.

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.
Comprehensive Examinations and Other Options for Masters’ Programs

The University has established as an academic norm that all students demonstrate their ability to integrate knowledge acquired and apply it to the solution of complex problems inherent to their specialization as a requirement for a master’s degree. To measure this ability, all candidates for the degree must pass one or more of the following options as determined by the faculty of each specialization.

1. A comprehensive examination consisting 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 before taking the comprehensive examination. To be eligible they must meet the following requirements:

   a. Be regular students.
   b. Have completed the courses required for the program as established in the Graduate Catalog or the academic division.
   c. Have an average of 3.00 or more in graduate courses.

   The specific number of credits as well as the courses that eligible students must have passed will be established according to the requirements of each graduate program, but should be uniform for the respective programs at all campuses. This uniformity must be authorized by the Deans of Studies of each campus within the parameters established by the Vice Presidency for Academic and Student Affairs and Systemic Planning. 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 part of the examination must repeat the part that was failed.

2. A three-credit interdisciplinary integrated seminar (SEMI 6970_) in the program specialty, 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. The seminar will be developed through a combination of methodologies including lectures, conferences, discussion groups and case studies to deal with relevant topics. If the academic program has an equivalent integrated seminar, it may be used instead of SEMI 6970_.

3. A three-credit research project where students must demonstrate competence in problem solving in their field of studies. By means of this project, students will demonstrate their capability to interpret and integrate theoretical concepts for the practical solution of problems related to their field of study. Students will have up to consecutive semesters to complete their project.

4. A three-credit creative work project in which students must demonstrate their ability to apply knowledge acquired to the solution of current problems.

Students of the Master of Business Administration and Master of Arts in Labor Relations programs will take a comprehensive examination that will include the core courses related to their field of study. In addition, they will take the Research or Integrating Seminar corresponding to their area of specialization. In the Seminar, students
will have to demonstrate the ability to define a problem or topic, apply analytical tools and to use critical judgment to infer conclusions. Student will take the Seminar after they pass the specialization courses.

The criterion of pass and not pass will be used for the seminar and the research project. All students who apply for eligibility for this master degree requirement must be evaluated before undertaking the option of their choice. Each specialization will establish the number of completed credits required for eligibility. If students fail in their first attempt to complete this requirement, they will have two (2) additional opportunities to repeat the same option or they may choose another available option. 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 as determined by the academic units in agreement with their needs.

All applications for the options herein described should be made to the corresponding Program Director or Coordinator by the date stipulated in the academic calendar that establishes a maximum of seven calendar years for the completion of the degree.

Requirements for Satisfactory Academic Progress in Masters’ Programs

The University requires that all graduate students demonstrate satisfactory academic progress at the end of each academic year. Such progress will be determined by:

- The grade point index.
- The relationship between the number of credits attempted and the number of credits passed.
- The maximum time to complete the degree.

A. Grade Point Index Requirements:

Master’s level students must maintain a minimum cumulative grade point index of:

- 2.50 for the first eleven (11) credits completed and
- 3.00 from twelve (12) credits completed up to the completion of the degree.

Completed credits are taken to mean all those credits that correspond to courses in which the grades of A, B, C, F, P, NP, or T, (The T refers to transfer credits from other institutions) have been received.

B. Requirements of Credit Passed in Relation to Credits Attempted:

All students must pass at least 75 percent of the credits attempted. Attempted Credits - attempted credits are those credits that correspond to courses in which the grades and/or administrative action symbols of A, B, C, F, P, NP, AD, I, W, or T have been received. Credits passed - credits passed are those credits that correspond to courses in which the grades of A, B, C, P or T have been received.
Probationary Period

All students whose academic progress is not in accordance with the norms set forth in Items A and B will be placed on academic probation for two semesters or three trimesters. The academic load for students who are on probation because of their grade point index will be limited to nine (9) credits per semester and six (6) credits per trimester.

Students, who are on probation because of the reasons stated in Item B, will be able to take the maximum number of credits permitted for regular students during the next study period.

Students who, by the end of their probationary period, have not attained the requirements stated in Items A and B will be suspended from their academic program because of deficiency for a period of one semester or two trimesters. However, students who, during the probationary period, pass at least 75 percent of the attempted credits with a minimum grade point index of 3.00 in all completed courses will be able to continue their studies on a probationary status.

At the end of the suspension period, students may be readmitted to the University with academic probationary status for two semesters or three trimesters. However, students who have been dropped twice for academic reasons will be permanently suspended from the program in which they were enrolled.

Students who are on probationary status to achieve the requirements stated in Items A and B retain their eligibility for financial aid.

C. Time Period Requirements:

Students in the Master’s Degree Program will have a maximum of seven (7) consecutive calendar years to complete the degree requirements from the date of registration in their first graduate course after admission to the graduate program as regular students.

Students also accrue study time for transfer credits. Such time is accumulated at the rate of one (1) year of study for 16 transfer credits. Students, who do not complete their degree within the maximum time period established, may be evaluated to determine if they will be permitted to continue their studies. Students granted time extension to complete their studies will not be eligible for financial aid.

Other Provisions of the Satisfactory Academic Progress Norm

All students who wish to appeal any decision related to the requirements of satisfactory academic progress will have the right to do so before an Appeals Committee appointed by the Chief Executive Officer of the Campus.

After graduating, probationary or suspension periods to which students have been subjected to because of the application of the satisfactory academic progress requirements will not be reflected on their transcripts.
Academic Information for Doctoral Programs

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:
   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.

Readmission to Doctoral Programs

Doctoral students that have not registered for one semester of the regular academic year 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.

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 semester in the corresponding Dissertation or Continuation of Dissertation course, until the dissertation has been approved.

Admission of Transfer Students to Doctoral Programs

Applicants for admission as transfer students to doctoral programs will be considered if they meet the conditions of the program to which they seek admission as listed in the
section “Admission Requirements.” Applicants should request that the university where they studied send a copy of their transcript directly to the person or office indicated in the section “Admissions,” so that they may receive credit for their studies.

Students, who have begun doctoral studies at another accredited university, may transfer a maximum of 15 credits if the grades achieved are A or B and if the courses are considered comparable to courses offered in the doctoral program of this University. Admission must be approved by the Doctoral Program faculty.

**Residency Requirements for Doctoral Programs**

For a doctoral degree, except for the doctoral program in psychology, students must complete at least fifteen (15) credits of the corresponding doctoral program in two successive academic terms (two semesters or one semester 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.

**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.

**Requirements for Satisfactory Academic Progress for Doctoral Programs**

The University requires that all students demonstrate satisfactory academic progress at the end of each academic year. Such progress will be determined by:

a. The grade point index.
b. The relationship between the number of credits attempted and the number of credits passed.
c. The maximum time to complete the degree.

A. The grade point index requirement requires doctoral students to maintain a minimum cumulative grade point index of 3.00 in completed credits throughout their studies.

Completed credits are taken to mean all those credits that correspond to courses in which the grades of A, B, C, F, P, NP, or T, (The T refers to transfer credits from other institutions) have been received.

B. Requirements of Credit Passed in Relation to Credits Attempted:

All students must pass at least 75 percent of the credits attempted.
Attempted Credits - attempted credits are those credits that correspond to courses in which the grades and/or administrative action symbols of A, B, C, F, P, NP, AD, I, W, or T have been received.
Credits passed - credits passed are those credits that correspond to courses in which the grades of A, B, C, P or T have been received.

Probationary Period

All students whose academic progress is not in accordance with the norms set forth in Items A and B will be placed on academic probation for two semesters or three trimesters.
The academic load for students who are on probation because of their grade point index will be limited to nine (9) credits per semester and six (6) credits per trimester.  Students, who are on probation because of the reasons stated in Item B, will be able to take the maximum number of credits permitted for regular students during the next study period.
Students who, by the end of their probationary period, have not attained the requirements stated in Items A and B will be suspended from their academic program because of deficiency for a period of one semester or two trimesters.  However, students who, during the probationary period, pass at least 75 percent of the attempted credits with a minimum grade point index of 3.00 in all completed courses will be able to continue their studies on a probationary status.
At the end of the suspension period, students may be readmitted to the University with academic probationary status for two semesters or three trimesters.  However, students who have been dropped twice for academic reasons will be permanently suspended from the program in which they were enrolled.
Students who are on probationary status to achieve the requirements stated in Items A and B retain their eligibility for financial aid.

C. Time Period Requirements:

Doctoral students will have a minimum of four (4) academic sessions and a maximum of eight (8) consecutive calendar years to complete the degree requirements of the program from the date of admission.
Students in the Specialist Program will have a maximum of three (3) consecutive calendar years from the date of admission to complete the specialization requirements.  Students in all programs also accrue study time for transfer credits.  Such time is accumulated at the rate of one (1) year of study for 16 transfer credits.  Students, who do not complete their degree within the maximum time period established, may be evaluated to determine if they will be permitted to continue their studies.  Students granted time extension to complete their studies will not be eligible for financial aid.

Other Provisions of the Satisfactory Academic Progress Norm

All students who wish to appeal any decision related to the requirements of satisfactory academic progress will have the right to do so before an Appeals Committee appointed by the Chief Executive Officer of the Campus.
After graduating, probationary or suspension periods to which students have been subjected to because of the application of the satisfactory academic progress requirements will not be reflected on their transcripts.
Masters’ and Doctoral Programs

Anesthesia (M.S.)

The program for the Master’s Degree of Science 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, operating room or emergency room.
6. Send two (2) letters of recommendation from individuals who have supervised the candidate in the work setting.
7. Be interviewed by an Admission’s 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 licensee 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.

Comprehensive Examination

Students may take the comprehensive examination upon completion of at least thirty six (36) credits in specialization courses with a minimum average of 3.00 or after having
completed their next to last semester of studies. Candidates that request the examination will be evaluated and authorized by the evaluation committee for the dates established in the academic calendar.

**Graduation Requirements:**

1. Complete the graduation requirements for a Master’s Degree established in the Graduate Catalog.
2. Present official evidence of having administered anesthesia in four hundred and fifty (450) surgeries in diverse specialties.

The Arecibo Campus is authorized to offer this Program.

**REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN ANESTHESIA**

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>50 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialization Requirements - 50 credits</strong></td>
<td></td>
</tr>
<tr>
<td>ANES 5105 Biochemistry and Physics</td>
<td>3</td>
</tr>
<tr>
<td>ANES 5110 Introduction to Anesthesia</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5111 Pathophysiology I: Cellular and Circulatory</td>
<td>3</td>
</tr>
<tr>
<td>ANES 5112 Pathophysiology II: Endocrine and Excretory</td>
<td>3</td>
</tr>
<tr>
<td>ANES 5113 Pathophysiology III: Respiratory and Neurological</td>
<td>3</td>
</tr>
<tr>
<td>ANES 5121 Principles of Anesthesia I</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5122 Clinical Practice on Principles of Anesthesia I</td>
<td>1</td>
</tr>
<tr>
<td>ANES 5131 Pharmacology Anesthetics I</td>
<td>3</td>
</tr>
<tr>
<td>ANES 5132 Pharmacology Anesthetics II</td>
<td>3</td>
</tr>
<tr>
<td>ANES 5221 Principles of Anesthesia II</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5222 Clinical Practice on Principles of Anesthesia II</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5307 Regional Anesthesia</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5331 Principles of Anesthesia III: Obstetrics and Pediatrics</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5332 Clinical Practice on Principles of Anesthesia III</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5431 Principles of Anesthesia IV: Cardiothoracic and Neurological</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5432 Clinical Practice on Principles of Anesthesia IV</td>
<td>2</td>
</tr>
<tr>
<td>ANES 5497 Trends and Controversies in Anesthesiology</td>
<td>2</td>
</tr>
<tr>
<td>ANES 6390 Clinical Analysis</td>
<td>1</td>
</tr>
<tr>
<td>ANES 6395 Research Process</td>
<td>3</td>
</tr>
<tr>
<td>ANES 6397 Administration and Supervision</td>
<td>2</td>
</tr>
<tr>
<td>ANES 6911 Integrated Supervised Practice I</td>
<td>2</td>
</tr>
<tr>
<td>ANES 6912 Integrated Supervised Practice II</td>
<td>2</td>
</tr>
<tr>
<td>ANES 6970 Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Applied Mathematics (M.A.)**

The Master of Arts in Applied Mathematics Program develops professional mathematicians in the theoretical base and in applications of the main areas of this discipline to assist them fulfill their goal of becoming more creative and articulate in the performance of their societal functions. The Program prepares students for employment in
industry, the government and in commerce, in areas such as statistics, scientific computation, insurance, investments, and in the formulation of mathematical and other models.

The course of study of this Program includes a core component consisting of calculus, algebra, discrete mathematics, probability and mathematical computation and another component of 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. A total of 33 credits is required. The program is accessible to students of any major who have approved courses equivalent to Calculus II, Linear Algebra and Structured Programming at the baccalaureate level with a minimum grade of "C".

**Admission Requirements**

To be admitted to the Master of Arts Program in Applied Mathematics, students must meet the admission requirements for Graduate Programs as established in the Graduate Catalog in effect at the moment of admission. In addition they 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
   - Structured Programming

**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**

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>12 credits</td>
</tr>
<tr>
<td>Degree Project (Optional)</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 or 33</strong></td>
</tr>
</tbody>
</table>

**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 - 12 credits

Four (4) courses selected from the following:

MATH 5900 Mathematical Logic and Applications  3
MATH 6100 Introduction to Real Analysis  3
MATH 6150 Mathematical Models for the Sciences  3
MATH 6200 Graphs and Applications  3
MATH 6300 Actuarial Mathematics and Risk Theory  3
MATH 6350 Mathematical Methods in Research  3
MATH 6600 Econometrics and Finance Models  3
MATH 6800 Cryptography  3
MATH 6810 Information Theory and Codification  3

Optional requirement of Graduation

MATH 6900 Creative Project (Optional)  3

Business Administration (M.B.A.)

A program of studies leading to the Master's Degree in Business Administration is offered. The curriculum has a General Program and six specializations: Accounting, Finance, Human Resources, Industrial Management, Marketing, and Managerial Information Systems.

Students admitted to this Program are required to take a diagnostic examination in mathematics during their first semester of studies. If they do not pass this examination, they must take during their first semester of studies, a special course without credit designed for them.

Students desiring a second specialization in the Master's Degree in Business Administration must take twelve credits in addition to those required for the first specialization. They must also pass the Integrating or Research Seminar corresponding to the second specialization.

The curriculum for the Master's Degree in Business Administration aims to provide a broad base and a solid preparation in management and organization of business activities. In addition, the Program gives students an opportunity to acquire moderate specialization by concentrating on one of the functional areas.

The core courses required of all students stress the general principles and training applicable to all organizations. They cover a wide spectrum of disciplines such as decision theory, management processes, application of quantitative analysis to management problems, contributions of the behavioral sciences to functional areas of business management and relations of business organizations to socio-economic and political environments. Reference to special problems of business management, in areas like Puerto Rico and the Caribbean, is an additional objective.
For the Master’s Degree in Business Administration, candidates must take 42 graduate credits, 12 of which must be in the area of specialization. The Integrating or Research Seminar of the second specialization is included in these 12 specialization credits. If students do not choose a specialization, they must select 18 credits from the specialization and elective courses.

**Admission Requirements for the Master’s Degree in Business Administration**

Students requesting admission to the Master’s Degree in Business Administration Program must:

1. Meet the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog.
2. Present evidence of having passed courses at the Bachelor’s level as follows:
   - Economics (Micro and Macro) 6 credits
   - Statistics 6 credits
   - Accounting 8 credits

   Master’s Degree students taking any of these undergraduate level courses must pass them with a grade of A or B in order to comply with the requirements. In addition, students planning to major in Accounting must pass Accounting 2051 and 2052, Intermediate Accounting I and II, or their equivalents. Students wishing to specialize in Managerial Information Systems must present evidence of having satisfactorily completed an introductory course in computers and a programming course, or their equivalents. Students who have not taken all of the required courses may request a conditional admission as established in this Catalog.

3. Present the results of the “Examen de Admisión a Estudios de Posgrado (EXADEP)” or the Graduate Management Admission Test.

**Eligibility Requirements for Comprehensive Examinations:**

To take comprehensive examinations students must:

1. Have regular student admission.
2. Have active status.
3. Satisfy the graduate level academic progress norms.
4. Have completed a minimum of 33 credits, including 12 of the specialty and the course BADM 6500 Entrepreneurial Strategies.
5. Submit an application at least 30 days prior to the date of the examination together with evidence of having paid the comprehensive examination fee.

The Metropolitan and San Germán campuses are authorized to offer all specializations of this Program, except the specialization Managerial Information Systems which is offered only by the San Germán Campus. The Bayamón Campus is authorized to offer the specialization in Human Resources. In addition, the Metropolitan Campus is authorized to offer the General Program through Internet.
REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Core Course Requirements  24 credits
Specialization Requirements  12 credits
Prescribed Distributive Requirements  6 credits
Total  42

Core Course Requirements - 24 credits

BADM 5020 Managerial Economics 3
BADM 5040 Managerial Accounting 3
BADM 5060 Management Information Systems 3
BADM 5070 Public Policy Toward Business 3
BADM 5090 Marketing Management 3
BADM 5100 Organizational Theory and Behavior 3
BADM 5190 Managerial Finance I 3
BADM 6500 Entrepreneurial Strategies 3

Specialization Requirements - 12 credits

Twelve credits in the selected area:

Specialization in Accounting (M.B.A.)

Required Course

BADM 697A Research Seminar in Accounting 3

Three of the following courses:

BADM 6180 Advanced Cost Accounting 3
BADM 6300 Advanced Auditing 3
BADM 6310 Advanced Accounting Policies 3
BADM 6320 Advanced Federal Taxes 3
BADM 6330 Advanced Puerto Rican Taxes 3

Specialization in Finance (M.B.A.)

Required Courses

BADM 6190 Managerial Finance II 3
BADM 6230 Investments 3
BADM 697B Integrating Seminar in Finance 3

One of the following courses:

BADM 6150 Public Finance and Fiscal Policy 3
BADM 6200 International Business Finance 3
BADM 6220 Monetary Theory and Policy 3
BADM 6240 Financial Markets 3
Specialization in Human Resources (M.B.A.)

Required Course

BADM 697C Integrating Seminar in Human Resources 3

Three of the following courses:

BADM 6020 Training, Development and Administration of Human Resources 3
BADM 6070 Personnel Administration 3
BADM 6080 Salary Administration 3
BADM 6090 Supervision and Leadership 3
LARE 5010 Collective Negotiation in the Public and Private Sector 3

Specialization in Industrial Management (M.B.A.)

Required Course

BADM 697D Integrating Seminar in Industrial Management 3

Three of the following courses:

BADM 6100 Introduction to Industrial Management 3
BADM 6110 Work Measures and Methods of Improvement 3
BADM 6120 Analysis of Production Systems 3
BADM 6130 Production Planning and Control 3
BADM 6140 Industrial Plant Management 3
BADM 6170 Advanced Methods in Planning Production and Control 3

Specialization in Managerial Information Systems (M.B.A.)

Required Courses

BADM 6030 Database Systems 3
BADM 6040 System Analysis and Design 3
BADM 6050 Internet: Superhighway of Information 3
BADM 6957 Information Systems Seminar 3

Prescribed Distributive Requirements for this Specialization - 6 credits

Six credits from the following courses:

BADM 6250 Telecommunications and Networks 3
BADM 6260 Advanced Programming 3
BADM 6270 Decision Support and Expert Systems 3
BADM 6280 Management of Information Technology 3
Specialization in Marketing (M.B.A.)

Required Courses

BADM 6350 Strategic Marketing 3
BADM 697E Seminar in Marketing Research 3

Two of the following courses:

BADM 6160 Marketing Research 3
BADM 6360 Marketing Communications 3
BADM 6370 Sales Forecasting and Analysis 3
BADM 6390 International Marketing 3
BADM 6400 Advertisement Management 3

Prescribed Distributive Requirements - 6 credits

Students are required to select six (6) credits from the following courses, from any specialization courses or from courses related to any other area in Business Administration, with the approval of the Director of the Center Graduate Studies, except the students in the Managerial Information Systems program, who will take the prescribed distributive courses for that specialization.

BADM 6810 Quantitative Methods for Decision-making 3
BADM 6945 Small Business Institute Seminar 3

General Program (M.B.A.)

Students interested in pursuing the General Program must approve, in addition to the core courses in Business Administration; eighteen (18) credits from the other specialization courses or the elective courses from the Graduate Program in Business Administration.

Business Education (M.A.)

The Master’s Program in Business Education is designed to prepare teachers and administrators to teach and supervise Business Education Programs. Its goal is to develop personnel capable of strengthening the teaching-learning process. It also aims to develop in students the skills needed to prepare and capacitate office personnel. In addition, the Program is designed to give the necessary competencies in business education that will permit students to assume leadership roles in developing educational programs of high academic quality.

The Program leads to the Master of Arts Degree in Business Education through specialized courses in the administration of office systems at the secondary and post secondary levels.

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:
1. Have passed the following undergraduate courses or their equivalents:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEIC 1000</td>
<td>Information and Computer Literacy</td>
</tr>
<tr>
<td>EDUC 2021</td>
<td>History and Philosophy of Education</td>
</tr>
<tr>
<td>EDUC 2031</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>GECF 2020</td>
<td>Global Vision of Economics</td>
</tr>
<tr>
<td>MAEC 2212</td>
<td>Principles of Economics (Macro)</td>
</tr>
<tr>
<td>MAEC 2221</td>
<td>Basic Statistics I</td>
</tr>
<tr>
<td>OMSY 1102</td>
<td>Information Processing Skills II</td>
</tr>
</tbody>
</table>

or

2. Possess a Bachelor Degree in Business Education, Office Systems Administration, Secretarial Science or in Business Administration from an accredited university.

3. Submit two letters of recommendation from professionals in the field.

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

**Requirements for the Master of Arts Degree in Business Education**

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
<td>18 credits</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>12 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
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</table>

**Core Course Requirements - 12 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5111</td>
<td>Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6046</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5013</td>
<td>Sociological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5024</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6058</td>
<td>Legal Aspects of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6079</td>
<td>Educational Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization Requirements - 18 credits**

Students will take eighteen (18) credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 5010</td>
<td>Methodology in the Teaching of Typing</td>
<td>3</td>
</tr>
<tr>
<td>BUED 5020</td>
<td>Methods of Teaching Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUED 5030</td>
<td>Methodology in the Teaching of Shorthand and Transcription</td>
<td>3</td>
</tr>
<tr>
<td>BUED 5035</td>
<td>Computers in the Teaching of Business Education</td>
<td>3</td>
</tr>
<tr>
<td>BUED 5040</td>
<td>Curriculum Innovation and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>BUED 5060</td>
<td>Computerized Materials Design for Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>BUED 6000</td>
<td>Administration and Supervision in Business Education</td>
<td>3</td>
</tr>
<tr>
<td>BUED 6010</td>
<td>Curricular Design in Business Education</td>
<td>3</td>
</tr>
</tbody>
</table>
BUED 6020 Measurements and Evaluation in Business Education 3
BUED 6040 Current Problems in Business Education 3
BUED 6050 Strategies for Office Personnel Training 3
BUED 6910 Internship in Teaching Business Education at the Secondary and/or Postsecondary Level 3

**Prescribed Distributive Requirements - 12 credits**

Students that wish to obtain teacher certification in business education or as vocational supervisors must take twelve (12) credits selected from the following courses:

BUED 5000 Administration of Vocational and Technical Programs 3
BUED 6911 Supervised Practicum in Commercial Education 3
BADM 6440 Advanced Personnel Administration 3
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 5370 Principles of Guidance and Counseling 3
EDUC 5740 Education of Exceptional Children 3
EDUC 6024 Educational Measurements and Evaluation 3
EDUC 6057 Teaching Models and Strategies 3
EDUC 6058 Legal Aspects in Education 3
EDUC 6079 Educational Supervision 3
EDUC 6124 Educational Administration (7-12) 3
EDUC 6220 Developmental Processes 3

Courses EDUC 5013 and 5030 are designed for students whose Baccalaureate Degree is in Secretarial Sciences or Office Systems and who wish to obtain a teaching certificate.

Students who have successfully completed a course in Methods of Teaching Shorthand and Transcription at the Bachelor’s level may substitute BUED 5035 for BUED 5010.

For students who have approved a course in Methodology in Teaching Shorthand and Transcription at the Bachelor’s level, one of the following courses is recommended: BUED 5000 or 5020 or 5040.

Course BUED 6040 is designed for students whose Baccalaureate Degree is in Business Education.

Course BUED 6910 is designed for students whose Baccalaureate Degree is in the Secretarial Sciences and who wish to obtain a teaching certificate.

**Note:** Students will follow the required course sequence as outlined by the Department Chairperson or assigned advisor.

Students interested in obtaining a certificate as supervisor or director of vocational schools must take the courses required in the Manual of Teacher Certification of the Department of Education of the Commonwealth of Puerto Rico which is in force at the date of their graduation.

Students not interested in obtaining a teacher’s license from the Department of Education may take the twelve credits in any masters program related to the education or business administration fields if they meet all course requirements.
Criminal Justice (M.A.)

The goals of the Program are to provide graduate level education to students interested in the Criminal Justice field, to undertake research in problem areas within the Criminal Justice System and to prepare Criminal Justice specialists to provide service and training to the agencies which make up the Criminal Justice System.

Candidates for admission to this Program must meet the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog.

The Aguadilla, Metropolitan and Ponce campuses are authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN CRIMINAL JUSTICE

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>21 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>18 credits</td>
</tr>
</tbody>
</table>

Total 39 credits

Specialization Requirements - 21 credits

- CJUS 5010 Law and Society 3
- CJUS 5023 Elements of Criminal Justice 3
- CJUS 5055 Criminology 3
- CJUS 5060 Basic Principles of Research Design 3
- CJUS 5070 Research in Applied Criminal Justice 3
- CJUS 5237 Juvenile Justice 3
- CJUS 5933 Overview of the Criminal Justice System 3

Prescribed Distributive Requirements - 18 credits

Eighteen (18) credits selected from the following courses:

- CJUS 5034 Deviance and the Legal Process 3
- CJUS 5086 Criminal Justice Planning and Reform 3
- CJUS 5288 Legal Problems in Narcotics Addiction and Drug Abuse 3
- CJUS 5299 Law and Correction 3
- CJUS 5340 Criminalistics and the Law 3
- CJUS 5613 Rehabilitation of the Offender 3
- CJUS 5634 Psychopathology 3
- CJUS 5655 Interpersonal Relations in Public Agencies 3
- CJUS 5676 Selected Problems in Criminal Justice 3
- CJUS 5687 Fundamentals of Interpersonal Communication 3
- CJUS 5900 Special Assignment 1-6
- CJUS 5903 Urban Sociology 3
- CJUS 5920 The Disadvantaged Community and Human Ecology 3
- CJUS 5944 Criminal Investigation 3
- CJUS 5960 Psychiatry and the Law 3
- BADM 5100 Organizational Theory and Behavior 3
- BADM 6070 Personnel Administration 3
- BADM 6080 Salary Administration 3
- BADM 6090 Supervision and Leadership 3
- BADM 6810 Quantitative Methods in Decision-making 3
EDUC 5013  Sociological Foundations of Education 3
EDUC 5024  Psychological Foundations of Education 3
EDUC 5111  Educational Research I 3
EDUC 5133  Statistics 3
EDUC 5610  Social Conditions Affecting the Indigent 3
EDUC 6013  Organizational Behavior in Educational Institutions 3
EDUC 6452  Counseling Techniques 3
PSYC 5060  Psychology of Personality 3

Education (M.A., M.Ed. and Ed.D.)

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.

Specializations in the Master of Arts Program in Education

Specialization in Educational Administration and Supervision (M.A.)

The specialization in Administration and Educational Supervision is geared towards the formation of outstanding professionals in the field of Administration and Supervision in educational institutions and programs. The specialization responds to the need for training administrators and supervisors who master the disciplines of the specialization and know how to effectively solve effectively the problems they may encounter while performing their functions in the current school environment. The specialization hopes to develop educational leaders committed to education, creative in the solution of problems inherent to their respective programs, aware of the importance of the profession and who have the knowledge, skills and attitudes that will enable them to generate changes and fulfill their duties with professional competency, ethics and commitment. The specialization is oriented toward the study of theoretical foundations, the use and promotion of scientific investigation and participation in practical experiences in educational scenarios.

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

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>9 credits</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6 credits</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

**Specialization Requirements - 30 credits**

- EDUC 5111 Educational Research I 3
- EDUC 5112 Educational Research II 3
- EDUC 6013 Organizational Behavior in Educational Institutions 3
- EDUC 6024 Educational Measurements and Evaluation 3
- EDUC 6046 Curriculum Development 3
- EDUC 6057 Teaching Models and Strategies 3
- EDUC 6058 Legal Aspects in Education 3
- EDUC 6079 Educational Supervision 3
- EDUC 6113 Educational Administration (PK - 6) 3
  or
- EDUC 6124 Educational Administration (7-12) 3
- EDUC 6915 Internship in Educational Administration (PK - 6) 3
  or
- EDUC 6916 Internship in Educational Administration (7-12) 3

**Prescribed Distributive Requirements - 9 credits**

Nine (9) credits from the following courses:

- 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, the Society and Education 3
- EDUC 5057 Comparative Education 3
- EDUC 5068 Western World Education 3

Students must take six (6) additional graduate credits from the Graduate Education Program or another Graduate Program of the University.
Specialization in Elementary Education (M.A.)

The specialization in Elementary Education is geared to improve the skills of classroom teachers by giving them up-to-date knowledge in the teaching process while developing in them an interest in research to solve their educational problem. It also aims to encourage the incorporation of creative concepts and to be aware of the importance of this educational phase in which teachers contribute to the formation of future generations.

In addition to meeting the admission requirements for Master Degree studies established in this Catalog, candidates for admission to this Program must have passed the following Bachelor’s level courses (or their equivalent).

- EDUC 2021 History and Philosophy of Education
  or
- EDUC 2022 Society and Education
- EDUC 2031 Developmental Psychology
- MAEC 2221 Basic Statistics
  or
- PSYC 3001 Statistical Methods I

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

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION IN ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>Elective Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 credits</td>
<td>9 credits</td>
<td>36</td>
</tr>
</tbody>
</table>

Specialization Requirements - 27 credits

Nine (9) credits from the following courses:

- EDUC 5013 Sociological Foundations of Education
- EDUC 5024 Psychological Foundations of Education
- EDUC 5035 philosophical Values and Perspectives in Contemporary Education
- EDUC 5046 The Individual, the Society and Education
- EDUC 5057 Comparative Education
- EDUC 5068 Western World Education

Students will take three (3) credits from the following courses with the understanding that the Internship is required unless the students can show evidence of having had an equivalent experience. In such cases, the student may substitute three (3) credits for the Internship from the following courses:

- EDUC 6861, 6862 Seminar (Field Study)
- EDUC 6913, 6914 Internship
- EDUC Independent Study
- EDUC Seminar
Specific Requirements:

EDUC 5111  Educational Research I  3
EDUC 5740  Education of Exceptional Children  3
EDUC 6024  Educational Measurements and Evaluation  3
EDUC 6046  Curriculum Development  3
EDUC 6068  Advanced Language and Reading  3

Specialization in Guidance and Counseling (M.A.)

The specialization in Guidance and Counseling is geared towards the formation of outstanding professionals who will be able to efficiently serve educational institutions and other agencies of the community with educational components.

This Program has the following goals:

1. To respond to the need of preparing counselors who master the required professional competencies.
2. To equip graduates with the skills required for intervening with different groups and problems encountered in contemporary society.
3. To develop counselors committed to their profession and to their personal and professional growth.

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. A course in statistics.
2. A Bachelor’s Degree in Education or a Bachelor’s Degree and at least six (6) credits in Foundations of Education.
3. A course in psychology.
4. An interview with an Admissions Committee composed of at least two fulltime faculty members.

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

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION IN GUIDANCE AND COUNSELING

| Specialization Requirements | 27 credits |
| Prescribed Distributive Requirements | 15 credits |
| **Total** | **42 credits** |

Specialization Requirements - 27 credits

EDUC 5370  Principles of Guidance and Counseling  3
EDUC 6220  Developmental Process  3
EDUC 6400  Evaluation of the Individual  3
EDUC 6420  Career Development  3
Students having two or more years experience as counselors must present evidence to be evaluated for exemption from Practicum I. If exempted, they will take three (3) graduate credits of their choice.

**Prescribed Distributive Requirements - 15 credits**

Nine (9) credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5111</td>
<td>Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5035</td>
<td>Philosophical Values and Perspectives in Contemporary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5024</td>
<td>Psychological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 5046</td>
<td>The Individual, the Society and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5112</td>
<td>Educational Research II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6456</td>
<td>Development and Evaluation of Guidance Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6460</td>
<td>Guidance and Counseling at the Elementary Level</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6472</td>
<td>Family Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6480</td>
<td>Seminar (Contemporary Problems and Trends)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis Option**

Students may substitute a thesis for six (6) of the Prescribed Distributive Requirements. Such students must take the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6900</td>
<td>Thesis Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6990</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization in Higher Education Management (M.A.)**

The Master’s Degree Program in Higher Education Management is focused toward the development of administrators who are aware of the importance of effective leadership in the achievement of institutional goals and objectives. This Program is aimed at the study of theoretical foundations of higher education, and the use and promotion of research in areas of management and education. Also, specialized principles and concepts that characterize the different administrative roles in such institutions are presented. Innovative administrative processes are studied and active participation in educational scenarios is promoted.

In addition to completing the master studies admission requirements established by Inter American University, the candidate who wishes to enter this Program must comply with the following requirements:
1. Have an interview with, and be recommended by, the Admission Committee, comprised of the faculty of the Program.
2. Submit evidence of having approved three credits in statistics with a minimum grade of C.
3. Submit evidence of computer skills. The applicants that do not have such skills will take a basic computer course before receiving regular admission to the Program.

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

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HIGHER EDUCATION MANAGEMENT

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>27 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Courses</td>
<td>9 credits</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

**Specialization Requirements - 27 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5111</td>
<td>Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5200</td>
<td>Development and Future of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5210</td>
<td>Teaching Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5220</td>
<td>Higher Education Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5230</td>
<td>Institutional Planning, Budget and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6013</td>
<td>Organizational Behavior in Educational Institutions</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6210</td>
<td>Human Resources and Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6230</td>
<td>Student Services</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6917</td>
<td>Internship in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses - 9 credits**

The free option provides students with the opportunity to take courses that will expand their competencies in disciplines related to management, information systems, education, behavioral sciences and/or specific topics that are studied in the Program. Courses must be selected with and approved by the Academic Advisor.

**Specialization in Interdisciplinary Early Childhood Education (0-4 years) (M.A.)**

The specialization in Education in Interdisciplinary Early Childhood (0 to 4 years) aims to develop an educational professional duly qualified to:

1. Provide interdisciplinary services to infants, toddlers and preschool children with or without disabilities.
2. Intervene with the families of the children to whom they are going to offer services.
3. Offer the services in inclusive classrooms and in other natural environments.
In addition to completing the master studies admission requirements established by Inter American University, the candidate desiring to enter this Program must comply with the following requirements:

Students must meet the requirements of one of the following options:

**Option 1**

1. Possess a bachelor’s degree in Preschool Education, Preschool Special Education, or in Special Education. Students possessing a Bachelor’s degree in Elementary Education must pass 12 credits in Preschool Education or in Special Preschool Education.
2. Take the EXADEP
3. Have a general grade index of 2.50 or more.
4. Have passed three credits in basic statistics with a grade of no less than C.
5. Pass an interview before a committee.

**Option 2**

1. Possess a bachelor’s degree in an area related to health, psychology or social work.
2. Have 18 credits in Preschool Education or in Special Preschool Education.
3. Take the EXADEP.
4. Have a general grade index of 2.50 or more.
5. Have passed three credits in basic statistics with a grade of no less than C.
6. Pass an interview before a committee.

The Guayama Campus is authorized to offer this Program.

**REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION IN INTERDISCIPLINARY EARLY CHILDHOOD (0 TO 4 YEARS)**

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>27 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**Specialization Requirements - 27 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5111</td>
<td>Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6047</td>
<td>Nature and Needs of Handicapped Infants and Preschool Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6050</td>
<td>Current Issues in Interdisciplinary Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6053</td>
<td>Interventions with Families in Inclusive Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6054</td>
<td>Assessment in Interdisciplinary Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6055</td>
<td>Seminar in Interdisciplinary Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6059</td>
<td>Design and Development of Inclusive Preschool Curricula</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6060</td>
<td>Teaching, Intervention Methods and Materials for Children in Inclusive Environments</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 691A</td>
<td>Internship in Interdisciplinary Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Prescribed Distributive Requirements - 6 credits

Six credits from the following courses:

- EDUC 6035 Educational Planning 3
- EDUC 6048 Assessment and Programming for Handicapped Infants and Preschool Children 3
- EDUC 6066 The Use of Technological Aids in Teaching Students with Handicaps 3
- EDUC 6079 Educational Supervision 3
- EDUC 6220 Developmental Process 3
- EDUC 6240 Techniques in Behavior Analysis 3
- EDUC 6380 Administration of Special Education Programs 3
- ARTS 2500 Puppet Theater 3
- ARED 3900 Art Methods for the Elementary School –Theory and Laboratory 4
- HPER 3160 Educational and Recreational Games in the Curriculum for the Elementary Level 3

Specialization in Occupational Education (M.A.)

The Master’s Degree Program in Occupational Education aims to prepare managerial personnel necessary to occupy the managerial and supervisory positions in the fields of technical and vocational education. In addition, the Program aims to prepare teaching personnel for public and private systems who are devoted to the development of human resources in areas such as: teaching, curriculum design and development, coordination of occupational experiences and planning and evaluation of programs and services.

It also hopes to prepare responsible personnel for training and retraining human resources in the business sector and in private secondary and postsecondary institutions that prepare personnel in different occupational fields.

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

1. Have an interview with the Admissions Committee composed of program faculty and be favorably recommended by this committee.
2. Submit two letters of recommendation from professionals who know the applicant.

In addition to the abovementioned general requirements, candidates must satisfy one of the following requirements:

1. Have a Bachelor’s Degree from a recognized university in one of the areas of technical and vocational education. In these cases, the Admissions Committee will determine whether or not the candidate will be required to meet other requirements before being admitted to the Program.
2. Have a certificate as teacher of technical or vocational education in one of the categories established in the Certification Rules of the Department of Education or qualify for this certification.

The Metropolitan Campus is authorized to offer this Program.
REQUIREMENTS FOR THE MASTER OF ARTS IN EDUCATION DEGREE WITH A
SPECIALIZATION IN OCCUPATIONAL EDUCATION

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Specialization Requirements - 30 credits**

EDUC 5111 Educational Research I 3
EDUC 5240 Foundations of Occupational Education 3
EDUC 6046 Curriculum Development 3
EDUC 6058 Legal Aspects in Education 3
EDUC 6510 Organization and Administration of Occupational Education 3
EDUC 6520 Supervision in Occupational Education 3
EDUC 6530 Teaching Strategies in Occupational Education 3
EDUC 6540 Evaluation of Occupational Program 3
EDUC 6550 Curriculum Design in Occupational Education 3
EDUC 6923 Practicum in Administration and Supervision of Occupational Program 3

**Prescribed Distributive Requirements - 6 credits**

Students will select two (2) courses from the following with the approval of their academic advisor:

EDUC 6560 Current Issues in Occupational Education 3
EDUC 6570 Vocational Education for Special Students 3
EDUC 6580 Computers in Education 3
EDUC 6925 Practice: Occupational Formation in the Business Sector 3

**Specialization in Physical Education (M.A.)**

The Masters in 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 in the context of formal and informal education. Emphasis on the integral formation of individuals in physical activity is an indispensable component in the promotion of active and healthful life styles. The courses of this Program promote research to its fullest extent 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 in the graduate level that have a solid 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 for both subspecializations: Teaching of Physical Education and Sport Training and Performance:

1. A Bachelor’s Degree in Physical Education, health or related areas.
2. A course in statistics.

The Metropolitan and San Germán campuses are authorized to offer both subspecializations.

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

<table>
<thead>
<tr>
<th>Core Course Requirements in Education</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements in Physical Education</td>
<td>9 credits</td>
</tr>
<tr>
<td>Subspecialization Requirements</td>
<td>12 credits</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Core Course Requirements in Education - 9 credits**

EDUC 5111 Educational Research I 3

Six (6) credits from the following courses:

EDUC 5035 Philosophical Values and Perspectives in Contemporary Education 3
EDUC 5046 The Individual, the Society and Education 3
EDUC 5068 Western World 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 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 Methodology 3
HPER 6110 Physiology of Exercise 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

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

Specialization in Special Education (M.A.)

The program leading to the Master of Arts Degree in Special Education is of a general nature, based on competencies. It aims to prepare special education personnel capable of working with mild to severe cases of diverse types of exceptional children.

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. A course in statistics.
2. A Bachelor’s Degree in Special Education and at least three (3) credits in Special Education in each of the following fields:
   a. Evaluation and Diagnosis.
   b. Methods of Teaching.
   c. An introductory course in Special Education.
3. An interview with a Special Education Admissions Committee composed of at least two fulltime faculty members.

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

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Course Requirements</td>
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</tr>
<tr>
<td>Core Course Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
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<tr>
<td>Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>
Foundation Course Requirements - 6 credits

EDUC 5024  Psychological Foundations
or
EDUC 5035  Philosophical Values and Perspectives in Contemporary Education 3
EDUC 5111  Educational Research I 3

Core Courses Requirements - 9 credits

EDUC 5740  Education of Exceptional Children
or
EDUC 6360  The Family in the Education of the Handicapped Child 3
EDUC 6220  Developmental Processes 3
EDUC 6340  Speech Development and Disorders 3

Prescribed Distributive Requirements - 18 credits

A. Nine (9) credits from the following courses:

EDUC 6043  The Mentally Retarded 3
EDUC 6044  Children with Specific Learning Problems 3
EDUC 6045  The Individual with Superior Intelligence 3
EDUC 6047  Nature and Needs of Handicapped Infants and Preschool Children 3
EDUC 6049  The Student with Severe Behavioral Disorders 3
EDUC 6380  Administration of Special Education Programs 3
EDUC 6850  Seminar in Special Education 3

B. Nine (9) credits from the following courses:

EDUC 6048  Evaluation and Programming for Handicapped Preschool Children 3
EDUC 6240  Techniques in Behavior Analysis 3
EDUC 6270  Assessment and Instructional Design for Handicapped Children 3
EDUC 6300  Teaching Reading and Writing to Exceptional Children 3
EDUC 6320  Teaching Mathematics to Exceptional Children 3
EDUC 6355  Assessment and Instructional Design for Mildly Handicapped Children 3
EDUC 6910  Practice Teaching 3
EDUC 6920  Practice in Administration of Special Education Programs 3

Thesis Option

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

EDUC 6900  Thesis Seminar 3
EDUC 6990  Thesis 3
Specialization in the Teaching of Mathematics (M.A.)

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. It is expected that these goals be attained by means of a curriculum that incorporates different teaching methodologies to course content. These will include cooperative learning, exploration activities and the use of existing technology.

In addition to completing the master studies admission requirements established by Inter American University, the candidate desiring to enter this Program must have passed twelve (12) credits in mathematics at the Bachelor’s level including fundamentals of applied mathematics, discrete methods 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

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>24 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 credits</strong></td>
</tr>
</tbody>
</table>

**Specialization Requirements - 24 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5100</td>
<td>The Computer in the Teaching of Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5111</td>
<td>Educational Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6024</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6057</td>
<td>Teaching Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5100</td>
<td>Intermediate Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5400</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5800</td>
<td>Topics in Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6100</td>
<td>Introduction to Real Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prescribed Distributive Requirements - 6 credits**

Six (6) credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5035</td>
<td>Philosophical Values and Perspectives in Contemporary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5046</td>
<td>The Individual, the Society and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5750</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6046</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>MATH 6500</td>
<td>Fundamentals of Abstract Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization in the Teaching of Science (M.A.)

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 Metropolitan and San Germán campuses are 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  12 credits
Total  39 credits

Specialization Requirements - 27 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5000</td>
<td>Geography for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5009</td>
<td>Chemistry for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5011</td>
<td>Physics I for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5015</td>
<td>Biology for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5100</td>
<td>The Computer in the Teaching of Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5111</td>
<td>Educational Research 1</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6024</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6046</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6057</td>
<td>Teaching Models and Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Prescribed Distributive Requirements - 12 credits

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5013</td>
<td>Sociological Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5024</td>
<td>Psychological Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5035</td>
<td>Philosophical Values and Perspectives in Contemporary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5046</td>
<td>The Individual, the Society and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5057</td>
<td>Comparative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5068</td>
<td>Western World Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6013</td>
<td>Organizational Behavior in Educational Institutions</td>
<td>3</td>
</tr>
</tbody>
</table>
B. Six (6) credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5003</td>
<td>Ecology for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5012</td>
<td>Physics II for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 5013</td>
<td>Theory and Mechanisms in Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 5017</td>
<td>Biochemistry and Cellular Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 5019</td>
<td>History and Philosophy of Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6900</td>
<td>Thesis Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6990</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Certificate in Vocational Evaluation (Post Masters)**

The Graduate Program in Education of the Metropolitan Campus will award a professional certificate in Vocational Evaluation to students possessing a Master Degree in related fields, including: special education, guidance and counseling, rehabilitation counseling and other service areas. Students in this Program must complete at least 18 credits in the specialty. They will receive advice in planning their courses.

Students with a Master’s Degree who request admission to the professional certificate program in Vocational Evaluation must:

1. Have a Master’s Degree from a recognized university in an area related to the field, with a minimum grade point index of 3.00.
2. Have an interview and be recommended by the faculty committee designated for this purpose.
3. Present evidence of work experience related to the field that demonstrates their commitment to the Vocational Education specialty.
4. Submit three letters of recommendation from professors and related professionals.

The Metropolitan Campus is authorized to offer this Professional Certificate.

**Certificate Requirements - 18 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5145</td>
<td>Vocational Evaluation of Persons with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5146</td>
<td>Tests and Methods in Vocational Evaluation I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5747</td>
<td>Tests and Methods in Vocational Evaluation II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5148</td>
<td>Practicum in Vocational Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6281</td>
<td>Supervised Practice I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6282</td>
<td>Supervised Practice II</td>
<td>3</td>
</tr>
</tbody>
</table>
Master in Education in Curriculum and Teaching (M.Ed.)

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, distance 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 Spanish, English as a Second Language, History, Mathematics, Biology, Chemistry and Physics.

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.
2. Meet one of the following options:
3. Have a Baccalaureate in Arts in Education with specialization in one of those offered in this Program.
4. Have a Baccalaureate in Science in Secondary Education with specialization in one of those offered in this Program.
5. To have a Baccalaureate in Arts with specialization in one of the offered subjects.
6. Have a Baccalaureate in Science with a major in Biology, Chemistry, Mathematics or Health Sciences.
7. 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 all of the programs (Spanish English as a Second Language, History, Mathematics, Biology, Chemistry and Physics). The Ponce Campuses is authorized to offer all of the programs, except Physics.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements in Education</td>
<td>9</td>
</tr>
<tr>
<td>Specialization Requirements in Curriculum and Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Specialization Requirements (Subjects)</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>
Core Course Requirements in Education - 9 credits

EDUC 5047 Psychosocial Foundations of Education  3
EDUC 5111 Educational Research I  3
EDUC 6580 Computers in Teaching  3

Requirements for the Specialization 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
EDUC 6930 Research Project or Application in the Area of Specialization  3

Specialization in Biology (M.Ed.)

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 Chemistry (M.Ed.)

Specialization Requirements in Chemistry - 15 credits

Required courses - 9 credits

CHEM 6904 Advanced Inorganic Chemistry  3
CHEM 6905 Instrumental Methods for Chemical Analysis  3
CHEM 6906 Organic Reaction Mechanisms  3

Students will take 6 credits from the following courses:

CHEM 6907 Thermodynamic Chemistry  3
CHEM 6908 Environmental Chemistry  3
CHEM 6909 Industrial Chemical Hygiene  3
CHEM 6910 Biochemistry and Molecular Biology  3
CHEM ___ Special Topics  3
Specialization in English as Second Language (M.Ed.)

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 (M.Ed.)

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 (M.Ed.)

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 Physics (M.Ed.)

Specialization Requirements in Physics - 15 credits

Required Courses – 9 credits

PHYS 6904 Classic Physics 3
PHYS 6905 Modern Physics 3
PHYS 6906 Topics in Physics 3

Students will select 6 credits from the following courses:

PHYS 6907 Measurements in Physics 3
PHYS 6908 Physics for Everyday Life 3
PHYS 6909 Education in Energy 3

Specialization in Spanish (M.Ed.)

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
SPAN ___ Special Topics 3

Masters in Education (M.Ed.)

Specialization in Teaching at the Elementary Level (M.Ed.)

The Masters in Education in Teaching at the Elementary Level Program has as its goal to provide students an excellent preparation in current educational theories and 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, distance 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.

**General Admission Requirements**

According to those established in the current Graduate Catalog.

**Admission Requirements for the Program**

1. Have passed the following courses with a minimum grade of C:
   a. a course of History and Philosophy of Education
   or
   b. a course of Society and Education
   c. a course of Developmental Psychology
   d. a course in the Use of Technology in Education
   e. a Statistics course

2. Be interviewed and have a favorable recommendation of an Admissions
   Committee, made up of a minimum of two full time professors.

**Graduation Requirements**

Students will graduate in agreement with the Program and the norms established in the
applicable Graduate Catalog. In addition, students must pass the 39 credits of the Program
with a minimum general grade index of 3.00.

The Ponce Campus is authorized to offer this Program.
Requirements for the Masters in Education Degree with a Specialization in Teaching at the Elementary Level

Specialization Requirements - 30 credits

- EDUC 5047 Psycho-social Foundations of Education 3
- EDUC 5045 Childhood, the Family and the School 3
- EDUC 5111 Educational Research I 3
- EDUC 5114 Social Studies and Teaching Them at the Elementary Level 3
- EDUC 5115 Sciences and Teaching Them at the Elementary Level 3
- EDUC 5116 Spanish and Teaching It at the Elementary Level 3
- EDUC 5117 Mathematics and Teaching It at the Elementary Level 3
- EDUC 6024 Educational Evaluation and Measurements 3
- EDUC 6046 Curricular Development 3
- EDUC 6930 Research Project or an Application Project in the Area of Specialization 3

Prescribed Distributive Requirements - 9 credits

9 credits selected from the following courses:

- EDUC 5118 English as a Second Language and Teaching It at the Elementary Level 3
- EDUC 5119 Topics in Health and Teaching Them at the Elementary Level 3
- EDUC 5120 Probability and Statistics and Teaching Them at the Elementary Level 3
- EDUC 5121 Environmental Sciences and Teaching Them at the Elementary Level 3
- EDUC 5122 Critical Analysis of Childhood Literature at the Elementary Level 3
- EDUC 5123 Creativity and Corporal Expression 3
- EDUC 5124 Appreciation and Integration of Art at the Elementary Level 3
- EDUC 597_ Special Topics in Elementary Education 1-6
- EDUC 6580 Computers in Education 3
- ESPA 6909 Study and Application of Reading and Writing as Teaching Tools 3

Doctoral Program in Education (Ed.D.)

Specialist Program in Curriculum and Instruction

The Doctoral Program in Education is designed to prepare professionals who can undertake the management and support of instructional programs at the various levels of the educational system and who can contribute to the understanding and development of
sciences and technology. The Program aspires to contribute to the development of technology and to the improvement of education as well as to the development of alert, sensitive, receptive and competent educators, capable of rendering quality service in their specialized fields to the society in which they live.

To earn the Ed. D. Degree, students must progress through the following four steps:

- Admission to the Program
- Admission to Degree Candidacy
- Selection of a Dissertation Committee
- Completion of Degree Requirements

To be admitted to the degree candidacy, a student must have passed a comprehensive examination and presented a preliminary research proposal. The comprehensive examination must not be taken until the student has completed at least 30 credits in the Program, nine of which must be in courses included in the basic requirements segment of the curriculum and 21 of which must be in courses in the specialization the student has chosen.

During the period before applying for admission to degree candidacy, the student should consult an academic advisor in order to choose a subject for the dissertation. Once a subject has been chosen, the student should prepare a preliminary research proposal and submit it to the Director of the Doctoral Program. The Director in turn will submit it to the Preliminary Proposal Committee that will approve it or make recommendations for improving it. The Director will officially advise the student of admittance to candidacy for the Ed. D. 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 which 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.

Dissertation: This consists of the candidate’s writing and successfully defending their dissertation before a Doctoral Committee which will consist of three members of the candidates’ Dissertation Committee plus two members of the faculty appointed by the Director of the Doctoral Program. The Doctoral Committee may also invite the public to participate in the candidate’s oral defense of the dissertation. The Doctoral Committee must officially approve the dissertation before this requirement is fulfilled.

In addition to the Doctor in Education Degree, the University offers the option of obtaining a Diploma in Curriculum and Instruction.

Students who wish to acquire competency in education that will enhance their capacities as teachers in their specialty may take a program of 30 credits previously approved by their advisor. This Program will include 21 credits in specialization requirements in Curriculum and Instruction and nine credits in basic requirements. Students must maintain a minimum grade point index of 3.00.
Admission Requirements

To be admitted to this Program, students must:

1. Have earned a master’s degree at a recognized university with a grade point index of at least 3.00.
2. Be proficient in Spanish and English.
3. Have taken the Examen de Admisión a Estudios de Posgrado (EXADEP), the Graduate Record Examination (GRE) or The Miller Analogy Test (MAT) within five years immediately preceding the requested admission date.
4. Have passed at least one course in statistics and one in research methods at the Master’s level and one course in human growth and development and in general psychology at either the undergraduate or graduate level.
5. Have requested that three letters of recommendation be sent to the University.
6. Be interviewed by the Admissions Committee for Doctoral Studies and have received a favorable recommendation.

Students must submit an application for the status of student Specialist in Curriculum and Instruction. Acceptance to said status does not guarantee or make any commitment that students can later become doctoral candidates.

The Specialist Program in Curriculum and Instruction has no residency or thesis requirements. It does, however, require the passing of comprehensive examinations. Upon completion of the Program, students will receive a Diploma as Specialist in Curriculum and Instruction.

Students in this Program will have a maximum of three years in which to complete the requirements.

The Metropolitan Campus is authorized to offer this Program and the San German Campus is authorized to offer 51% of the courses.

REQUIREMENTS FOR THE DOCTORAL PROGRAM IN EDUCATION

<table>
<thead>
<tr>
<th>Type of Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Specialization Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Operational Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

Basic Requirements - 9 credits

EDUC 7060 Research Methods I and six (6) additional credits (two courses) selected from the following courses in consultation with the academic advisor:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7010</td>
<td>Socio-scientific Concepts of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7020</td>
<td>Culture, Education and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7030</td>
<td>Analysis of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7040</td>
<td>Logic and Language</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7050</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7070</td>
<td>Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7100</td>
<td>Course Design</td>
<td>3</td>
</tr>
</tbody>
</table>
**Specialization Requirements - 21 credits**

Students will choose one of the following specializations:

### Specialization in Curriculum and Instruction (Ed.D.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 8100</td>
<td>Educational Programs: Theories and Systems</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8110</td>
<td>Design and Construction of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8120</td>
<td>The Science of “Futurism” and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8130</td>
<td>Teaching and Learning Styles</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8140</td>
<td>Reading and Writing at Complex Levels of Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8150</td>
<td>Curriculum and Teaching at the Post secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8160</td>
<td>Evaluation Process in Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specialization in Educational Administration (Ed.D.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 8500</td>
<td>Models and Normative and Descriptive Theories in Educational Administration, Organization and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8510</td>
<td>Contemporary Operational Approaches in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8520</td>
<td>Personnel Management: Vital Competencies and Functions</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8530</td>
<td>The Educational Leader: Change and the Decision-making Process</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8540</td>
<td>Labor Relations in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8550</td>
<td>Seminar: Special Programs in the Administrative Process</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8560</td>
<td>The Evaluation Process in Administration and Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

### Specialization in Guidance and Counseling (Ed.D.)

#### A. Required Courses - 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 8300</td>
<td>Design and Administration of Guidance and Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8320</td>
<td>Interaction Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8330</td>
<td>Methods, Techniques and Strategies in Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8910</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

#### B. Required courses in consultation with an advisor - 9 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 8340</td>
<td>Workshop: Production of Materials and Resources for Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8350</td>
<td>Behavior Modification and Its Use in Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8360</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8370</td>
<td>Aging, Illness and Death Acceptance Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8380</td>
<td>Guidance for the Integral Development of Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 8390</td>
<td>Seminar on the Theory, Research and Dynamics of Group Processes</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 8400 Seminar: Guidance and Counseling of Women 3
EDUC 8410 Seminar on Controversial Issues in Counseling and Guidance 3

**Specialization in Special Education Administration (Ed.D.)**

EDUC 8520 Personnel Administration: Vital Competencies and Functions 3
EDUC 8540 Labor Relations in Education Administration 3
EDUC 8600 Models and Normative Theories in the Administration, Organization and Supervision of Special Education 3
EDUC 8610 Contemporary Approaches to Special Education Administration 3
EDUC 8630 Special Education Leader in the Decision Making Process 3
EDUC 8650 Seminar: Special Education Problems in Administrative Processes 3
EDUC 8660 The Evaluation Process in Administration and Supervision of Special Education 3

**Operational Requirements - 9 credits**

The following nine (9) credits (three courses) must be taken by all students to satisfy the degree requirements:

EDUC 8970 Research Seminar 3
EDUC 8991 Dissertation A 3
EDUC 8992 Dissertation B 3

**Prescribed Distributive Requirements - 12 credits**

Twelve (12) credits must be selected from the Basic Requirements and Specialization Requirements not used to satisfy the requirements of those two sections of the curriculum and/or from the following:

EDUC 7500 Workshop: Competency-based Curriculums 3
EDUC 7510 Comparative Study of Curriculums 3
EDUC 7520 Education in Socialist and Marxist Countries 3
EDUC 7530 Education in Developing Countries 3
EDUC 7540 Sociopolitical Developments in Puerto Rico and Their Implications for Education 3
EDUC 7550 Academic Planning Systems for Postsecondary Education 3
EDUC 7560 Institutional Research 3
EDUC 7570 Authority and Power in Educational Administration 3
EDUC 7580 Comparative Organizational Structures in Educational Administration 3
EDUC 7590 Work, Motivation and Occupational Satisfaction in Educational Administration 3
EDUC 7600 Job Openings in Educational Administration 3
EDUC 7610 Faculty Evaluation and Administration 3
EDUC Special Topics 1-6
EDUC Independent Studies 1-6
Educational Computing (M.A.)

The Master of Arts Degree in Educational Computing has the goal of preparing specialized professionals for integrating computing in education with an interdisciplinary approach. This Program aspires to develop leadership in graduates to promote significant educational changes and in addition, it provides the conceptual, technical and research competencies for the use of computational means in an effective manner in educational scenarios.

In addition to meeting the general requirements established by the University for admission to master degree studies, students must:

1. Have approved the following courses or their equivalent:
   a) COMP 2110 Introduction to Computer Science
   b) COMP 2120 Programming Logic
   c) COMP 2300 Visual Programming
   d) A course in Basic Statistics at the undergraduate level from a recognized university
   e) A course in Educational Psychology at the undergraduate level from a recognized university

2. Demonstrate proficiency in the English language through reading and comprehension or have passed the Test of English as a Foreign Language (TOEFL).

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. pass a theoretical comprehensive examination of specialization courses, except ECMP 6980, after having satisfactorily completed at least 27 credits in specialization courses.

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

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>9 credits</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

Specialization Requirements - 30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMP 5100</td>
<td>Future and Leadership of Computer Changes in Education</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 5105</td>
<td>Design and Evaluation of Educational Software</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 5130</td>
<td>Computer Assisted Educational Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Prescribed Distributive Requirements - 9 credits

Students will select 9 credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMP 5250</td>
<td>Knowledge Banks and Expert Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6300</td>
<td>Interaction between the User and the Computer</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6310</td>
<td>Graphics Systems and Animations</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6320</td>
<td>Advanced Programming for Internet</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6350</td>
<td>Artificial Intelligence and Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6355</td>
<td>Knowledge Acquisition and Intelligent Tutors</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6400</td>
<td>Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6970</td>
<td>Advanced Seminar Topics in Educational Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECMP 6990</td>
<td>Thesis in Educational Computing</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5100</td>
<td>Relational Data Banks</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5120</td>
<td>Client-Server Networks and Architecture</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5130</td>
<td>Design Methodology and Advanced Tools</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5220</td>
<td>Reengineering Processes</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6250</td>
<td>Multimedia and Interface</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6360</td>
<td>Social Impact of Computers</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6370</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5133</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6013</td>
<td>Organizational Behavior in Educational Institutions</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6046</td>
<td>Curriculum Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Electronic Commerce (M.S.)

E-Commerce is the result of technological advances in computer science and communications and constitutes a true revolution in both the local and world economies. This Program combines technological skills in communication and computer science as well as those necessary in business and business administration to prepare a highly educated person for the production and marketing of products by electronic means. The Masters in Science in E-Commerce is the answer to the change, in Puerto Rico and at the global level, from an economy based on manufacturing to one where information and human resources become the main factors for production and wealth.

The Program aims to prepare graduates with the skills necessary for offering integrated solutions that assure greater efficiency in the processes, better services to the client and more profits for the company. In addition, it is expected that the graduates will be able to assimilate the new information and telecommunications technologies and implement them in local and international businesses.

Graduates of this program will be skilled professionals in E-Commerce technology and will be knowledgeable in the best business models used in this new digital economy.
Admission Requirements:

1. Hold a Baccalaureate Degree in Computer Science, Computerized Management Information Systems, Business Administration, Engineering Sciences, Communications, or in any other area related to these, with a minimum academic index of 2.50.
2. Have passed the Examen de Admisión a Estudios de Posgrado (EXADEP) or "Graduate Record Examination" (GRE) with a minimum general score of 500 points.
3. Have passed the following courses or their equivalent at the baccalaureate level with a minimum grade of C:
   - Programming Logic
   - Visual Programming
   - Structured Programming
   - Precalculus
4. Pass an interview with the Program’s Admissions Committee.

The Bayamón Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER IN SCIENCE DEGREE IN E-COMMERCE

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>36 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42 credits</strong></td>
</tr>
</tbody>
</table>

**Specialization Requirements - 36 credits**

- ECOM 5010 Electronic Commerce 3 credits
- ECOM 5020 WEB Programming 3 credits
- ECOM 5030 Digital Economy 3 credits
- ECOM 5031 Advanced Networks I 3 credits
- ECOM 5032 Advanced Networks II 3 credits
- ECOM 5050 WEB Systems Analysis and Design 3 credits
- ECOM 5060 Databases 3 credits
- ECOM 5070 Online Sales and Marketing 3 credits
- ECOM 5080 Ethics, Security and Regulations in Electronic Commerce 3 credits
- ECOM 5090 Finance and Accounting Applied to Electronic Commerce 3 credits
- ECOM 6030 Advanced Programming 3 credits
- ECOM 6900 Capstone Project 3 credits

**Prescribed Distributive Requirements - 6 credits**

Students will select 6 credits from the following courses:

- BADM 5040 Ecommerce Operations Management and Administration 3 credits
- BADM 5060 Management Information Systems 3 credits
- BADM 6070 Personnel Administration 3 credits
- BADM 6350 Strategic Marketing 3 credits
English (Teaching of English as a Second Language) (M.A.)

The objective of the Program is to prepare professionals in applied linguistics and literature in the field of English as a second language.

1. The program prepares professionals capable of applying the concepts of modern linguistics to teaching and learning English as a second language; capable of analyzing the literary aspects of a written text to stimulate students of all ages on the comprehension and appreciation for English literature.
2. It also prepares supervisors of the curriculums for programs of English as a second language.
3. In addition, it provides students with the academic preparation to continue doctoral studies and to develop research projects in the field of teaching English as a second language.
4. It prepares professionals oriented to their continuous development.

In addition to meeting the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog, applicants for admission to this Program must have a firm phonological and structural command of English which they must demonstrate by writing an essay and by an interview with the Director of the Department or a representative of the Director.

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

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>27 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>9 credits</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

Specialization Requirements - 27 credits

Core Courses - 18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5040</td>
<td>English Phonological System</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5050</td>
<td>English Syntax and Morphology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5240</td>
<td>Writing Theories and Their Application</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6100</td>
<td>Theory and Principles of TESL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6170</td>
<td>Assessment of Linguistic Abilities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6530</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Students will select nine (9) credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5030</td>
<td>Principles of Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENGL 5110</td>
<td>English Class Literary Text Reading</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5230</td>
<td>Literature for Young Readers</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6090</td>
<td>Reading in a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6111</td>
<td>Materials and Techniques in TESL for Emerging Literacy at the Elementary Level</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6112</td>
<td>Materials and Techniques in TESL at the Secondary and Postsecondary Levels</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prescribed Distributive Requirements - 9 credits**

Nine (9) credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5200</td>
<td>Language and Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5210</td>
<td>Dramatic Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5220</td>
<td>Academic Text Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5290</td>
<td>Psycholinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5320</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5330</td>
<td>First and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6120</td>
<td>Sociocultural Aspects of Puerto Rico and the United States</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6130</td>
<td>Fundamentals of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6150</td>
<td>Translation</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6180</td>
<td>Using the Computer in TESL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6260</td>
<td>Contemporary Literature of the United States</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6310</td>
<td>Contemporary Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6350</td>
<td>Representative Works in English Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6600</td>
<td>Supervision in TESL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6610</td>
<td>Curriculum Development in TESL</td>
<td>3</td>
</tr>
<tr>
<td>ENGL</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 6140</td>
<td>Teaching of Spanish as a Second Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students interested in obtaining certification in TESL Supervision from the Department of Education should take ENGL 6600, 6610 and EDUC 6113 or 6124 as part of their elective courses.

Students desiring certification in Bilingual Education should take ENGL 6120, 6130 and 6170 and SPAN 6140 as part of their elective courses.

**Entrepreneurial and Managerial Development (Ph.D.)**

Inter American University offers a doctoral degree in Entrepreneurial and Managerial Development with specializations in Labor Relations; Human Resources; and Interregional and International Business. The goal of the Program is to help meet the needs of our society for excellently prepared 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 and in the identification, analysis and solution of problems that affect 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 the modern trends of humanism and constructivism. 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.

In this doctoral program, students must demonstrate academic progress through the following steps:

- Passing the comprehensive examination
- Admission to degree candidacy
- Selection of the Dissertation Committee.

Prior to applying for admission to degree candidacy, students must have passed the comprehensive examination and presented a preliminary research proposal. The comprehensive examination may be taken only after the student has passed all core and specialization courses with a grade point index of at least 3.00. Admission to the doctoral program does not guarantee admission to degree candidacy.

Students will select the dissertation topic and prepare a preliminary research proposal in consultation with their academic advisor. Then, they will submit this proposal to the Dissertation Committee. Once the proposal has been accepted, the Director of the Doctoral Program will officially inform students of their admission to degree candidacy.

The Dissertation Committee shall be composed of three professors designated by the Director of the Program with the consent of the doctoral student. One of the professors will chair the Committee.

The Director of the Doctoral Program will make available to the Dissertation Committee the student's file containing the results of the comprehensive examination, the preliminary research project proposal, the academic record of work done by the student to date and any other documents academically relevant to the work of the candidate. The Dissertation Committee will thenceforth be responsible for advising and directing the student until the dissertation is completed.

The dissertation must be defended by an oral examination before the Doctoral Committee. This Committee will be composed of three faculty members designated by the Director of the Doctoral Program and two faculty members designated as thesis readers and selected by mutual agreement of the Dissertation Committee and the student. The Doctoral Committee may invite other qualified persons to participate during the candidate’s defense of the dissertation.

The dissertation must be officially approved by the Doctoral Committee before this requirement is fulfilled.

The Program requires that the student maintain a general academic index of at least 3.00.

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 contribute to the formation of personnel in the Program’s areas of the emphasis whose knowledge, skills and values will enable them to enhance and enrich educational work in institutions of higher education.

3. 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.

4. To assist in the integral formation of graduate by offering a curriculum with a humanistic modernistic and global focus which at the same time propitiates the development of analytical, reflective and critical thinking.

5. 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 to the just distribution of wealth and to the general welfare of our society.

6. To contribute to the formation of highly capable personnel 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.

7. To promote students’ active participation in problems of developing the Caribbean Basin and Latin America, particularly in the area of leadership that Puerto Rico could occupy because of its geographic location, its stage of development and its relationship with United States and other countries of the world.

8. To expose students and the community to different trends of knowledge, practice and philosophies that guide this discipline.

9. To promote both oral and written language proficiency in Spanish and English in this professional field.

**Admission Requirements**

Students who apply for admission to this Program must:

1. Have a Master's degree in business administration with an average grade point index of at least 3.25 or an equivalent degree and grade index if they present evidence of experience in the field.

2. Have the ability to interpret professional material, in Spanish and English, and be able to express themselves properly in one of these two languages.

3. Have approved the EXADEP with a score of 550 points or more or the GMAT with a minimum score of 500.

4. Have passed courses in mathematics at the level of calculus and have passed courses at the graduate level in accounting, finance, quantitative methods, management economy, statistics, business statistics, computers and management.

5. Have requested that three letters of recommendation be sent to the University.

6. Have an interview with the Admissions Committee and receive a favorable recommendation.
Graduation Requirements

Students must meet the following graduation requirements:

1. General grade point index. Have passed all courses with a general grade point index of at least 3.0.
2. Specialization grade point index. Have passed the specialization courses with a grade point index of at least 3.0.
3. Have passed the comprehensive examinations - Core and specialization. This examination may only be taken after students have passed all core and specialization courses with a grade point index of at least 3.00.

Students must complete the requirements for the degree within eight years. The Graduate Committee may recommend to the proper authorities an extension of this term for an additional period of no more than two years, in exceptional meritorious cases.

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

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE IN ENTREPRENEURIAL AND MANAGERIAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>45 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
<td>15 credits</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

**Core Course Requirements - 45 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 7000</td>
<td>Organizational Theory and Design</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7070</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7201</td>
<td>Quantitative Methods I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7202</td>
<td>Quantitative Methods II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7220</td>
<td>Micro Economic Theory</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7223</td>
<td>Macro Economic Theory</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7225</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>BADM 7500</td>
<td>Policy and Strategy in international Business</td>
<td>3</td>
</tr>
<tr>
<td>BADM 8000</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BADM 8040</td>
<td>Management Accounting for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BADM 8560</td>
<td>Marketing Planning and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>BADM 8570</td>
<td>Finance Planning and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>BADM 8590</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BADM 8991</td>
<td>Doctoral Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

**Specialization in Human Resources (Ph.D.)**

**Specialization Requirements in Human Resources - 15 credits**

(15 credits from the following courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HURS 7000</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>
HURS 8010 Comparative Administration 3
HURS 8040 Initiation of Cooperation between Management and Workers 3
HURS 8050 Labor Negotiation 3
HURS 8060 High Technology Management 3
HURS 8070 Human Resources Planning 3
HURS 8075 Compensation Administration 3
HURS 8080 Human Resources Recruitment and Selection 3
HURS 8085 Human Resources Development 3
HURS 8090 Management of Change 3
HURS 8946 Seminar in Special Topics in Labor Relations and Human Resources 3

Specialization in Interregional and International Business (Ph.D.)

Specialization Requirements in Interregional and International Business - 15 credits

15 credits selected from the following courses:

INBU 7110 International Marketing 3
INBU 7120 Latin American Marketing 3
INBU 7130 Multinational Business Management 3
INBU 7140 Communication and Intercultural Negotiation in International Business 3
INBU 8140 Global Strategic Management 3
INBU 8210 Pure and Monetary Theory in International Business 3
INBU 8946 Seminar in Special Topics in Interregional and International Business 3
ECON 8150 Economic Development 3
ECON 8160 Regional Economy 3
FINA 8170 International Finance 3

Prescribed Distributive Requirements - 6 credits

6 credits selected from the courses of this doctoral program

Note: To complete the Doctoral Dissertation, students must register in the course BADM 8992-- Continuation of Dissertation—until the Dissertation is completed.

Specialization in Labor Relations (Ph.D.)

Specialization Requirements in Labor Relations - 15 credits

15 credits selected from the following courses:

HURS 7000 Human Resources Management 3
HURS 8020 Labor Laws 3
HURS 8040 Initiation of Cooperation between Management and Workers 3
HURS 8050 Labor Negotiations 3
HURS 8100 Discrimination in Employment 3
HURS 8110 Comparative labor Relations 3
HURS 8946 Seminar in Special Topics in Labor Relations and Human Resources 3
Environmental Evaluation and Protection (M.S.)

The purpose of this Program is to prepare professionals that know the scientific concepts that are part of the field of knowledge applicable to environmental evaluation and protection. Likewise, they will be capable of evaluating and designing protection strategies, managing environmental situations of different kinds using the theoretical and practical knowledge acquired as a result of research, as well as implementing measures that permit the compliance of current regulations.

Graduates of this Program will be highly competent professionals, capable of making technical, scientific, and administrative decisions related to environmental situations within a theoretical-moral frame. Those decisions will take into account social, economical, political and cultural factors that affect the practices of environmental management and protection.

Admission Requirements

In addition to the admission requirements established in the Graduate Catalog, the student must:

1. Have passed with a C grade or above, at least one course in each of the following disciplines:
   - Biology
   - Chemistry
   - Physics
   - Statistics
   - Calculus

2. Pass an interview with the Admissions Committee of the Program made up of the director of the Biology and Environmental Science Department, the Program Coordinator and a faculty representative of the Program.

3. Present the results of the Graduate Record Examination (GRE) or the Examen de Admisión a Estudios de Posgrado (EXADEP) [Graduate Studies Aptitude Test] taken during the last two years.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN ENVIRONMENTAL EVALUATION AND PROTECTION

| Specialization Requirements | 34 credits |

**Specialization Requirements - 34 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENEP 5110</td>
<td>Pollutants and their Control</td>
<td>2</td>
</tr>
<tr>
<td>ENEP 5220</td>
<td>Methods of Environmental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ENEP 5310</td>
<td>Environmental Planning and Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Environmental Science (M.S.)

The Master of Science Degree in Environmental Sciences has the objective of preparing professionals that can, in the measure possible, anticipate the result of an action in economic and environmental protection with a reasonable amount of certainty and based on empirical experience and ethic values. The Program will promote investigation. It will serve as an instrument to advance knowledge about the necessities and real condition of our environment.

The Program is conducive 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 directed to students that have obtained a Bachelor’s degree in Science, Engineering or other disciplines. All candidates must fulfill the Program admission requirements.

The area of environmental sciences is of vital importance for contemporary society and the Program aspires to prepare professionals that show or demonstrate the following characteristics:

1. A scientific attitude towards problems,
2. An attitude of acceptance of the education, scientific investigation and the application of concepts of pure science as tools to change attitudes and for successful environmental conservation.
3. Experience in the use and/or the application of available technology to resolve and/or understand the environmental problems in Puerto Rico and to compare them to those of other countries.
4. Knowledge of the cultural social and ethic factors which influence or determine the environmental problems in Puerto Rico.
5. Positive attitude towards the development or implementation of technology necessary to resolve environmental problems.
6. Posses skills for decision making based on scientific background about issues related to conservation, the development, and the use of natural resources.
7. Posses skills and abilities necessary to become a leader in the environmental sciences.
8. Have a positive attitude towards the development of investigative skills 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 admission requirements of Master Degree Programs with the following modifications:

1. Have a Bachelor of Science Degree in Engineering or other discipline from an accredited university as long as the candidate complies with the other requisites mentioned below.
2. Have approved Chemical Analysis courses.
3. 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.
4. Present the results of the Graduate Record Examination (GRE) or an equivalent within the last five (5) years prior to the admission application date.

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 6 credits
Total *a minimum of 39

Core Course Requirements - 21 credits minimum*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC 5010</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5020</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5030</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5040</td>
<td>Urban Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 6101</td>
<td>Investigation Methods Applied to Environmental Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 6102</td>
<td>Investigation Methods Applied to Environmental Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 699_</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

*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 (Environmental Sciences)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC 5110</td>
<td>Environmental Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5180</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5200</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5510</td>
<td>Risk Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
Specialization in Environmental Chemistry (Environmental Sciences)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC 5100</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5165</td>
<td>Environmental Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5275</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5515</td>
<td>Disposal of Contaminants</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization in Water Resources and Unit Operations (Environmental Sciences)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC 5250</td>
<td>Control of Contaminants and Current Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5255</td>
<td>Water Analysis and Contamination</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5310</td>
<td>Water Treatment: Chemical and Physical Operations Unit</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5330</td>
<td>Water Treatment: Biological Operations Unit</td>
<td>3</td>
</tr>
</tbody>
</table>

Prescribed Distributive Requirements

Students should take six (6) credits from the following courses in accord with their specialization and the approval of the Advisory Committee.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC 5050</td>
<td>Environmental Problems of Puerto Rico</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5100</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5110</td>
<td>Environmental Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5115</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5165</td>
<td>Environmental Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5180</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5200</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5220</td>
<td>Environmental Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5225</td>
<td>Sanitary Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5245</td>
<td>Techniques in Microbial Genetics</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5250</td>
<td>Control and Current Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5255</td>
<td>Water Analysis and Contamination</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5275</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5285</td>
<td>Puerto Rican Policy Regulations</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5310</td>
<td>Water Treatment: Operations of Chemical and Physical Units</td>
<td>3</td>
</tr>
<tr>
<td>EVSC 5515</td>
<td>Disposal of Contaminants</td>
<td>3</td>
</tr>
</tbody>
</table>

Fine Arts (M.F.A.)

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 will foment the development of students’ own style and will propitiate creative labor within a framework of conceptual maturity with full awareness of the place, time and space in which it is performed.

Students may opt for one of the following specialization: ceramics, drawing, painting, photography, printmaking and sculpture.

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.

Students have ten years to complete their study program. This Program requires a creative project as a partial requirement for graduation.

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:

- Submit a portfolio of at least twenty 35 mm slides of their artworks for evaluation by a committee.
• 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, six credits in History of Art and nine credits in the specialization area they apply for.

The San Germán Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER IN FINE ARTS DEGREE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Requirements in Fine Arts</td>
<td>24</td>
</tr>
<tr>
<td>Specialization Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Foundation Requirements in Fine Arts -24 credits**

A. General - 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 5980</td>
<td>History of Puerto Rican Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6964</td>
<td>Seminar: Practice, Theory and Critique of Art</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following courses depending on the specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 6995C</td>
<td>Creative Project: Ceramics</td>
<td></td>
</tr>
<tr>
<td>ARTS 6995D</td>
<td>Creative Project: Drawing</td>
<td></td>
</tr>
<tr>
<td>ARTS 6995E</td>
<td>Creative Project: Sculpture</td>
<td></td>
</tr>
<tr>
<td>ARTS 6995F</td>
<td>Creative Project: Photography</td>
<td></td>
</tr>
<tr>
<td>ARTS 6995G</td>
<td>Creative Project: Printmaking</td>
<td></td>
</tr>
<tr>
<td>ARTS 6995P</td>
<td>Creative Project: Painting</td>
<td>6</td>
</tr>
</tbody>
</table>

B. History of Art and Theory - 12 credits

Twelve credits from the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 5135</td>
<td>Art and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 5140</td>
<td>Philosophy of Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6010</td>
<td>History of Ancient Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6020</td>
<td>History of Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6030</td>
<td>History of Renaissance and Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6040</td>
<td>History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6050</td>
<td>History of Oriental Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6060</td>
<td>History of Pre-Columbian Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6070</td>
<td>History of Latin American Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6080</td>
<td>History of Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6940</td>
<td>Seminar in Art Administration</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6944</td>
<td>Seminar in Museology</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6954</td>
<td>Seminar in Gallery Administration</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 6973</td>
<td>Special Problems III</td>
<td>3</td>
</tr>
</tbody>
</table>
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 (Fine Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 6(111-115)</td>
<td>Advanced Ceramics I</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(121-125)</td>
<td>Advanced Ceramics II</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(131-135)</td>
<td>Advanced Ceramics III</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(141-145)</td>
<td>Advanced Ceramics IV</td>
<td>2-6</td>
</tr>
</tbody>
</table>

Specialization in Drawing (Fine Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 6(411-415)</td>
<td>Advanced Drawing I</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(421-425)</td>
<td>Advanced Drawing II</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(431-435)</td>
<td>Advanced Drawing III</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(441-445)</td>
<td>Advanced Drawing IV</td>
<td>2-6</td>
</tr>
</tbody>
</table>

Specialization in Painting (Fine Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 6(311-315)</td>
<td>Advanced Painting I</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(321-325)</td>
<td>Advanced Painting II</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(331-335)</td>
<td>Advanced Painting III</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(341-345)</td>
<td>Advanced Painting IV</td>
<td>2-6</td>
</tr>
</tbody>
</table>

Specialization in Photography (Fine Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 6(611-615)</td>
<td>Advanced Photography I</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(621-625)</td>
<td>Advanced Photography II</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(631-635)</td>
<td>Advanced Photography III</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(641-645)</td>
<td>Advanced Photography IV</td>
<td>2-6</td>
</tr>
</tbody>
</table>

Specialization in Printmaking (Fine Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 6(211-215)</td>
<td>Advanced Printmaking I</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(221-225)</td>
<td>Advanced Printmaking II</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(231-235)</td>
<td>Advanced Printmaking III</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(241-245)</td>
<td>Advanced Printmaking IV</td>
<td>2-6</td>
</tr>
</tbody>
</table>

Specialization in Sculpture (Fine Arts)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 6(511-515)</td>
<td>Advanced Sculpture I</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(521-525)</td>
<td>Advanced Sculpture II</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(531-535)</td>
<td>Advanced Sculpture III</td>
<td>2-6</td>
</tr>
<tr>
<td>ARTS 6(541-545)</td>
<td>Advanced Sculpture IV</td>
<td>2-6</td>
</tr>
</tbody>
</table>
Distributive Descriptive Requirements - 9 credits

Nine (9) credits selected from the advanced courses in a medium other than the student’s specialization.

History of America (M.A., Ph.D.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

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 must:

1. Have a bachelor’s degree in History, in Education in Social Studies and History, Political Science or in related areas.
2. Take the following courses if their bachelor’s degree is in related areas:
   a. HIST 4020 Historiography
   b. HIST 4210 Historical Research
3. Meet the admission requirements established in the Graduate Catalog in effect.
4. Be interviewed by the Admissions Committee of the Combined Program and be recommended favorably by it.

Graduation Requirements

1. Complete all course requirements with a minimum grade of 3.00.
2. Pass the comprehensive examination for the Master’s Degree.
3. Complete the thesis satisfactorily.

The Metropolitan Campus is authorized to offer this Program.
### REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HISTORY

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>21 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
<td>9 credits</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6 credits</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
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</table>

#### Core Course Requirements - 21 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIST 5000</td>
<td>History of the Aboriginal Cultures in the Americas</td>
</tr>
<tr>
<td>HIST 5005</td>
<td>History of Puerto Rico, 1800-1898</td>
</tr>
<tr>
<td>HIST 5010</td>
<td>International Relations between the United States and Puerto Rico, 19th.–21st.Centuries</td>
</tr>
<tr>
<td>HIST 5015</td>
<td>Medieval Institutions of America</td>
</tr>
<tr>
<td>HIST 6005</td>
<td>Puerto Rican Historiography</td>
</tr>
<tr>
<td>HIST 6020</td>
<td>Historiography of the Americas</td>
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</table>

#### Specialization Requirements - 9 credits

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HIST 6000</td>
<td>Colonization, Society and Culture of the Spanish Antilles, 16th –18th Centuries</td>
</tr>
<tr>
<td>HIST 6010</td>
<td>Methodologies for Historical Research</td>
</tr>
<tr>
<td>HIST 6990</td>
<td>Thesis (If the student does not continue for the doctoral degree)</td>
</tr>
</tbody>
</table>

#### Elective courses - 6 credits

The student must pass 6 additional credits in courses at the master’s level.

### Doctoral Program

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. Meet the admission requirements for doctoral programs established in the Graduate Catalog in effect.
2. Have a Master’s Degree in History or its equivalent from an accredited university with a minimum academic index of 3.00.
3. 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
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.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE DOCTORATE IN PHILOSOPHY AND LETTERS IN HISTORY

Core Course Requirements in addition to the 21 credits required for the Master’s Degree |
Specialization Requirements |
Elective Courses |
Total 30

Core Course Requirements - 12 credits

HIST  7000  Popular Culture and Nationalism in Latin America  3
HIST  7005  Islamic Societies in the 20th Century  3
HIST  7010  Heritage of Russian and the Soviet Union  3
HIST  7015  The United States and Globalization  3

Specialization Requirements - 9 credits

HIST  7970  Seminar in Historical Research  3
HIST  7971  Seminar for the Doctoral Dissertation  3
HIST  8990  Dissertation  3

Elective courses - 9 credits

The student must pass 9 additional 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.

REQUIREMENTS FOR THE OF DOCTOR IN PHILOSOPHY AND LETTERS DEGREE IN HISTORY FOR THE COMBINED MASTERS-DOCTORAL PROGRAM

Core Course Requirements  30 credits
Specialization Requirements  18 credits
Elective Courses  9 credits
Total 57

Core Course Requirements - 30 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 Medieval 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 7005 Islamic Societies in the 20th.Century 3
HIST 7010 Heritage of Russian and the Soviet Union 3
HIST 7015 The United States and Globalization 3

Specialization Requirements - 18 credits

HIST 6000 Colonization, Society and Culture of the Spanish Antilles, 16th –18th Centuries 3
HIST 6010 Methodologies for Historical Research 3
HIST 7000 Popular Culture and Nationalism in Latin America 3
HIST 7970 Seminar in Historical Research 3
HIST 7971 Seminar for the Doctoral Dissertation 3
HIST 8990 Dissertation 3

Elective courses - 9 credits

The student must pass 9 additional credits at the doctoral level.

International Business (M.I.B.)

The program in International Business aims to develop the competencies that contribute to managerial preparation in the international field. The different operational areas affecting business transactions at the global level, such as economy, accounting, laws and commercial exchange, etc. are studied. This knowledge is coupled with mathematical skills, research, cultural communication, negotiations and field experiences.

Admission Requirements

Students requesting admission to the Master’s Degree in International Business Program must:

1. Meet the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog.
2. Have completed a bachelor’s degree in Business Administration with a grade point index of at least 2.50 in the last 60 credits.
3. Provide evidence of having passed the following courses or their equivalent at the bachelor’s level. All students requesting admission who take these courses must pass them with a grade of A or B in order to comply with the requirement.

   
   Principles of Economics 6 credits
   Marketing Management 3 credits
   Marketing Finance 3 credits
   Introduction to Accounting I and II 8 credits

128
Managerial Communication 3 credits
Basic and Managerial Statistics 6 credits

4. Present the results of the “Examen de Admisión a Estudios de Posgrado (EXADEP)” or an equivalent examination with a minimum score of 450.
5. Demonstrate a reasonable mastery of oral and written expression in Spanish and English.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF INTERNATIONAL BUSINESS DEGREE

Specialization Requirements 39 credits
Prescribed Distributive Requirements 6 credits
Total 45 credits

Specialization Requirements - 39 credits

INBS 5000 Intercultural Negotiation and Communication in International Business 3
INBS 5010 Applied Technology in International Business 3
INBS 5020 International Macroeconomy 3
INBS 6000 International Business Management 3
INBS 6010 International Business Law 3
INBS 6030 International Business Exchange: Theory and Policy 3
INBS 6210 Research Methods in International Business 3
INBS 6910 Internship 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 Business Finance 3
BADM 6220 Monetary Theory and Policy 3
BADM 6390 International Marketing 3

Prescribed Descriptive Requirements - 6 credits

Students must select two courses from the following:

BADM 5040 Managerial Accounting 3
BADM 5060 Managerial Information Systems 3
BADM 6810 Quantitative Methods for Decision-Making 3

International Business Administration (M.I.B.A.)

The Masters in International Business Administration deals with the administration of organizational resources in an international environment and is designed for graduates from programs of accredited Postsecondary Institutions, desiring to complete a program based on the study, analysis, consideration and application of managerial theories and practices in the current international environment. The Program integrates technology, business
processes in other countries, international regulations and laws and the function of Accounting, Human Resources, Marketing and Finance in an international frame.

The Program aims to develop leaders in International Administration through competencies based on research and problem analysis and evaluation that lead to the development of organizational goals, objectives and strategies in a multinational environment. The Program will offer the student a broad and critical vision of the international component in a company and a fundamental understanding of the problems faced. In addition, it will give attention to the profile of company administration professionals with skills and knowledge not contemplated in their area of specialization at the undergraduate level. These areas include Human Resources, Accounting, Marketing and Finance. This Program offers a new dimension in local and international employability, the development of critical and analytical thinking for decision making, the performance of functions with ethical and moral principles, the capacity for self employment and the globalization and economic integration of countries involved in commerce and their impact on the local environment.

The Program is based on a practical approach, by adjusting and applying its requirements to the development of a special project that will impact sectors of private or governmental enterprises within the selected specialization. It presents a group of integrated experiences to direct the attention of participants in important matters in business administration with an international focus, which also contribute to the improvement of performance of local organizations. Students will take the course IBAD 6971 Special Project in International Business in which the student, together with advisory professor, is required to select either a functional project in a business or agency, or a research project.

The Ponce Campus is authorized to offer this Program.

**Admission Requirements**

In addition to the admission requirements established in the Graduate Catalog, students in this Masters Program must meet the following Program requirements:

Students whose baccalaureate is not in Business Administration must:

1. Have passed six (6) credits in Micro and Macro Economics, six (6) credits in Statistics and six (6) credits in Accounting with a minimum grade of “C”.
2. The Accounting specialization requires that students pass courses ACCT 2051 and 2052 Intermediate Accounting I and II, ACCT 3451 Advanced Accounting I, or equivalent courses at the baccalaureate level with a minimum grade of “C”.
3. The Finance specialization requires that students pass FINA 3100 Managerial Finance and FINA 4100 International Finance or equivalent courses at the baccalaureate level with a minimum grade of “C”.
4. Attend an orientation session.

**REQUIREMENTS FOR THE MASTER IN INTERNATIONAL BUSINESS DEGREE**

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42 credits</strong></td>
</tr>
</tbody>
</table>
Core Course Requirements - 30 credits

IBAD 5100 Research in the International Environment 3
IBAD 5110 Strategic International Administration 3
IBAD 5210 Information Systems and Electronic Commerce 3
IBAD 5320 Global Environment of Business 3
IBAD 5410 International Distribution 3
IBAD 6971 Special Project in International Business Administration 3
BADM 5040 Managerial Accounting 3
BADM 6390 International Marketing 3
BADM 5190 Managerial Finance I 3
BADM 6780 The Manager in International Economics 3

Note: Exemption of Prerequisite

Students of this Masters Degree are exempt from taking the course BADM 5090 Marketing Management as a prerequisite of course BADM-6390 International Marketing because the international aspect of course BADM 6390 is suitable for this Program that has a totally international approach

Specialization in Accounting (M.I.B.A.)

Specialization Requirements for Accounting - 12 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

Specialization in Finance (M.I.B.A.)

Specialization Requirements for Finance - 12 credits

FINA 6310 International Financial Administration 3
FINA 6420 International Financial Markets 3
FINA 6430 International Analysis of Investment Portfolios 3
BADM 6200 International Business Finance 3

Specialization in Human Resources (M.I.B.A.)

Specialization Requirements for Human Resources - 12 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
Specialization in Marketing (M.I.B.A.)

Specialization Requirements for Marketing - 12 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

Labor Relations (M.A.)

The program in Labor Relations aims to prepare students for employment in labor relations and the management of human resources in industry, government, labor organizations, service enterprises and non-profit institutions.

The curriculum provides students with knowledge of both technical and legal problems in labor relations and the management of human resources. The Program provides a broad background in human relations and in the understanding of human behavior in groups and organizations.

The Program in Labor Relations is built upon the belief that a university should serve the society in which it exists, in this case the people of Puerto Rico. The Program is designed to contribute to the social and economic development of the island as well as to the general welfare of its citizens. Hopefully, it enables its graduates to apply their acquired skill in making maximum use of the island’s greatest resource - its people.

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

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
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<tr>
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</table>

Core Course Requirements - 24 credits

- LARE 5010 Collective Bargaining in the Public and Private Sector 3
- LARE 5400 Labor Legislation 3
- LARE 5410 History and Philosophy of Labor Movements 3
- LARE 5420 Labor Relations in the Public Sector: Historical Development and Related Legislation 3
- LARE 697A Integrating Seminar in Labor Relations 3
- BADM 5100 Organizational Theory and Policy 3
- ECON 5300 The Dynamics of Labor Statistics and National Income Accounts 3
PSYC 6324    Sociological and Psychological Techniques and Concepts and Their Application in the Labor Environment    3

Specialization Requirements - 9 credits

Nine (9) credits from the following:

LARE 6410    Comparative Labor Relations    3
LARE 6430    New Work Patterns and Values    3
LARE 6440    Conflict Resolution    3
LARE 6450    Job Discrimination    3
BADM 6080    Salary Administration    3
ECON 6320    Advanced Labor Economies    3

Library and Information Sciences (M.L.S.)

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

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>33 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>39 credits</td>
</tr>
</tbody>
</table>

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

Medical Technology (M.S.)

The curriculum of the Master of Science Program in Medical Technology is designed to further develop knowledge and the skills in the medical technology areas, modern instrumentation, the teaching of peers, clinical laboratory administration and in the field of molecular microbiology.

The specialization in Molecular Microbiology develops skills in the application of molecular techniques and promotes knowledge to enable the medical technologist to offer services in the areas of molecular diagnosis and biotechnology.

The specialization in Clinical Laboratory Administration is designed to give students the professional competencies to manage the laboratory and make administrative decisions in matters related to it.

In addition to meeting the admission requirements for masters programs, the student must:

1. Have a baccalaureate in Science in Medical Technology (BSMT) or a certificate in Medical Technology from an accredited institution of higher education.
2. Present evidence of vaccination against Hepatitis B.

To obtain the Master of Science Degree in Medical Technology with a specialization in Molecular Microbiology or Laboratory Administration, the student must approve a total of thirty-nine (39) credits: eighteen (18) credits in core courses, fifteen (15) in the area of specialization and six (6) prescribed distributive requirements. A comprehensive examination is also required.

Students must approve a clinical practice, except in the case of those who choose and pass courses MEDT 6991: Thesis I and MEDT 6992: Thesis II, as prescribed distributive requirements.

The Metropolitan Campus is authorized to offer this Program.
REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN MEDICAL TECHNOLOGY

Core Course Requirements 18 credits
Specialization Requirements 15 credits
Prescribed Distributive Requirements 6 credits
Total 39 credits

Core Course Requirements - 18 credits
MEDT 5510 Molecular Microbiology 3
MEDT 5520 Advanced Clinical Biochemistry 3
MEDT 5550 Clinical Laboratory Administration 3
MEDT 6370 Biostatistics 3
MEDT 6970 Research Seminar 3
EDUC 6057 Teaching Models and Strategies 3

Specialization Requirements - 15 credits in one area
Specialization in Laboratory Administration (Medical Technology)
MEDT 6310 Supervision of Human Resources in the Clinical Laboratory 3
MEDT 6320 Administration of Finances in the Clinical Laboratory 3
MEDT 6340 Quality Systems in the Clinical Laboratory 3
MEDT 6350 Legal Aspects in the Exercise of Medical Technology 3
MEDT 6975 Seminar on Administration of the Clinical Laboratory 3

Specialization in Molecular Microbiology (Medical Technology)
MEDT 6040 Immunotechlogy 3
MEDT 6100 Molecular Aspects in Epidemiology and Diagnosis of Infectious Diseases 5
MEDT 6111 Molecular Techniques Laboratory I: Principles of Molecular Genetics 3
MEDT 6112 Molecular Techniques Laboratory II: Applications of Molecular Diagnosis 3
MEDT 6973 Bioinformatics Seminar 1

Prescribed Distributive Requirements - 6 credits
Students from both specializations will take six (6) credits from the following courses:
MEDT 5530 Advanced Clinical Hematology 3
MEDT 5540 Advanced Clinical Immunohematology 3
MEDT 5970 Special Topics 1-6
MEDT 6030 Advanced Parasitology 3
MEDT 6090 Modern Techniques in the Microbiology and Industrial Laboratory 3
MEDT 6230 Instrumentation and Automation in Clinical Chemistry 3
MEDT 6360 Computers and Information Systems in the Clinical Laboratory 3
The main purpose of this two (2) year Program is to improve the preparation, teaching techniques and methodology of music teachers of the public and private school systems of Puerto Rico. This rigorous and highly specialized technical preparation is complemented with history of the music education courses compared with the history of music education in Puerto Rico. The fundamental aim of the Program is to develop a highly competent music teacher who is aware of and committed to the intellectual and musical development of students, thus raising the level of music education in the island.

Specific Admission Requirements

1. Have a Baccalaureate in Music, Baccalaureate in Arts in Music or a Baccalaureate in Music Education.
2. Have an interview with a jury of three (3) faculty members of the Master of Arts in Music Education Program.
3. Satisfactorily pass entrance examinations to the Master of Arts in Music Education Program in the areas of Music Theory and the principal instrument.
4. Write an essay in which students explain their music education philosophy and their goals upon requesting admission to the Program.

Students of the Program who show deficiencies in their musical skills will be required to take additional courses from the Bachelor’s Program in Popular Music. These courses must be taken before completing nine (9) credits leading to the Master’s Degree in Music Education.

The Metropolitan Campus is authorized to offer this Program

REQUIREMENTS OF THE MASTERS IN ARTS IN MUSICAL EDUCATION

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>21 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Requirements</td>
<td>9 credits</td>
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<tr>
<td>Elective Courses</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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Core Course Requirements - 21 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUED 5100</td>
<td>Research Techniques in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 5101</td>
<td>Philosophy of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 5102</td>
<td>Comparative History of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 5103</td>
<td>Seminar in Music Education at the Elementary Level</td>
<td>3</td>
</tr>
<tr>
<td>MUED 5104</td>
<td>Seminar in Music Education at the Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>MUED 5175</td>
<td>Measurement, Assessment and Evaluation of Learning</td>
<td>3</td>
</tr>
<tr>
<td>MUED 5260</td>
<td>Professional Seminar in Music Technology</td>
<td>3</td>
</tr>
</tbody>
</table>
Specific Requirements - 9 credits

MUED 6690  Seminar on Music Education Practice Problems  3
MUED 6691  Thesis Seminar          3
MUED 6692  Thesis in Music Education*     3

* Note: Student will repeat course MUED 6692 Thesis in Music Education until they complete their thesis requirement for the master’s degree.

Music Education (M. A.) San Germán Campus

The main aim of this program is to offer a program of studies of the highest quality that is at the vanguard of knowledge in the subject. It has the objective of providing the intellectual and creative development of the students who will be leaders in the teaching field and committed to the tradition of music as well as to its evolution and teaching. Graduates from this program will be persons prepared in all facets of music; its teaching, historical background, development and its aesthetic sense and interpretation.

The program consists of three components: Core Course Requirements, Specialization Requirements in Music Education and Prescribed Distributive Requirements. 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 specific formation within the field of the music education. In the prescribed distributive 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 masters degree compares favorably with the masters in music degrees offered in universities in the United States.

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

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
<td>13 credits</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

Core Course Requirements - 15 credits

- MUED 5160 History and Philosophy of Music Education 3
- MUED 5260 Professional Seminar in Music Technology 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 Musical Direction and Literature 3

Specialization Requirements - 13 credits

- MUED 5130 Psychology of Musical Learning 3
- MUED 5170 Research Methods in Music Education 4
- MUED 5175 "Assessment" and Evaluation of Musical Learning 3
- MUED 5190 Seminar on the Teaching of Music 3

Prescribed Distributive Requirements - 6 credits

- MUED 5050 The Teaching of Instruments 2
- MUED 5060 The Teaching of Vocal and Choral Music 2
- MUED 6000 Special Project 4
- MUSI 5000 Compendium of Theory and Sight Reading 2
- MUSI 5001-5004 Ensemble (one course) 1
Nursing (M.S.N.)

The Master of Science in Nursing Program offers two specialization options: Community Nursing or Primary Care 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 the community.
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 community.
5. Perform educational or administrative functions in different scenarios as part of the selected specialization: Community Nursing or Primary Care.

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 professional license and licensure College of Nursing.
4. Having a minimum of one year of work experience as a general nurse in hospital or community settings offering direct care to clients.
5. Send two (2) letters of recommendation from individuals who have supervised the candidate in the work setting.
6. Be interviewed by an Admission’s Committee.
7. 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 the professional license and licensure College of Nursing.
   e. Cardiopulmonary Resuscitation (CPR) training.
   f. Updated resume of professional experience.
Graduation Requirements

In addition to completing the graduation requirements for a Master’s Degree established in the Graduate 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.

The Arecibo Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN NURSING WITH A SPECIALIZATION IN COMMUNITY NURSING OR PRIMARY NURSING CARE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Specialization Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

Core Course Requirements - 18 credits

- NURS 5000 Theoretical Foundations: 3 credits
- NURS 5010 Epidemiology: 2 credits
- NURS 5020 Biostatistics: 2 credits
- NURS 5040 Health Assessment: 4 credits
- NURS 6090 Research in Nursing: 3 credits
- NURS 6970 Thesis: 4 credits

Specialization Requirements - 10 credits

Specialization in Community Nursing

- NURS 6000 Controversial Topics in Community Health: 2 credits
- NURS 6011 Community Nursing I: Assessment Seminar: 2 credits
- NURS 6911 Community Nursing I: Practice in Assessment: 2 credits
- NURS 6022 Community Nursing II: Planning and Evaluation Seminar: 2 credits
- NURS 6912 Community Nursing II: Practice in Planning and Evaluation: 2 credits

Specialization in Primary Care Nursing

- NURS 5970 Special Topics in Primary Care: 2 credits
- NURS 6030 Primary Care to Diverse Populations: 3 credits
- NURS 6913 Primary Care to Diverse Populations: Practice: 5 credits

Prescribed Distributive Requirements - 10 credits

Students will select 10 credits from the following courses:

- NURS 6050 Curriculum in Nursing: 3 credits
- NURS 6060 Evaluation in Education: 3 credits
Open Information Computer Systems (M.S.)

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.

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.

For the Master’s Degree the student is required to:

1. Pass a theoretical comprehensive exam of the core courses, except COIS 6980
2. Receive the approval of the committee of faculty members who teach in the program and who are present at the public presentation of the project developed by the student in course COIS 6980.

These two requirements do not need to be met concurrently.

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 2110 Introduction to Computer Science 3
- COMP 2120 Programming Logic 3
- COMP 2315 Structured Programming 3
- COMP 3850 Database Theory 3
The Metropolitan Campus is authorized to offer the Professional Certificate and the Graduate Program.

**Professional Certificate in Technology and Administration of Data Banks**

**Requirements for the Professional Certificate in Technology and Administration of Databases**

<table>
<thead>
<tr>
<th>Core Courses Requirements</th>
<th>21 credits</th>
</tr>
</thead>
</table>

**Core Courses Requirements - 21 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COIS 5100</td>
<td>Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5120</td>
<td>Client-server Architecture and Networks</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5130</td>
<td>Design Methodology and Advanced Tools</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5200</td>
<td>Application of Programming Languages in Data Banks</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5210</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5400</td>
<td>Rapid Application Development</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6200</td>
<td>System Tuning, Troubleshooting, Codification, Security and Quality</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements for the Master of Science Degree in Open Information Computer Systems**

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Distributive Courses</td>
<td>9 credits</td>
</tr>
</tbody>
</table>

**Core Course Requirements - 30 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COIS 5100</td>
<td>Relational Databases</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5120</td>
<td>Client-Server Architecture and Networks</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5130</td>
<td>Design Methodology and Advanced Tools</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5200</td>
<td>Application of Programming Languages in Data Banks</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5210</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5300</td>
<td>Open System Analysis and CASE</td>
<td>3</td>
</tr>
<tr>
<td>COIS 5400</td>
<td>Rapid Application Development</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6200</td>
<td>System Tuning, Troubleshooting, Codification, Security and Quality</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6980</td>
<td>Project Development in Open Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BADM 5060</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prescribed Distributive Requirements - 9 credits**

Nine credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COIS 5220</td>
<td>Reengineering Processes</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6250</td>
<td>Multimedia and Interface</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6360</td>
<td>Social Impact of Computers</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6370</td>
<td>Geographic Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>COIS 6380</td>
<td>Decision Support Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology (M.A. and Ph.D.)

Master’s Program in Psychology

The principal goals of the Master of Arts Degree in Psychology are the following:

1. To offer theoretical and practical education at the masters level that leads to the formation of professionals in the field of psychology.
2. To offer students and professionals the preparation to pursue doctoral studies.

The Program offers the following specializations:

- Psychological Counseling.
- School Psychology.
- Industrial/Organizational Psychology.

The Program aims to provide theoretical knowledge combined with practical skills to promote the psychological development needed to evaluate and intervene with psychological problems generated by the Puerto Rican society.

Students seeking admission to this Master’s Program must:

1. Meet the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog.
2. Have an interview with, and be favorably recommended by the admission committee of the Psychology Graduate Program.
3. Have passed the following undergraduate courses (or their equivalent):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3001</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3002</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4200</td>
<td>Introduction to Psychometric Testing</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4600</td>
<td>Experimental Psychology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two other courses in psychology at the undergraduate level</td>
<td>6</td>
</tr>
</tbody>
</table>

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

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirement</td>
<td>25 or 26</td>
</tr>
<tr>
<td>Specialization Requirements</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>62 or 63</td>
</tr>
</tbody>
</table>
**Core Course Requirements - 25 or 26 credits**

A. **Fundamentals of Psychology** (select 12 credits from the following courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5020</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5040</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5050</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5060</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5100</td>
<td>Cognition and Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

B. **Methodology and Statistics - 13 or 14 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5150</td>
<td>Advanced Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5153</td>
<td>Principles of Measurement and Construction of Psychological Tests</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5220</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6981</td>
<td>Applied Research Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 6982</td>
<td>Applied Research Seminar II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>PSYC 6990</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization Requirements - 37 credits**

Every student must choose one of the following specializations:

**Specialization in Industrial/Organizational Psychology (M.A.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5030</td>
<td>Professional Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 5033</td>
<td>Interview Processes and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6300</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6303</td>
<td>Psychological and Social Aspects of Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6304</td>
<td>Strategies for Total Quality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6305</td>
<td>Strategies for Continuous Improvement and Decision-Making</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 6306</td>
<td>Psychological Dimensions in the Education and Training of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6314</td>
<td>Psychological Evaluation in the Industrial/Organizational Environment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6916</td>
<td>Supervised Practice I. Interpersonal Relations and Interview Skills Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6917</td>
<td>Supervised Practice II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6918</td>
<td>Supervised Practice III</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6919</td>
<td>Supervised Practice IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prescribed Distributive Courses in Industrial/Organizational Psychology**

The student must select one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6313</td>
<td>Development and Application of Instruments with Emphasis on the Search for Information</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PSYC 6316</td>
<td>Psychology of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6317</td>
<td>Professional Consulting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization in Psychological Counseling (M.A.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5030</td>
<td>Professional Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 5033</td>
<td>Interview Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5260</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5270</td>
<td>Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6090</td>
<td>Deviant Behavior and Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6113</td>
<td>Counseling and Therapy Models</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6114</td>
<td>Counseling and Psychotherapy Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6914</td>
<td>Practice in Cognitive Assessment</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 6915</td>
<td>Practice in Personality Assessment</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 6916</td>
<td>Supervised Practice I: Interpersonal Relations and Interview Skills Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6917</td>
<td>Supervised Practice II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6918</td>
<td>Supervised Practice III</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6919</td>
<td>Supervised Practice IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prescribed Distributive Courses in Psychological Counseling**

The student must select one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6960</td>
<td>Advanced Seminar in Psychological Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6963</td>
<td>Advanced Seminar in Psychological Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization in School Psychology (M.A.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5030</td>
<td>Professional Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 5033</td>
<td>Interview Processes and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5260</td>
<td>Cognitive Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5270</td>
<td>Personality Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5280</td>
<td>Roles and Functions of the School Psychologist</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6110</td>
<td>Deviant Behavior and Mental Disorders in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6214</td>
<td>Intervention and Psychotherapy Models with Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6914</td>
<td>Practice in Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6915</td>
<td>Practice in Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6916</td>
<td>Supervised Practice I: Interpersonal Relations and Interview Skills Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6917</td>
<td>Supervised Practice II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6918</td>
<td>Supervised Practice III</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6919</td>
<td>Supervised Practice IV</td>
<td>3</td>
</tr>
</tbody>
</table>
Prescribed Distributive Courses in School Psychology

The student must select one of the following courses:

- PSYC 6215 Applied Behavioral Analysis with Children and Adolescents 3
- PSYC 6973 Advanced Seminar in School Psychology 3

Doctoral Program in Psychology

The Doctoral Program leading to the degree of Doctor of Philosophy in Psychology (Ph.D.) 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 of the psychological discipline in the specializations of Psychological Counseling, School Psychology, and Industrial/Organizational Psychology.

Industrial/Organizational Psychology

This specialization integrates psychological science, theory, and practice to research, and promotes human development and their effectiveness in the industrial and organizational environment. Uses scientific methods to study individual and group behavior, leadership, and organizational variables associated to the work environment. Develops strategies related to the design, analysis, organizational development from the perspective of the Industrial/Organizational psychology. Uses and applies psychological techniques for recruiting, selection, and placement of personnel, education and training of human resource, conflict solution, and offering of consulting services.

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.

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.

In addition to the general objectives, the following objectives for each specialization are defined:

Industrial/Organizational Psychology

- To contribute to the formation of a psychologist capable of intervening with organizations in their different processes, making feasible their effectiveness and productivity in a quality institutional life environment.
• To develop a sensitive and respectful orientation towards the cultural and social diversity present in organizations, and openness to the different theoretical perspectives explaining human behavior.
• To present models and scientific and practical strategies that facilitate the exchange of research knowledge to the real work world.

Psychological Counseling

To facilitate the atmosphere and the accumulation of experiences necessary for the formation of a psychologist capable of conceptualizing, designing and evaluation programs and psychological services in different scenarios and in different populations.

• To promote conditions that permit the formation of a psychologist capable of developing scientific research relevant to Psychological Counseling.
• To provide learning experiences that promote the preparation of a psychologist capable of attending to functional human development as well as the dysfunctional caused by physical, affective, cognitive and socio-cultural conditions.

School Psychology

• To prepare professional school psychologists that provide a wide variety of psychological services to children, their families and to school personnel, primarily in the academic scenario or in agencies providing school psychological services.
• To provide future school psychologists with solid academic and professional foundations that demonstrate profoundness and diversity in psychology as well as in education.
• To promote sensitivity to human diversity and respect for individual dignity. The knowledge of one’s self, consideration for others, and respect for cultural, social and individual differences are cultivated actively and are expected of all students.

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”.

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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

A. 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.

B. 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.

C. Residence Requirements

- To complete the doctoral degree, students must complete a minimum of 60 percent of their credits at Inter American University.
- Students must complete a minimum of one-year full time residence or its equivalent.
D. 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 and San Germán campuses are authorized to offer this Program.

A. Academic Requirements for the Doctoral Degree in Psychology (Ph.D.) - Doctoral Level

Doctoral Program for Students with a Masters Degree in Psychology

REQUIREMENTS FOR THE DOCTORAL DEGREE IN PSYCHOLOGY FOR STUDENTS WITH A MASTER’S DEGREE IN PSYCHOLOGY

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>17 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
<td>21 credits</td>
</tr>
<tr>
<td>Total</td>
<td>38 credits</td>
</tr>
</tbody>
</table>

Operational Requirements (Fee)

Core Course Requirements – 17 credits

| PSYC 7010 | Human Diversity | 2 |
| PSYC 7020 | Neuropsychology | 3 |
| PSYC 7030 | Methods of Quantitative Research | 2 |
| PSYC 7040 | Methods of Qualitative Research | 2 |
| PSYC 7050 | Design and Evaluation of Psychological Programs and Services | 2 |
| PSYC 8510 | Seminar in Professional Consulting | 3 |
| PSYC 8910 | Practice in Quantitative Research | 1 |
| PSYC 8911 | Practice in Qualitative Research | 1 |
| PSYC 8912 | Practice in Design and Evaluation of Psychological Programs and Services | 1 |

Operational Requirements

<p>| PSYC 8916 | Practice in Industrial/Organizational Psychology | (A fee equivalent to 3 credits) |
| PSYC 8917A | Internship (Full-time students) | (A fee equivalent to 3 credits) |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 8917B</td>
<td>Internship (Full-time students)</td>
<td>(A fee equivalent to 3 credits)</td>
</tr>
<tr>
<td>PSYC 8917C</td>
<td>Internship (Part-time students)</td>
<td>(A fee equivalent to 1.5 credits)</td>
</tr>
<tr>
<td>PSYC 8917D</td>
<td>Internship (Part-time students)</td>
<td>(A fee equivalent to 1.5 credits)</td>
</tr>
<tr>
<td>PSYC 8917E</td>
<td>Internship (Part-time students)</td>
<td>(A fee equivalent to 1.5 credits)</td>
</tr>
<tr>
<td>PSYC 8917F</td>
<td>Internship (Part-time students)</td>
<td>(A fee equivalent to 1.5 credits)</td>
</tr>
<tr>
<td>PSYC 8991</td>
<td>Dissertation A</td>
<td>(A fee equivalent to 3 credits)</td>
</tr>
<tr>
<td>PSYC 8992</td>
<td>Dissertation B</td>
<td>(A fee equivalent to 3 credits)</td>
</tr>
</tbody>
</table>

**Specialization Requirements - 21 credits**

Every student must choose one of the following specializations:

**Specialization in Industrial/Organizational Psychology (Ph.D. students with Master’s degree)**

**Required Courses - 9 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 8410</td>
<td>Organizational Design and Change Processes</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8420</td>
<td>Development and Validation of Instruments for the Search of Information in the Organization</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8430</td>
<td>Seminar in Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses Selected in Consultation with the Advisor -12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7970</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYC 8440</td>
<td>Decision Making and Solution of Conflicts</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8450</td>
<td>Design of Training and Use of Technology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8460</td>
<td>Study and Management of Self-directed Groups</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8470</td>
<td>Design of Work Spaces</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8480</td>
<td>Handling Pain in the Work Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialization in Psychological Counseling (Ph.D. students with Master’s degree)**

**Required Courses - 9 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 8210</td>
<td>Adulthood: Psychological Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8220</td>
<td>Psychotherapeutic Intervention with Families</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8230</td>
<td>Evaluation and Intervention in Populations with Special Conditions</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 8913</td>
<td>Practice in Evaluation and Intervention in Populations with Special Conditions</td>
<td>1</td>
</tr>
</tbody>
</table>

Courses Selected in Consultation with the Advisor - 12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7970</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYC 8240</td>
<td>Seminar in Psychological Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8250</td>
<td>Psychotherapeutic Intervention with Couples</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 8260</td>
<td>Seminar: Handling High Risk Psychological Cases</td>
<td>1-3</td>
</tr>
<tr>
<td>PSYC 8270</td>
<td>Group Psychotherapy</td>
<td>3</td>
</tr>
</tbody>
</table>
Specialization in School Psychology (Ph.D. students with Master’s degree)

Required Courses - 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

Courses Selected in Consultation with the Advisor - 9 credits

- PSYC 7970 Special Topics 1-3
- PSYC 8260 Seminar: Handling High Risk Psychological Cases 1-3
- PSYC 8270 Group Psychotherapy 3
- PSYC 8330 Psychological Evaluation and Intervention with Infants and Preschool Children 2
- PSYC 8340 Neuropsychological Evaluation 2
- PSYC 8914 Practice in Psychological Evaluation and Intervention with Infants and Preschool Children 1
- PSYC 8915 Practice in Neuropsychological Evaluation 1

B. Additional Academic Requirements for Students Admitted with a Bachelor’s Degree

Doctoral Program for Students with a Bachelor’s Degree in Psychology

Depending on the specialization, either 43 or 45 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 Industrial/Organizational Psychology (Ph.D. students with Bachelor’s degree)

Requirements for Industrial/Organizational Psychology

- Core Course Requirements 23 credits
- Specialization Requirements 20 credits
- Total 43 credits
Core Course Requirements - 23 credits

Twelve credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5010</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5040</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5050</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5060</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5100</td>
<td>Cognition and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5200</td>
<td>Contemporary Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Methodology and Statistics - 11 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5150</td>
<td>Advanced Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5153</td>
<td>Principles of Measurement and Construction of Psychological Tests</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5220</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6925</td>
<td>Practice in Psychological Research</td>
<td>2</td>
</tr>
</tbody>
</table>

Specialization Requirements - 20 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5030</td>
<td>Professional Ethics</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 6300</td>
<td>Psychology of Personnel</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6303</td>
<td>Psychological and Social Aspects in Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6304</td>
<td>Strategies for Total Quality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6306</td>
<td>Psychological Dimension in the Education and Training of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6314</td>
<td>Psychological Evaluation in the Industrial/Organizational Environment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6316</td>
<td>Psychology of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6930*</td>
<td>Practice I in Personal and Professional Development in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 6951**</td>
<td>Practice II in Industrial/Organizational Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 6952**</td>
<td>Practice III in Industrial/Organizational Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Specialization in Psychological Counseling (Ph.D. students with Bachelor’s degree)

REQUIREMENTS FOR PSYCHOLOGICAL COUNSELING

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements</td>
<td>23</td>
</tr>
<tr>
<td>Specialization Requirements</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Core Course Requirements - 23 credits

Twelve credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5010</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5040</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
Core Course Requirements  23 credits
PSYC  5050  Developmental Psychology  3
PSYC  5060  Psychology of Personality  3
PSYC  5100  Cognition and Learning  3
PSYC  5200  Contemporary Social Psychology  3

Methodology and Statistics - 11 credits
PSYC  5150  Advanced Psychological Statistics  3
PSYC  5153  Principles of Measurement and Construction of Psychological Tests  3
PSYC  5220  Research Methods  3
PSYC  6925  Practice in Psychological Research  2

Specialization Requirements - 22 credits
PSYC  5030  Professional Ethics  2
PSYC  5033  Interview Processes and Techniques  3
PSYC  5260  Cognitive Assessment  3
PSYC  5270  Personality Assessment  3
PSYC  6090  Deviant Behavior and Mental Disorders  3
PSYC  6113  Models of Counseling and Psychotherapy  3
PSYC  6114  Counseling and Psychotherapy Techniques  3
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 (Ph.D. students with Bachelor’s degree)

Requirements for School Psychology

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>23 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
<td>22 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

Core Course Requirements - 23 credits

Twelve credits selected from the following courses:

PSYC  5010  History and Systems of Psychology  3
PSYC  5040  Physiological Psychology  3
PSYC  5050  Developmental Psychology  3
PSYC  5060  Psychology of Personality  3
PSYC  5100  Cognition and Learning  3
PSYC  5200  Contemporary Social Psychology  3
Social Work (M.S.W.)

The Master’s Program in Social Work has the mission of preparing students to perform as advanced practitioners with the knowledge, skills and values of the profession. In addition, it aims to prepare persons committed to social and economic justice. In line with this objective, the course of studies is framed in the systemic and ecological approach and emphasizes the perspectives of empowerment and strengths to work with Puerto Rican families in their social context.

The general objectives of the Master’s Program in Social Work are in harmony with its mission and are oriented toward the preparation of advanced practitioners capable of:

1. Using the perspectives of strengths and empowerment in social work practice for the promotion, restoration, maintenance and strengthening of the welfare of high risk families;
2. Examining and using findings and scientific methodologies in their professional practice, including the assessment of the effectiveness and the efficiency of their practice and who will be capable of involving themselves in the process of evaluating the goals of their agency (program assessment);
3. Developing and implementing strategies and techniques that promote social and economic justice for the benefit of high risk families sand populations that are
historically oppressed and destitute within the context of the values and ethics of the social work profession;
4. Incorporating in their practice, respect and esteem for human diversity, and understanding how this diversity is related to high-risk families and their community.

The Program specializes in two areas: Direct Services and Administration in Social Work.

Professional practice at an advanced level focuses on the prevention of social problems and the promotion of social and family changes starting with strengths and empowerment perspectives in different types of systems.

The Administration of Social Work specialization is designed to prepare advanced level practitioners with the knowledge, skills and values that will enable them to work as professionals in human service organizations in fields such as: administration, supervision, development, and analysis of social policy and the planning, development and implementation of programs.

The Direct Services specialization aims to prepare advanced level social workers with the knowledge, skills and values for intervention in different processes with families affected by variables intimately related to oppression. Emphasis is given to the professional practice with groups and communities from a perspective of strengths and empowerment of the family members. Models of intervention with families are critically examined as well as their application and usefulness with different families in Puerto Rico within their sociocultural context.

In addition to meeting the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog, students are required to have passed the following bachelor level courses or their equivalents for entering the Program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistic Methods in Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Techniques in Scientific Social Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Both courses must have been passed with a minimum of a C.

The Metropolitan Campus is authorized to offer this Program.

REQUIREMENTS FOR THE MASTER OF SOCIAL WORK DEGREE

**Regular Program:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements (Fundamentals)</td>
<td>22</td>
</tr>
<tr>
<td>Specialization Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Prescribed Distributive Requirements</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

**Advanced Program:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Prescribed Distributive Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>
Core Course Requirements (Fundamentals) - 22 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 I 3
- SOWO 5014 Fundamentals of Professional Practice II 3
- SOWO 5015 Social Policy and Social Welfare Systems 3
- SOWO 5016 Research in Social Work 3
- SOWO 5913 Practicum I 2
- SOWO 5914 Practicum II 2

Students will be able to choose from one of the two specializations offered in the Master’s Program in Social Work: Direct Services or Administration in Social Work.

Specialization Requirement - 27 credits

Specialization in Administration in Social Work

- SOWO 6029 Diversity and Oppression 3
- SOWO 6033 Evaluation of Professional Practice 3
- SOWO 6036 Program Planning and Evaluation 3
- SOWO 6037 Administration in Social Work 3
- SOWO 6038 Human Resources Management and Development in Social Agencies 3
- SOWO 6043 Administration of Non-traditional Agencies 3
- SOWO 6911 Practicum III 3
- SOWO 6912 Practicum IV 3

Prescribed Distributive Requirements - 6 credits

All students should take six (6) credits in their specialization from the following courses, in accordance with their specialization.

- SOWO 6044 Social Work and Women 3
- SOWO 6045 Social Work and the Elderly 3
- SOWO 6046 Identification and Use of Community Resources 3
- SOWO 6047 Social Work and Human Sexuality 3
- SOWO 6048 AIDS in the Work Environment 3
- SOWO 6049 Managerial Information Systems in Social Work 3
- SOWO 6053 Advanced Techniques in Prevention and Intervention with Families with Specific Needs 3
- SOWO 6054 Social Work and Employee Aid Programs 3
- SOWO 6055 Social Work and HIV/AIDS 3
- SOWO 6056 Intervention with Families with Patients with Terminal Illnesses 3

Specialization in Direct Services (Social Work)

- SOWO 6029 Diversity and Oppression 3
- SOWO 6031 Strength Perspectives in Family Intervention 3
- SOWO 6032 Working in Groups with Families 3
Spanish (M.A.)

The basic objective of the Graduate Program leading to a Master of Arts Degree in Spanish is to train teachers of Spanish at the high school and university levels.

The Program is organized into the following areas: Linguistics, Spanish Literature, Latin American Literature and Puerto Rican Literature.

For the Master of Arts Degree in Spanish, candidates must take a total of 33 credits. In addition, they must pass a comprehensive examination that covers the four above mentioned general areas and the foundations courses.

**Admission Requirements**

To be considered for admission to this Program, students must:

1. Meet the requirements established in the section “Admission Requirements for Masters’ Programs” of this Catalog.
2. Be interviewed by the Department Chairperson and the Steering Committee of the Spanish Graduate Faculty.
3. Have a Bachelor’s degree and have passed the following courses or their equivalents:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 3071</td>
<td>Spanish-American Literature I</td>
<td>6</td>
</tr>
<tr>
<td>SPAN 3072</td>
<td>Spanish-American Literature II</td>
<td>6</td>
</tr>
<tr>
<td>SPAN 3211</td>
<td>Puerto Rican Literature I</td>
<td>6</td>
</tr>
<tr>
<td>SPAN 3212</td>
<td>Puerto Rican Literature II</td>
<td>6</td>
</tr>
</tbody>
</table>

Students requesting admission to the Program and who have not met all admission requirements, may be admitted if the unfulfilled requirements do not exceed nine (9) credits. The unfulfilled requirements must be met during the first year of study.

4. Students requesting to take graduate courses without officially entering the Program, must comply with the following norms:

   a. Have a Bachelor’s degree and register as special students
   b. Obtain permission from the Department Chairperson if the student is from another graduate program of the University
   c. Take no more than nine (9) credits. In case students desire to register in more courses, they must apply for admission to the graduate program and comply with the admission requirements.
   d. Once admitted to the Program, students will receive credit for courses passed with grades of A or B.

The Metropolitan Campus is authorized to offer this Program.
REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

Specialization Requirements 15 credits
Prescribed Distributive Requirements 18 credits
Total 33 credits

Specialization Requirements - 15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 5030</td>
<td>Research Techniques and Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 5250</td>
<td>Linguistic and Critical Analysis of Texts</td>
<td>3</td>
</tr>
<tr>
<td>LING 5200</td>
<td>New Trends in Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>LING 5240</td>
<td>Advanced Grammar</td>
<td>3</td>
</tr>
<tr>
<td>LING 5250</td>
<td>Linguistics Applied to the Teaching of Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>

The course LING 5210 History of the Spanish Language is required for all students who have not had Latin at the Bachelor’s level.

Prescribed Distributive Requirements - 18 credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Literature</td>
<td>6</td>
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<tr>
<td>Spanish American Literature</td>
<td>6</td>
</tr>
<tr>
<td>Puerto Rican Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

Theological Studies (Ph.D.)

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.

Admission Requirements

Candidates for admission must:

1. Have received a Master’s Degree in Divinity, or its equivalent, 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 Master of Arts degree in Religion, Sacred Theology or Theology 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 Theological Studies, 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 semester 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 semester 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 semester 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 semester 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 or 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 semester 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 Metropolitann Campus is authorized to offer this Program.
REQUIREMENTS FOR THE DOCTORAL PROGRAM IN THEOLOGICAL STUDIES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Basic Requirements</td>
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</tr>
<tr>
<td>Specialization Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Operational Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

**Basic Requirements - 12 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

**Specialization Requirements - 18 credits**

Students will choose one of the following specializations.

**Specialization in Christian Education**

- THEO 7100 Contemporary Theories of Christian Education 3
- THEO 7110 Theoretical and Philosophical Foundations of Educational Ministry 3
- THEO 7120 Curricula and Methods in Popular Educational Theology 3
- THEO 7140 Christian Education and Moral Formation 3
- THEO 7170 Christian Ecumenism and Religious Education 3
- THEO 7180 Spirituality and the Religious Experience in Puerto Rico 3

**Specialization in Pastoral Theology**

- THEO 7200 Towards a Puerto Rican Pastoral Work 3
- THEO 7220 New Religious Movements in the Americas 3
- THEO 7260 Theology of Pastoral Action 3
- THEO 7270 Christology and Pastoral Action 3
- THEO 8010 Theory of the Theological Method 3
- THEO 8020 Human Suffering and the Problem of Evil and Love 3

**Operational Requirements - 9 credits**

- EDUC 7060 Research Methods I 3
- THEO 8993 Dissertation Proposal 3
- THEO 8994 Dissertation 3

**Prescribed Distributive Requirements - 6 credits**

Six (6) credits must be selected from the remaining courses of the Theological Studies Program.
Course Descriptions

Courses in Accounting (ACCT)

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

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 AND CIRCULATORY
Anatomy, physiology, cardiovascular and cellular pathophysiology with emphasis on the effects produced by the application of anesthesia. 3 credits

ANES 5112 PATHOPHYSIOLOGY II: ENDOCRINE AND EXCRETORY
Anatomy, physiology and pathology of the endocrine and excretory systems and their implications for the application of anesthesia. 3 credits

ANES 5113 PATHOPHYSIOLOGY III: RESPIRATORY AND NEUROLOGICAL
Anatomy, physiology and pathophysiology of the respiratory and neurological systems. Emphasis on the application of anesthesia to patients with respiratory problems and who are seriously ill. 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 ON PRINCIPLES OF ANESTHESIA I

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 PHARMACOLOGY ANESTHETICS II: Medical Drugs
Pharmacokinetics and pharmacodynamics of autonomic drugs, muscular relaxers and local anesthetics used in the practice of anesthesia. 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 monitory, elective and ambulatory surgery and neurological procedures. Twelve 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. Twelve 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. Twelve 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. Student begin with “on call” experiences. Sixteen 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. Sixteen hours of practice weekly. Prerequisite: ANES 6911.
2 credits

ANES 6970 SEMINAR
Selection, analysis and discussion of topics of particular interest in anesthesia, that are not included in course content, but which contribute to the professional development of the student.
1 credit
Courses in Biology (BIOL)

BIOL 5017 BIOCHEMISTRY AND CELLULAR PHYSIOLOGY
Cellular metabolism from the structural and physiological points of view. The principal organic molecules that are important for living organisms and the vital metabolic processes related to these are studied.  
3 credits

BIOL 5019 HISTORY AND PHILOSOPHY OF SCIENCE
Historical and philosophical circumstances related to the development in the study of the natural sciences. Emphasis of the study of ideas and concepts characterizing modern scientific thought. The conceptual problems of the natural sciences and their interrelationship with the social sciences are studied.  
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

**Courses in Business Administration (BADM)**

**BADM 5020 MANAGERIAL ECONOMICS**

Nature of demand and economic aspects of production in firms. Optimization techniques and the use of analytical economic methods in the managerial decision-making process. Analysis of risk and decision-making under conditions of uncertainty.

3 credits

**BADM 5040 MANAGERIAL ACCOUNTING**

Compilation, use and analysis of financial accounting as a tool for management; the role of the accounting manager in the firm and the interpretation of financial statements. The use of cost accounting data as a tool for management. Prerequisite: ACCT 1152.

3 credits

**BADM 5060 MANAGEMENT INFORMATION SYSTEMS**

Management information systems and their impact on management problems as well as their effect on the organization. Development of analytical skills for selecting information systems based on electronic computers and their relationship to the managerial decision-making process.

3 credits

**BADM 5070 PUBLIC POLICY TOWARDS 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 MARKETING MANAGEMENT
Marketing from the individual firm viewpoint. Interaction between the company, the market and the environment. Managerial marketing functions and their integration in conjunction with models of planning and decision-making.

3 credits

BADM 5100 ORGANIZATIONAL THEORY AND BEHAVIOR
Review of the major approaches to the study of organizations from a psychosocial point of view. Topics include small group behavior, system of power and influence, interpersonal conflict, individual motivation, organizational structure, dynamics and change and their implications for management, social welfare systems and the social and personal needs of the group and the individual.

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 MANAGERIAL FINANCE I
Basic financial concepts and their technical aspects, management of working and long-term capital, capital structure and cost and appraisal of the firm.

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, DEVELOPMENT AND ADMINISTRATION OF HUMAN RESOURCES**
Development of skills to design training programs at the managerial level, relating theory to life experiences in each specific situation.

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 6050 INTERNET: SUPERHIGHWAY FOR INFORMATION**
World Wide Web (WWW) as the fundamental platform, its essential characteristics, tools and languages. Electronic business and recent developments in information services, including new work strategies, structural organizations and creative ways to reach customers. Challenges facing individuals, organizations and society due to the development of the superhighway for information. Prerequisite: BADM 5060.

3 credits

**BADM 6070 PERSONNEL ADMINISTRATION**
Philosophy, policies and techniques of personnel administration. Application of the behavioral sciences to personnel problems.

3 credits

**BADM 6080 SALARY ADMINISTRATION**
Economic aspects in wage determination. Emphasis of job evaluation, incentive systems and the classification of activities related to the remuneration of employees for work performed.

3 credits
BADM 6090 SUPERVISION AND LEADERSHIP
Behavioral science research related to the functions and duties of management personnel with emphasis on line supervision. Role playing in supervisory problems. 3 credits

BADM 6100 INTRODUCTION TO INDUSTRIAL MANAGEMENT
Principles related to the effective use of the factors of production in manufacturing and non-manufacturing activities. Study of production organization and methods, facilities and the design of control systems of production operations. 3 credits

BADM 6110 WORK MEASUREMENT AND METHODS OF IMPROVEMENT
Job simplification and laborsaving, operation analysis, operation-time standards and their determination, performance rating and allowances, work measurement by statistical sampling and labor cost control. 3 credits

BADM 6120 ANALYSIS OF PRODUCTION SYSTEMS
Design and operation of manual, mechanized and automatic production lines: material movement, balancing stations, work-loads for flow production, physiological and psychological factors in task design, support activities and flexibility. 3 credits

BADM 6130 PRODUCTION PLANNING AND CONTROL
Inventory theories, production models and programming, quality and cost control, design of production information and control systems. 3 credits

BADM 6140 INDUSTRIAL PLANT MANAGEMENT
Case studies in industrial plant management and policy decisions related to the coordination of plant functioning and its organization. 3 credits

BADM 6150 PUBLIC FINANCE AND FISCAL POLICY
Use of public finance for promoting stability and development. Emphasis on the financial effects of the tax system, expenses, transfer payments and the process of making and granting public loans. Current political problems are considered. 3 credits

BADM 6160 MARKETING RESEARCH
Managerial and decision-making approach to marketing research. Decision theory, survey and experimental research, sampling and the analysis of data in solving marketing problems. Prerequisite: MKTG 1210. 3 credits

BADM 6170 ADVANCED METHODS IN PRODUCTION PLANNING AND CONTROL
Application of operations research to production planning and control: linear programming, queuing theory, probability models; PERT, simulation and use of computers. 3 credits
BADM 6180 ADVANCED COST ACCOUNTING
Financial data, planning, budgeting and related cost concepts as tools for production and managerial decisions. Cost allocations, distributing and break-even analysis are stressed.
3 credits

BADM 6190 MANAGERIAL FINANCE II
Introduction to the theory of investment portfolios, utility functions, value models for appraising capital assets, arbitration and options. Risk taking in investment decisions; capital structure and dividends. Short and long term financing, preferred stocks and other instruments. Acquisitions, bankruptcy and reorganization.
3 credits

BADM 6200 INTERNATIONAL BUSINESS FINANCE
Review of the role of business finance in the international market; financial institutions, policies and problems; financing of business branches and subsidiaries; joint international business ventures; international investment opportunities.
3 credits

BADM 6220 MONETARY THEORY AND POLICY
Interrelationships among monetary magnitudes: monetary quality, general price level, interest rates, stock prices and their influence upon the general level of economic activity. Detailed analysis of monetary policies for stability and development with emphasis on discussion of current problems.
3 credits

BADM 6230 INVESTMENTS
Review of the major kinds of securities, detailed study of securities as investments; analysis of company stocks and a comparative appraisal of their desirability as investments; methods of security analysis. Prerequisite: BADM 5190.
3 credits

BADM 6240 FINANCIAL MARKETS
Analysis of the operation of money and capital markets: flow-of-funds accounts; nature, structure and forecasting of interest rates; fiscal activities in the money market; and financial tools and markets.
3 credits

BADM 6250 TELECOMMUNICATIONS AND NETWORKS
Technologies, architectures, protocols and characteristics of network performance. Strategies, tools and techniques for planning, implementation, management, maintenance and security of networks. Recent developments and applications in the field of telecommunications and computerized networks. Prerequisite: BADM 5060.
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. Prerequisite: BADM 5060.
3 credits
BADM 6270 DECISION SUPPORT AND EXPERT SYSTEMS
Techniques and modalities for the design and implementation of Decision Support Systems, Expert Systems, Group Support Systems, Executive Information Systems, Artificial Neural Networks and Diffuse Logic. Combination of these systems and their application in enterprises. Prerequisite: BADM 5060.
3 credits

BADM 6280 MANAGEMENT OF INFORMATION TECHNOLOGY
Information as a corporate resource. Relations between information, information technology, business strategies, and organizational design. Impact of the innovations in information technology and in organizations. Prerequisite: BADM 6040.
3 credits

BADM 6300 ADVANCED AUDITING
Study and critical appraisal of current auditing standards associated with the examination of corporate accounts. The role of the Certified Public Accountant, the significance of the audit certificate and the function of the internal auditor.
3 credits

BADM 6310 ADVANCED ACCOUNTING POLICIES
Study and critical appraisal of current problems in the development of accounting policies for reporting financial operations of the firm, according to generally accepted accounting principles. Discussion of the latest decisions for the FASB.
3 credits

BADM 6320 ADVANCED FEDERAL TAXES
Advanced course in Federal Tax Law, based on the analysis and treatment of case problems, research, alternatives to file returns and readings on current tax practices.
3 credits

BADM 6330 ADVANCED PUERTO RICAN TAXES
Advanced course in Puerto Rican Tax Law, based on the analysis and treatment of case problems, research, alternatives to file returns and readings in current tax practices.
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 FORECASTING AND ANALYSIS
Study of the economic and socio-psychological determinants of the demand for goods and service as a forecast of general business conditions, the demand for the product of an industry and the sales of a particular company. Use of the sales forecast in business planning and decision-making.

3 credits

BADM 6390 INTERNATIONAL MARKETING
World markets, comparative systems and the process of marketing across political boundaries. Both macro and micro approaches are used in dealing with the interaction between international marketing and the cultural, geographic, economic and political features of major world regions. Special attention given to Latin America. Prerequisite: BADM 5090. Students in the MIB program and those in the Master in International Business Administration (MIBA) program are exempt from taking the prerequisite.

3 credits

BADM 6400 ADVERTISEMENT MANAGEMENT
Communications theory and the behavioral sciences applied to the selling function. Development of a general promotional program and its integration with other variables in marketing management. Behavioral models of persuasion and information dissemination. Prerequisite: MKTG 1210.

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.  

**BADM 6430 APPLIED ADMINISTRATIVE SCIENCES**  
Principles that rule organizational structures. The interrelation of planning, forecasting, directing, controlling, decision-making, personnel communication and personnel planning. The course is designed mainly for students without previous knowledge in administration.

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 6500 ENTREPRENEURIAL STRATEGIES**  
Factors to be considered in the formulation and selection of long range political strategies for the operation and development of business in competitive markets.

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 6700 INTERNATIONAL BUSINESS
International investments with emphasis on investments in Puerto Rico, the Caribbean area and Latin America. Comparative approaches of business management and behavior in these areas.

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 6810 QUANTITATIVE METHODS FOR DECISION-MAKING
Use of operations research and game theory in the decision-making process.

3 credits

BADM 6820 MULTINATIONAL ENTERPRISES
Review of the interaction of forces that promote the formation and expansion of the multinational enterprise. 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 6945 SMALL BUSINESS INSTITUTE 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 INFORMATION SYSTEMS SEMINAR
Topics related to the latest advances and developments in information systems to integrate the knowledge in this field and related areas. Analysis of the impact of such advances in the management of information resources and the ethical implications within the organization. Prerequisite: BADM 6040.

3 credits

BADM 697A RESEARCH SEMINAR IN ACCOUNTING
Research on the study of pronouncements, law, ethics or other areas of the theoretical and practical frame that include the ethics that governs the accounting profession. Prerequisite: Have completed all specialization courses. Grade: P/NP.

3 credits

BADM 697B INTEGRATING SEMINAR IN FINANCE
Analysis of financial decision making in the modern company. Such financial decisions will have an integrating perspective of the different courses of the specialization: corporative finances, international finances, financial markets, public finances and fiscal, theory and monetary policy. Prerequisite: Have completed all specialization courses. Grade: P/NP.

3 credits
BADM 697C INTEGRATING SEMINAR IN HUMAN RESOURCES
Academic experience directed to students’ mastery of the knowledge inherent to their specialization and their capacity to integrate it and to apply it to the solution of complex problems. Prerequisite: Have completed all specialization courses. Grade: P/NP.
3 credits

BADM 697D INTEGRATING SEMINAR IN INDUSTRIAL MANAGEMENT
Integrating Seminar in which cases are analyzed by applying the knowledge and skills acquired in the specialization. Includes analysis of operations, prognoses, costs and production, quality control, design, products and services, location of facilities, suppliers, planning, materials management, supplier chains and project management. Prerequisite: Have completed all specialization courses. Grade: P/NP.
3 credits

BADM 697E SEMINAR IN MARKETING RESEARCH
Research on the problems of decision making pertinent to the different marketing strategies. Application of principles and concepts of marketing. Analysis of cases and situations of the commercial conditions of world markets and marketing in different countries. Includes, in addition, the experimental design of surveys, experimental research and sampling and analysis for the solution marketing problems. Prerequisite: Have completed all specialization courses. Grade: P/NP.
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 7070 ORGANIZATIONAL BEHAVIOR
Individual and group behavior in organizations, procedures for providing support and for strengthening emerging behavior. The organizational interaction with the environment is examined. Research of selected topics in organizational conduct. A practical study of individual and/or group behavior in the organization is required.
3 credits

BADM 7201 QUANTITATIVE METHODS I
Introduction to the principles and methods for the formulation of problems and their solution by utilizing quantitative management methods and statistical analyses. Fundamentals of matrix algebra, differential calculus and lineal programming
3 credits

BADM 7202 QUANTITATIVE METHODS II
Analysis of differential equations and their implications and applications to economic analysis, research of operations and systems analysis. Prerequisite BADM 7201.
3 credits

BADM 7220 THEORY OF MICRO ECONOMY
Theoretical and empirical analysis of consumer behavior, the enterprise and industry in the framework of a free enterprise economy. Aspects such as production theory, production
costs, and different marketing structures will be analyzed. Emphasis on empirical evidence derived from the theories discussed. 

BADM 7223 THEORY OF MACRO ECONOMY
The theory and policies of macro economy in open economies and the adjustment problems according to the classical, neo-classical, Keynesian and post-Keynesian approaches. Emphasis on macro economic policies in open economies under flexible and fixed exchange rates. Special attention will be given to payment balances (theory and accounting), capital flow, exchange rates under flexible and fixed systems; the relationship between flexible exchange rates, money and prices; the problem of the world debt and the complexities that this presents to the international monetary system.

BADM 7225 MANAGERIAL ECONOMICS
Analysis and construction of econometric models of micro and macroeconomics utilizing transversal data and historic series. Analysis of both stationary and non-stationary historical series, using econometric methods such as autoregressive vectors, Box Jenkins, cointegration and filters.

BADM 7500 POLICIES AND STRATEGIES IN INTERNATIONAL BUSINESSES
A comprehensive study of the formulation of policies and strategies of the business in an international context including simulations of intercultural negotiations and the development of an international strategy for local businesses.

BADM 8000 MANAGEMENT INFORMATION SYSTEMS
Research and application of real work experiences to the concept and tools used in the analysis and design of management information systems. Theory, development, application and management of information systems and their impact on people and on the organization. Analysis of the impact of the systems on ethics, strategy, and the competitive advantage of modern technology.

BADM 8040 MANAGEMENT ACCOUNTING FOR DECISION MAKING
The appropriate use of cost analysis results in management decision making.

BADM 8560 MARKETING PLANNING AND STRATEGIES
Integration of marketing planning in the process of strategic planning. Marketing strategies at the high management level. Analysis of portfolio models will be used for making management decisions.

BADM 8570 FINANCE PLANNING AND STRATEGIES
Problems and methods for decision-making in business. Models of the valorization of capital assets and operations control. Analysis of financial needs, planning and finance methods.
BADM 8950 RESEARCH SEMINAR  
Methodology in the preparation of proposals and research work. Ethical, legal and financing aspects of research projects. Style, form and content of the proposal and of the dissertation. 
3 credits

BADM 8991 DOCTORAL DISSERTATION  
The development and oral defense of the dissertation.  
6 credits

BADM 8992 CONTINUATION OF DISSERTATION  
This course provides the opportunity for students to continue working on their dissertation under the direction of the Doctoral Committee. 
1 credit

Courses in Business Education (BUED)

BUED 5000 ADMINISTRATION OF VOCATIONAL 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 COMPUTER KEYBOARD  
Instructional procedures; principles and techniques in developing skills in the selection and preparation of instructional materials; measurement of achievement and evaluation of student performance. Problems in developing high levels of proficiency in the use of the computer keyboard. 
3 credits

BUED 5020 METHODS OF TEACHING 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 TEACHING SHORTHAND AND TRANSCRIPTION  
Instructional procedures; principles and techniques in developing skills; selection and preparation of teaching materials; measurement of achievement and evaluation of student performance. Problems in developing a high level of proficiency in shorthand and transcription. Integration of the necessary factors in developing transcription skills. 
3 credits
BUED 5035 COMPUTERS IN THE TEACHING OF BUSINESS EDUCATION
Analysis of principles, techniques and resources used in the evaluation of computers as instructional tools. Computer programs useful in teaching business 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 INSTRUCTION
Analysis of the principles, techniques and resources for teaching different disciplines in the area of business education and their implications in developing new teaching modalities. Includes document administration and control and office technology.
3 credits

BUED 5060 COMPUTERIZED MATERIALS DESIGN FOR DISTANCE LEARNING
Analysis and evaluation of the different modalities of distance learning, such as videoconference, and on-line courses. Preparation of interactive modules and on-line courses for office systems. Requires additional time in an open laboratory.
3 credits

BUED 6000 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION
Introduction to the basic principles of administration and supervision; tendencies, strategies, history, laws, and purposes of business education.
3 credits

BUED 6010 CURRICULUM DESIGN IN BUSINESS EDUCATION
Development, utilization and evaluation of the business education curriculum; effective curricular practices; basic guides for the development and evaluation of a business education curriculum. Identification of content, program organization, preparation of instructional objectives, guides for the selection and development of instructional materials.
3 credits

BUED 6020 BUSINESS EDUCATION MEASUREMENTS AND EVALUATION
Introduction to the process of evaluating business course teaching with emphasis on evaluation of skills courses. Includes analysis of the construction, administration and interpretation of tests; the writing of objectives and the existent evaluation systems in the field.
3 credits

BUED 6040 CURRENT PROBLEMS IN BUSINESS EDUCATION
Identification and analysis of problems in the field of business education with special attention to problems existing in Puerto Rico. Students will identify problematic areas in business education and will develop alternatives for the solution of existing problems.
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, 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.

BUED 6910 INTERNSHIP IN TEACHING BUSINESS EDUCATION 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 COMMERCIAL 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

Courses in Chemistry (CHEM)

CHEM 5013 THEORIES AND MECHANISMS IN ORGANIC CHEMISTRY
Advanced study of organic chemistry with emphasis on physical-organic chemistry, the theory of molecular orbitals, stereochemistry, reaction mechanism, synthesis and path synthesis strategies. Prerequisites: EDUC 5009.

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
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 enolatos, 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

Courses in Criminal Justice (CJUS)

CJUS 5010 LAW AND SOCIETY
Focus on dimensions of the relationship between law and society: an overview of the legal system, procedural and substantive aspects of lawmaking, law and social change, functions and dysfunctions and laws for society and the individual and general perspectives on the sociology of law.
3 credits

CJUS 5023 ELEMENTS OF CRIMINAL LAW
Discussion of the general principles of penal law to prepare students for further study and to give them an understanding of problems common to this law and its development. Special attention is given to the doctrines of criminal responsibility and to the legal capacity to commit crimes. Analysis of the elements in crime in light of infractions representing the fields of penal legislation (crimes against property, the person, public policy, public morality, etc.)
3 credits

CJUS 5034 DEVIANCE AND THE LEGAL PROCESS
Review of the origin, nature and consequences of deviant behavior in a socio-legal context, emphasizing the role of the legal process as an institutionalized means for the control and accommodation of varieties of social deviance. The course also deals with informal interactive pressures that influence deviant behavior and the reactions of deviant individuals and groups to their status.
3 credits

CJUS 5055 CRIMINOLOGY
International perspective to the study of criminology, the sociology of penal law, the nature and causes of crime, prevention and control of crime and treatment of the offender. Historical analysis of the development of criminology and penal law; the principal schools of criminology and their contribution to the knowledge of modern criminology. The science of criminal statistics. Biopsychosocial theories and the investigation of criminal behavior. Criminological analysis of the new Penal Code of Puerto Rico. The influence of
modern criminological thought on criminal justice management in Puerto Rico. Issues and problems of contemporary criminology.

CJUS 5060 BASIC PRINCIPLES OF RESEARCH DESIGN
Application of scientific methodology to a research study. The study relates to basic aspects of scientific research; identification and formulation of problems, hypothesis formulation, sampling and procedures for data collection.

CJUS 5070 RESEARCH IN APPLIED CRIMINAL JUSTICE
Review of the range of available techniques and methods, both qualitative and quantitative, which can be used to conduct empirical research into problems of criminal justice. Topics for discussion will include research designs, sampling, interviewing and questionnaire construction, content analysis, participant observation and statistical analysis. Students will be asked to develop proposals and carry out research in the area of criminal justice.

CJUS 5086 CRIMINAL JUSTICE PLANNING AND REFORM
Analysis of the principles and process of planning in general and of the specific principles of planning in criminal justice. Each of the functional areas of the Criminal Justice System are then considered: planning in law enforcement techniques, in court administration, in correctional administration and in community relations. Lastly, the preparation and administration of crime grant proposals, monitoring and project evaluation are discussed.

CJUS 5237 JUVENILE JUSTICE
Full exposure to the legal, social, behavioral and sociological underpinnings of juvenile delinquency and the law with respect to delinquent behavior. Includes comparative treatment modalities, recent legislative and case law developments, and explores the possibility of devising new procedures or processes as alternatives to the Juvenile Court and/or the Adversary System of Justice as applied to minors. Types of deviance to be discussed include: youth subcultures, sexual deviations, prostitution, group violence, etc.

CJUS 5288 LEGAL PROBLEMS IN NARCOTIC ADDICTION AND DRUG ABUSE
Analysis of the legal structure, both in its criminal and civil framework, of the Puerto Rican and Federal Drug use and abuse control laws. The medical-legal aspects of narcotics addiction and drug abuse will be examined. Basic areas to be covered are classification of offenses, the use of informer and undercover agents, arrest, search and seizure, the concept and mechanisms of deferred prosecution, diversion from the criminal process, civil commitment and realistic alternatives to incarceration. Public policy contained in Art. VI, sec. 19 of the Puerto Rico Constitution will be examined, both as a statement of principles and as a promise of performance. Applicable local and federal jurisprudence will be analyzed.

CJUS 5299 LAW AND CORRECTION
Critical examination of the most outstanding legal aspects and controversies related to sentencing, the probation system, incarceration and parole. Analysis of legislation
established by the different governmental programs that make up the correction process. Rights of prisoners, alternatives to incarceration, rules and norms governing the probation systems as well as the rules and norms governing penal institutions are studied. Discussion of the legal limitations confronting the ex-offender, the released prisoner and the paroled convict and the recent laws on the matter and their impact on correction processes. Analysis of the constitutional aspects regarding the administration of the correction program.

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 5613 REHABILITATION OF THE OFFENDER
Policies, correctional focus and programs related to the rehabilitation of offenders from a historical point of view in Puerto Rico and in other countries. Study of the philosophy of probation, parole and penal institution programs and the participation of community resources in the rehabilitation of offenders. Research on the treatment and rehabilitation of offenders will be emphasized.

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 5655 INTERPERSONAL RELATIONS IN PUBLIC AGENCIES
Concepts and theories of communication, leadership, human relations and group behavior in public agencies. Discussion of topics on motivation to work, delegation of responsibilities, use of authority, interviews, discipline, introduction of change, organization and modes of dealing with human problems that arise in the agencies.

3 credits

CJUS 5676 SELECTED PROBLEMS IN CRIMINAL JUSTICE
Inquiry into selected areas of vital contemporary importance in criminal justice management. These include the admissibility of confessions, the identification of suspects, telephone tapping, electronic prying and secret agents; voice identification, arrests and seizure without warrant; the legal status of drug addicts and death caused by the use of drugs.

3 credits

CJUS 5687 FUNDAMENTALS OF INTERPERSONAL COMMUNICATION
Review of the origin, uses, limitations and capabilities of communication in personal and small group professional settings as a means of understanding the dynamics of human
interaction. The course will draw from relevant social behavioral science concepts emphasizing the interactive ongoing nature of communication. Analysis will include the relationship of language and value systems, group behavior and human relations, conceptualization and attitude formation; perception and awareness and implications for problem solving and research.

3 credits

**CJUS 5900 SPECIAL ASSIGNMENT**
A limited number of students will be assigned to fieldwork experience such as service in research projects in the field of criminal justice, which include the requirement to produce a report of study of publishable quality. Students may be given up to 6 credits for their participation in such projects. The specific nature of fieldwork experience will be arranged in consultation with the faculty.

1-6 credits

**CJUS 5903 URBAN SOCIOLOGY**
Review of the origin, development and nature of contemporary urban communities as a social system and the analysis of social problems concentrated in or augmented by urban settings (e.g., crime, population, housing, air and water pollution, ethnic group relations, alienation, etc.)

3 credits

**CJUS 5920 THE DISADVANTAGED COMMUNITY AND HUMAN ECOLOGY**
Analysis of the relations among the different communities that share a particular ecological environment. By utilizing the theories of human ecology and social anthropology, the concept of disadvantaged communities will be examined. At the macrosociological level, the ecological relations between developed societies and those in development will be examined; at the microsociological level, within a particular society, various subgroups or subcultures will be examined to study their ecological relationship with the society within which they are located.

3 credits

**CJUS 5933 OVERVIEW OF THE CRIMINAL JUSTICE SYSTEM**
Focus on what occurs from the moment a member of the community is suspected of having committed a crime until the day in which, supposedly rehabilitated, the person returns to society. Study of human resources and the structure of the Criminal Justice System (police, district attorney, courts, judges, corrections department, auxiliary personnel, etc.) is conducted in such a way that it leads to analytical and constructive recommendations for improvement of the Criminal Justice System.

3 credits

**CJUS 5944 CRIMINAL INVESTIGATION**
Discussion of the practical and legal aspects of criminal investigation, from suspicion to the proven responsibility as to the perpetrators of the crime. This will prepare students to face situations in which they will be called upon to conduct criminal or other types of investigations. Modern technology available to the investigator, as well as local and international sources of information useful in identifying and locating the person being investigated.

3 credits
CJUS 5960 PSYCHIATRY AND THE LAW
This course places students as participants in the legal process involved in the invoking, administration, and appraisal of mental health laws, rules, procedures and institutions. Issues such as insanity defense and civil commitment and the variety and prevention of certain socially harmful acts will be considered. Systematic study of those types of behavior traditionally treated as pathological by the psychiatric model of human behavior and their medical and psychosocial viewpoints. Emphasis on the penal viewpoint of delinquent behavior, as it affects criminal responsibility and the criminal justice process. 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. Collective action efforts in the work environment: workers unions and employment contracts. 3 credits

ECON 8000 ECONOMY OF THE LABOR MARKET STRUCTURE
Economic theory and empirical evidence related to work distribution, salary determination, employment and unemployment. 3 credits

ECON 8150 ECONOMIC DEVELOPMENT
Economic theories, models and policies for development. Aspects related to development planning and the models most frequently used for this will be analyzed. Special emphasis on strategic factors for growth. 3 credits

ECON 8160 REGIONAL ECONOMY
Theories of spatial balance. Study of the impact of zoning, property tax and investment in infrastructure upon the special distribution of the economic activity. Emphasis on the understanding of interregional disparities among developing and developed nation as well as the policies designed to alleviate problems resulting from this disparity. 3 credits
Courses in Education (EDUC)

EDUC 5000 GEOGRAPHY FOR TEACHERS
Individual/environmental systems from the perspective of processes and spatial relationships. Physical systems and their interaction in terms of dimensions, scales, associations and patterns. Includes topics of physical geography taken from geomorphology, hydrology, climatology and education. Emphasis on the teaching of these topics. 3 credits

EDUC 5003 ECOLOGY FOR TEACHERS
Ecological factors, processes and mechanisms facilitating the movement of organisms and limiting colonization. Attention is given to the biology of islands and the natural phenomena related to the environment. Emphasis on the techniques and strategies for teaching these topics. Includes practical experience. 3 credits

EDUC 5009 CHEMISTRY FOR TEACHERS
Specialized topics of modern chemistry including structures, mechanisms and chemical reactions as well as their historical development and applications. Emphasis on the techniques and strategies of teaching chemistry. Prerequisite: CHEM 3132. 3 credits

EDUC 5011 PHYSICS I FOR TEACHERS
Advanced study of the basic topics of classical physics: mechanics, thermodynamics and electromagnetism. Considers especially the basic concepts and principles of physics that give unity to physics and the natural sciences. Emphasis on the techniques and strategies in teaching physics. Includes practical experience. 3 credits

EDUC 5012 PHYSICS II FOR TEACHERS
Advanced study of the theory of waves and classical optics and introduction to the modern theories of physics as the special theory of relativity, quantum mechanics and topics of particle physics. Emphasis on the techniques and strategies of teaching physics. Includes practical experience. 3 credits

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 5015 BIOLOGY FOR TEACHERS
Basic areas of modern biology, especially cellular biology, genetics, evolution, ecology and behavior. Emphasis on the techniques and strategies in teaching biology. Includes practical experience. 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 PHILOSOPHICAL 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, THE 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 CHILDHOOD, THE FAMILY AND THE SCHOOL
Analysis of the theoretical principles of physical, cognitive, social and cultural development of children at the elementary level. Implications in curriculum, management and organization of the classroom. Study of the interaction of the community, family and the school and its impact in the development of children. 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
Comparative study of education. Designed to examine significant differences and similarities in educational policies and practices in selected societies. 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 5100 THE COMPUTER IN THE TEACHING OF SCIENCE AND MATHEMATICS
Computers and useful languages for teaching science and mathematics. Students will examine existing software to conduct experiments, simulations and demonstrations of topics discussed in class. Criteria for assessing the effectiveness of educational software are examined. Requires additional time in the computer laboratory. 3 credits
EDUC 5111 EDUCATIONAL RESEARCH I
Application of the scientific method to solve educational problems. Use of the methodology and terminology of quantitative and qualitative research. Includes the preparation 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 SOCIAL STUDIES AND TEACHING THEM AT THE ELEMENTARY LEVEL
Study of the curricular content of Social Studies and the development of methods, strategies and activities for teaching Social Studies at the elementary level. Emphasis on the analysis of new trends in the discipline through a descriptive analytical approach in light of classic and modern research.
3 credits

EDUC 5115 SCIENCES AND TEACHING THEM AT THE ELEMENTARY LEVEL
Study of the curricular content of science, the environment and health at the elementary level. Development of methods, strategies and activities for teaching. Thirty hours of lecture and 15 hours of lab.
3 credits

EDUC 5116 SPANISH AND TEACHING IT AT THE ELEMENTARY LEVEL
Study of Spanish language arts at the elementary level and the development of methods, strategies and activities for teaching Spanish. Emphasis on the new models and their application to pedagogical practices at the elementary level.
3 credits

EDUC 5117 MATHEMATICS AND TEACHING IT AT THE ELEMENTARY LEVEL
Study of the curricular content of mathematics and the development of methods, strategies and activities for teaching mathematics at the elementary level. Analysis of new models in view of 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 PROBABILITY AND STATISTIC AND TEACHING THEM AT THE ELEMENTARY LEVEL
Study of topics of probability and statistics and their application in real scenarios. Theory and simple random sampling are included. Emphasis on the development of methods, strategies and activities for teaching.

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. Emphasis on the development of methods, strategies and activities for teaching.

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

5124 EDUC 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 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 5240 PHILOSOPHY AND FUNDAMENTALS OF OCCUPATIONAL EDUCATION
Historical path and principal philosophies that govern occupational education. Analysis of factors that influence its development, federal and state legislation program areas, population served and the level of offerings. 3 credits

EDUC 5370 PRINCIPLES OF GUIDANCE AND COUNSELING
Introduction to the field of guidance and counseling as a profession. Emphasis on the analysis of the compatibility between the traits, roles and functions of the counselor and the student in training. Introduction and practice in the attention skills. 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 EXCEPTIONAL CHILDREN
General survey of methods of instruction and materials for children who differ markedly from the normal child. Case studies required.  
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
1-6 credits

EDUC 6013 ORGANIZATIONAL BEHAVIOR IN EDUCATIONAL INSTITUTIONS
Development and evolution of organizational theory. Emphasis on the analysis of individual, interpersonal and group behavior in the context of educational organizations, using different modern models and theories. Application of theories taking into consideration the sociocultural environment in which the process of educational administration and supervision occurs.  
3 credits

EDUC 6024 EDUCATIONAL MEASUREMENTS AND EVALUATION
Techniques of measurement and evaluation of learning. Planning for evaluation. Preparation, administration and correction of tests and other evaluation instruments. Statistical analysis of test results and their interpretation and application to the learning process. Operation of the microcomputer in data analysis and in other functions which facilitate evaluation. Requires additional time in an open laboratory.  
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 THE MENTALLY RETARDED
Analysis of the behavior of the mentally retarded. Etiological aspects. Current problems in services and opportunities for social, emotional and cognitive development. Vocational or occupational aspects as well as the development of attitudes and values. Emphasis on the quality of life of the mentally retarded. Analysis of recent research.  
3 credits
EDUC 6044 CHILDREN WITH SPECIFIC LEARNING PROBLEMS
Contemporary theories and concepts, issues and future trends in teaching persons with specific learning problems. Analysis of recent research. 3 credits

EDUC 6045 THE INDIVIDUAL WITH SUPERIOR INTELLIGENCE AND TALENTS
Identification of individuals with superior intelligence and talents. Special service models. Study of outstanding research related to the superior abilities of this population and with current educational practices. 3 credits

EDUC 6046 CURRICULUM DEVELOPMENT
Principles 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 and evaluation of curriculum and the design of a curricular segment. 3 credits

EDUC 6047 NATURE AND NEEDS OF HANDICAPPED INFANTS AND PRESCHOOL CHILDREN
Nature and needs of handicapped infants and preschool children. Discussion of the normal developmental process and deviations from it. Includes the study of the basic areas of physical, cognitive, social, emotional, language and self-help development. 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 THE STUDENT WITH SEVERE BEHAVIORAL DISORDERS
Different models explaining the origin of behavioral disorders. Ways in which the teacher can intervene according to the different models. Practical experience provided. Emphasis on the quality of life of these persons. 3 credits

EDUC 6050 CURRENT ISSUES IN INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION
Comparison of regular and special pre-school educational programs. Identification of variables promoting the union of both fields of study. Study of federal and state laws related to early childhood education, 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. Students will assist families in obtaining information and available services in the community.

3 credits

EDUC 6054 ASSESSMENT IN INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION
Study of methods and techniques for assessing children with disabilities in natural environments. Analysis of assessment instruments for children with or without disabilities in natural environments. Students will develop evaluation instruments and participate in the process of transdisciplinary assessment.

3 credits

EDUC 6055 SEMINAR IN INTERDISCIPLINARY EARLY CHILDHOOD 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 services to children with special needs and 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 ASPECTS IN EDUCATION
Analysis and evaluation of laws and rules governing education in Puerto Rico. Local and federal court decisions and their educational implications.

3 credits

EDUC 6059 DESIGN AND DEVELOPMENT OF INCLUSIVE PRESCHOOL CURRICULA
Study and analysis of preschool curricular principles and their application in Puerto Rico. Emphasis on the development of appropriate curriculum models that may be used for teaching preschool children in inclusive programs and natural environments.

3 credits
EDUC 6060 TEACHING, INTERVENTION METHODS AND MATERIALS FOR CHILDREN IN INCLUSIVE ENVIRONMENTS
Study of the principles, techniques and innovative teaching strategies, materials, design and environment management for promoting inclusion. Analysis of appropriate practices and interventions, programming, and health factors that affect the inclusion of children with disabilities.
3 credits

EDUC 6066 THE USE OF TECHNOLOGICAL AIDS IN TEACHING STUDENTS WITH HANDICAPS
Knowledge and application of the use of technology to facilitate the teaching and learning process for students with handicaps. Includes a panoramic view of technological aids identifying the continuum of strategies from no technology, to high technology making the necessary adaptations for the home, school, work and community.
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 EDUCATIONAL SUPERVISION
Nature and functions of supervision and the competencies needed for improving the teaching learning process and other related services. Practical experience in an educational scenario is required.
3 credits

EDUC 6094 WORKSHOP IN EDUCATIONAL ADMINISTRATION
Series of discussions with the participation of experts from the different areas of educational administration. Emphasis on the relationship of theory and practice in program implementation and management; the role of the administrator; decision-making and situations which the educational administrator encounters daily.
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.

**EDUC 6143 TRANSITION PROCESS AND EMPLOYMENT IN SPECIAL EDUCATION AND VOCATIONAL REHABILITATION**
Employment of persons with severe handicaps; definition and concepts, vocational adjustment and legal basis. Emphasis on current employment models in vocational rehabilitation agencies at the state and federal levels and in the transition of students with handicaps into the world of work.

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 DEVELOPMENTAL PROCESS**
Theories of human development. Conceptual focuses and paradigms facilitating the interpretation of studies and the application of findings in the field. Emphasis on the critical analysis of research studies. Current trends in research methods of human development. Practical experience is provided.

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 ASSESSMENT AND INSTRUCTIONAL DESIGN FOR HANDICAPPED CHILDREN**
Different formal and informal instruments used in the assessment of severely handicapped children and the interpretation of the results. Design and implementation of individualized teaching programs. Study of teaching methods for children.

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 TEACHING READING AND WRITING TO EXCEPTIONAL CHILDREN
Formal and informal methods used to detect reading and writing problems. Discussion of remediation strategies suggested by these methods. Practice in detecting needs and in providing individual attention to them through case studies and direct experience.

3 credits

EDUC 6320 TEACHING MATHEMATICS TO EXCEPTIONAL CHILDREN
Different formal and informal methods used to detect difficulties in mathematics. Discussion of remediation strategies for the needs identified by these methods. Practice provided for detecting needs as well as individual education programming through case studies and direct experience.

3 credits

EDUC 6340 SPEECH DEVELOPMENT AND DISORDERS
Different theories of language acquisition and development and the interrelationship between language and thought. Discussion of the most common language disorders and the function of the teacher in their remediation. Includes visits to institutions, direct experience and the discussion of recent research.

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 6400 EVALUATION OF THE INDIVIDUAL
Means and instruments of assessment used to understand the individual. Administration and interpretation of tests and other standardized and non-standardized instruments and their integration into the evaluation process. Ethical and legal aspects governing the evaluation process. Practical experience provided. 3 credits

EDUC 6420 CAREER DEVELOPMENT
Theories of development and choice, the relationship of a career and life style, information sources, occupational trends, the decision-making process and techniques facilitating career development. Emphasis on different populations. Ethical and legal aspects governing career guidance and counseling. Practical experience provided. 3 credits

EDUC 6451 THEORIES OF COUNSELING
Theoretical frames supporting counseling practice. Review of classical and contemporary theories serving as a base for developing one’s own intervention system, based upon the ethical and legal aspects of the profession. Includes the study of psychodynamics, behavioral, humanistic and cognitive focuses. 3 credits

EDUC 6452 INDIVIDUAL COUNSELING SKILLS
Concepts, models, strategies and individual intervention techniques in the counseling process. Emphasis on the practice of techniques and skills through simulations, recordings and other practical experience with consideration given to ethical and legal aspects. Prerequisite: EDUC 6451. 3 credits

EDUC 6456 DEVELOPMENT AND EVALUATION OF GUIDANCE PROGRAMS
Analysis of organizational principles, personnel interaction patterns and their function in the Guidance Program. Program planning, organization and initiation. Study of adequate procedures and methods of evaluating guidance and counseling programs. 3 credits

EDUC 6460 GUIDANCE AND COUNSELING AT THE ELEMENTARY LEVEL
Traits of the elementary school population and their implication in planning and offering guidance and counseling services at this level. Participation in simulations and recording as well as practical experience is required. 3 credits
EDUC 6470 GROUP COUNSELING SKILLS
Theories, techniques and procedures used in developing an intervention system in group
counseling, taking into consideration the ethical and legal aspects of the professional.
Participation in activities facilitating the development of competencies and skills necessary
for group counseling. Prerequisite: EDUC 6451.
3 credits

EDUC 6472 FAMILY GUIDANCE AND COUNSELING
Theories, research and models for family counseling. Emphasis on strategies and
techniques needed to intervene with families at different socio-cultural levels.
3 credits

EDUC 6480 SEMINAR: CONTEMPORARY PROBLEMS AND TRENDS
Topics selected according to the problems, challenges and demands of current society.
3 credits

EDUC 6510 ORGANIZATION AND ADMINISTRATION OF OCCUPATIONAL
PROGRAMS
Organizational patterns and trends in the different levels in which education and training
are given in preparation for employment. Analysis of factors affecting the organization,
the control and administration of occupational forming programs. Analysis of the
development, use and evaluation of resources.
3 credits

EDUC 6520 SUPERVISION IN OCCUPATIONAL PROGRAMS
Structure of the functions and supervision of the development of competencies for
improving the teaching-learning process in occupational programs and other teaching
related services.
3 credits

EDUC 6530 TEACHING STRATEGIES IN OCCUPATIONAL EDUCATION
Analysis and evaluation of teaching models and the selection of teaching strategies
applicable to the diverse disciplines in the different program areas of technical and
vocational education.
3 credits

EDUC 6540 EVALUATION OF OCCUPATIONAL PROGRAMS
Techniques of measurement and evaluation of learning used in occupational programs.
Planning for evaluation; preparation, administration and correction of tests and other
evaluation instruments. Statistical analysis of the results of tests and their interpretation
and application in the teaching process.
3 credits

EDUC 6550 CURRICULUM DESIGN IN OCCUPATIONAL EDUCATION
Curriculum fundamentals and their application to the development of different
occupational programs. Analysis of the different models of curricular design and of the
curriculum as a system.
3 credits
EDUC 6560 ISSUES AND TRENDS IN OCCUPATIONAL EDUCATION
Innovations, trends and issues in occupational education in general or in the teaching of specific areas in the field of technical and vocational education. Analysis of the development of diverse occupational education programs.
3 credits

EDUC 6570 VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS
Current issues and practices in academic and vocational programs at the secondary level for students with special needs. Economic, educational and legal factors influencing the implementation of these programs. Traits of students with special needs, educational programs, facilities, equipment and services required; curricular modifications, educational strategies and evaluation procedures.
3 credits

EDUC 6580 COMPUTERS IN EDUCATION
Existing computer programs for teaching and use in educational programs such as: tutorials, word processors, art publishing, grade register and specific programs used in teaching and in its evaluation.
3 credits

EDUC 6624 ADMINISTRATIVE PRACTICE
Application of organizational theory and research in the major task areas of the educational administrator and supervisor. In depth examination of problems in community relationships, personnel management, finance, plant and equipment, curriculum and other vital areas. Case studies, simulation and role playing to create a realistic atmosphere.
3 credits

EDUC 6850 SEMINAR IN SPECIAL EDUCATION
Study, analysis and discussion of educational practices and current problems and trends in the care of exceptional individuals. Available for students who are nearing completion of the Special Education Program.
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 6911 PRACTICUM I
Practice in educational settings and in other agencies in the community under the supervision of the Education Department faculty. The practice is aimed at intervention strategies based on cases. The student associates with the practice center and is integrated into its staff. Students are required to make a needs assessment, develop a work plan and initiate intervention with clients. They participate in counseling and supervision seminars with a faculty member. A minimum of 150 hours is required. Prerequisite: Authorization of the academic advisor and practice supervisor.

3 credits

EDUC 6912 PRACTICUM II
Counseling in educational settings and in other community agencies, under the supervision of the faculty of the department. Emphasis on individual and group interventions with clients, as well as other roles and functions of the counselor with the family, agency personnel and the community. Includes guidance seminars and supervision offered by a University faculty member and by the practice center. A minimum of 150 hours is required. Prerequisite: EDUC 6911.

3 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 EDUCATIONAL ADMINISTRATION (PK - 6)
Supervised practice in typical administrative tasks. Practice is under the supervision of the professor and consists of a minimum of eight hours of practice per week during the semester or ten hours per week during the trimester. Periodic meetings and seminars with the professor are required.

3 credits

EDUC 6916 INTERNSHIP IN EDUCATIONAL ADMINISTRATION (7-12)
Supervised practice in typical administrative tasks. Practice is under the supervision of the professor and consists of a minimum of eight hours of practice per week during the semester or ten hours per week during the trimester. Periodic meetings and seminars with the professor are required.

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 691A INTERNSHIP IN INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION
Integration of the knowledge and skills acquired through a supervised clinical experience in inclusive environments with infants and preschool children. 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.

3 credits

EDUC 6920 PRACTICE IN ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION PROGRAMS
Students are placed in real settings in which they apply the theory learned in the special education program while they observe, analyze and evaluate innovative procedures in administration and supervision. Practice is done under the direction of Special Education Zone Supervisors. A minimum of eight hours of practice per week is required. Includes periodic meetings and seminars with the University supervisor.

3 credits

EDUC 6923 PRACTICE: 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 6925 PRACTICE: OCCUPATIONAL FORMATION IN THE BUSINESS SECTOR
Practical experience in a company whose operations are related to occupations included in the educational offerings of the Department of Education. Students will develop skills in the occupational area while acquiring knowledge about how to use the company to complete or strengthen the occupational skills of vocational students. A minimum of 120 hours is required.

3 credits
**EDUC 6930 RESEARCH PROJECT OR APPLICATION IN THE AREA OF SPECIALIZATION**
Academic experience directed to the development of a research project or application of the specialization under the supervision of a professor.  
3 credits

**EDUC 697A INTEGRATED SEMINAR**
This course is for meeting the Requirements of Comprehensive Examinations and Other Options for Masters’ Programs.  
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 7010 SOCIO-SCIENTIFIC CONCEPTS OF EDUCATION**
Study of models and the application of scientific strategies to the solution of social and educational problems.  
3 credits

**EDUC 7020 CULTURE, EDUCATION AND PHILOSOPHY**
Consideration of anthropological studies that illustrate the role of education in transmitting culture and its supposed values and functions.  
3 credits

**EDUC 7030 ANALYSIS OF HUMAN BEHAVIOR**
Theories that attempt to explain human conduct in different settings, and their implications for teaching and learning.  
3 credits

**EDUC 7040 LOGIC AND LANGUAGE**
Critical analysis of the communication process. Study of emotional uses of language, false dilemmas, generalizations, inferences and other forms of communication that influence understanding.  
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 RESEARCH METHODS I**
Practice in designing a proposal for original research; development and validation of instruments needed to carry out the proposal.  
3 credits
EDUC 7070 RESEARCH METHODS II
Development of necessary skills, techniques and competencies for a more in depth study of research methods presented in EDUC 7060 and in other methodologies according to student needs. Prerequisite: EDUC 7060.

3 credits

EDUC 7100 COURSE DESIGN
Models for identifying, selecting and planning formal and informal educational activities, and for evaluating them.

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 STUDY OF CURRICULUMS
Analysis of educational curriculums at different levels -primary, secondary, postsecondary- in the different subjects offered by schools in Puerto Rico and other countries. Emphasis on content, learning theory and strategies for their implementation.

3 credits

EDUC 7520 EDUCATION IN SOCIALIST AND COMMUNIST COUNTRIES
Philosophical, economic and socio-political bases of government in socialist and communist countries. Review of educational systems, pedagogical theories and academic practices utilized in them. Comparison with selected non-socialist-communist countries.

3 credits

EDUC 7530 EDUCATION IN DEVELOPING COUNTRIES
Educational systems, pedagogical theories and selected practices in relation to the mother state. Implications of colonialism and imperialism for education in such countries. Contemporary tendencies and future projections for education in developing countries.

3 credits

EDUC 7540 SOCIO-POLITICAL DEVELOPMENTS IN PUERTO RICO AND IMPLICATIONS FOR EDUCATION
Analysis of socio-political developments in Puerto Rico in recent years. Emphasis on the determination for educational needs that arise as a consequence of such developments. Students will present the results of their analyses of the situation and their implications for education.

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 7640 PLANNING THE EDUCATIONAL BUDGET
Basic principles of budgeting. Analysis of the relationship and functions in making estimates. Determination of revenues and expenditures in modern educational institutions. 3 credits

EDUC 8100 EDUCATIONAL PROGRAMS: THEORIES AND SYSTEMS
Analysis of the theories that underlie technological development and their impact on educational programs. Emphasis on the analysis and interpretation of research. 3 credits

EDUC 8110 DESIGN AND CONSTRUCTION OF EDUCATIONAL PROGRAMS
Study and analysis of the principles that guide the development and design of educational programs. Review of models for the systematic design of instruction. Design and preparation of curricular projects to answer specific, identifiable needs. 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 TEACHING AND LEARNING STYLES
Styles of teaching and learning as verified by research. Review of variables in teaching and learning processes that contribute to the creation of such styles and their application to educational settings. 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 AND INSTRUCTION AT THE POSTSECONDARY LEVEL
Study and analysis of the history, philosophy, theories and principles that underlie curriculum and instruction at the postsecondary level. Study of models for planning, implementing and evaluating instruction. Selection and use of educational materials and resources. 3 credits

EDUC 8160 THE EVALUATION PROCESS IN CURRICULUM AND INSTRUCTION
Theories, principles and models of evaluation. Application of technical, analytical and statistical aspects of the evaluation process to educational programs. 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 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 8300 DESIGN AND ADMINISTRATION OF GUIDANCE AND COUNSELING PROGRAMS
Design of guidance and counseling programs for different settings. Evaluation of programs in terms of purposes, goals, performance, adequacy and effectiveness. Study and analysis of procedures for organizing and administering guidance programs and for the delivery of client services; theories of the operational organization of programs and the coordination of services.

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 GUIDANCE AND COUNSELING METHODS, TECHNIQUES AND STRATEGIES
Study and analysis of remedial, preventive and developmental techniques and strategies in guidance and counseling. Discussion of the utilization of various methods and strategies according to particular situations. Preparation for peer counseling.

3 credits

EDUC 8340 WORKSHOP IN THE PRODUCTION OF MATERIALS AND RESOURCES FOR GUIDANCE AND COUNSELING
Workshop to design, produce and use materials; organize information and produce resources to be used in guidance and counseling. Familiarity with the technological resources used in professional guidance is required.

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 GUIDANCE FOR THE INTEGRAL DEVELOPMENT OF EXCEPTIONAL INDIVIDUALS**
Analysis of principles, practices and strategies for personal, vocational and educational guidance and counseling viewed in light of the needs and characteristics of the exceptional individual to help in the normalization process. Direct experience with exceptional individuals is required.

3 credits

**EDUC 8390 SEMINAR IN GROUP THEORY, RESEARCH AND DYNAMICS**
Study and critical evaluation of theories related to group dynamics and processes, with emphasis on scientific research results.

3 credits

**EDUC 8400 SEMINAR: COUNSELING WOMEN**
Study and analysis of the circumstances that affect the lives of contemporary women; design and application techniques and strategies to develop the talents, capacities and personalities of women and enable them to participate as equals. Themes such as strategies for self-affirmation, occupational segregation and discrimination, rape, single mothers, discrimination in employment, inequalities of opportunity, divorce, separation, family planning and evaluation of curriculums and materials will be discussed. Limited experience with clients will be required as well as research into some aspects of the subject.

3 credits

**EDUC 8410 SEMINAR IN CONTROVERSIAL ISSUES IN GUIDANCE AND COUNSELING**
Critical examination of relevant controversial issues in guidance and counseling. Opportunities for enrichment of student knowledge and experience through reading, discussion and analysis of relevant topics of interest in the guidance profession.

3 credits
EDUC 8500 MODELS AND NORMATIVE AND DESCRIPTIVE THEORIES OF EDUCATIONAL ADMINISTRATION, ORGANIZATION AND SUPERVISION
Models and paradigms and their relationship to principles and theories that are basic to the administration of educational institutions. Comparison of normative and descriptive theories and their implications in regard to the duties and responsibilities of administrators and other leaders.
3 credits

EDUC 8510 CONTEMPORARY OPERATIONAL APPROACHES TO EDUCATIONAL ADMINISTRATION
Analysis and application of new approaches to educational administration with emphasis on the “critical steps” method, program evaluation and revision techniques (PERT), cybernetics, transactional analysis, discrepancy analysis, systems analysis and management by objectives (MBO).
3 credits

EDUC 8520 PERSONNEL MANAGEMENT: VITAL COMPETENCIES AND FUNCTIONS
Theories, principles, techniques and practices in the management of teaching, non-teaching and student personnel. Conduct analysis and its impact on organizations. Study of competencies needed by executive management.
3 credits

EDUC 8530 THE EDUCATIONAL LEADER: CHANGE AND THE DECISION-MAKING PROCESS
Ways, manners and practices of developing the administrators’ capacities as educational leaders in today’s society. Review of problems of contemporary society and their implications for schools and other institutions.
3 credits

EDUC 8540 LABOR RELATIONS IN EDUCATIONAL ADMINISTRATION
Analysis of legal and service aspects of labor relations and their impact influence and effects on educational administration, human rights, due process of law and collective bargaining.
3 credits

EDUC 8550 SEMINAR: SPECIAL PROBLEMS IN ADMINISTRATIVE PROCESSES
Critical evaluation of problems in the organization and administration of educational institutions. Alternatives for improving administrative processes. Analysis and interpretation of readings in administration and supervision, with emphasis on the results of scientific research.
3 credits

EDUC 8560 THE EVALUATION PROCESS IN ADMINISTRATION AND SUPERVISION
Theories, principles and models of evaluation, application of technical, analytical and statistical aspects of the evaluation process to determine the degree of efficiency and effectiveness of the administration.
3 credits
EDUC 8600 MODELS AND NORMATIVE THEORIES IN THE ADMINISTRATION ORGANIZATION AND SUPERVISION OF SPECIAL EDUCATION
Models and paradigms and their relationship to principles and theories that are basic to the administration of educational institutions in general, and special education in particular. Comparison of normative and descriptive theories and their implications in regard to the duties and responsibilities of administrators of special education programs and other leaders in general. Principles, theories and strategies that underlie educational planning and evaluation.

3 credits

EDUC 8610 CONTEMPORARY APPROACHES TO SPECIAL EDUCATION ADMINISTRATION
Analysis and application of different contemporary approaches to educational administration with emphasis on special education administration, among them, critical path method, program evaluation and revision techniques (PERT), cybernetics transactional analysis, discrepancy analysis, systems analysis, management by objectives (MBO) and total quality management (TQM.)

3 credits

EDUC 8630 THE SPECIAL EDUCATION LEADER: CHANGE AND THE DECISION-MAKING PROCESS
Ways, manners and practices of developing the administration’s capabilities as an educational leader of special education programs. Review of problems of contemporary society and their implications for schools and other institutions that offer special education programs.

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 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 8670 ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS
Exploration of topics that directly affect the quality of the organization and administration of programs for students with disabilities.

3 credits
EDUC 8680 TECHNOLOGY AS APPLIED TO SPECIAL EDUCATION
Use of technological devices for environmental control and making computers accessible to children with disabilities. Research on technology use in Special Education.
3 credits

EDUC 8690 ASSESSMENT OF EXCEPTIONAL CHILDREN
Assessment models, practices, issues and techniques. Application of Assessment information to educational decision-making.
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 8720 INFORMATION PROCESSING AND THE DYNAMICS OF EDUCATIONAL PROGRAMMING
Theories inherent in the dynamics of programming for the solution of problems in educational planning and evaluation.
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
Students must work at least 250 hours in a field setting where professional guidance and counseling services are offered. They will work under the supervision of a faculty member in schools, universities, agencies or other field settings. Experience will be provided in
accordance with interests and roles. The intern will become involved in phases of guidance.

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
Methodology and preparation of proposals for research projects. Ethical, legal and financial aspects of research projects. Style in proposals and dissertations.

3 credits

EDUC 8991, 8992 DISSERTATION A, B
In the semester or summer session following approval of the dissertation proposal, students will enroll in this course for intensive work on their dissertation under the guidance of their Dissertation Committee.

3 credits per course

EDUC 8993 CONTINUATION OF DISSERTATION
Continuation of working with the dissertation proposal under the supervision of the Doctoral Committee.

3 credits

Courses in Educational Computing (ECMP)

ECMP 5100 FUTURE AND LEADERSHIP OF COMPUTER CHANGES IN EDUCATION
Analysis of the historical development and future trends, the forecast of computerized technological changes and their implications in educational computing. Includes general concepts about cognition and artificial intelligence, constructivism and the learning paradigm in education. Review of the philosophy of educational computing within the legal, educational, and social framework. Emphasis on the basic concepts of assistive technology, motivational principles and techniques, human relations, leadership and collaborative learning.

3 credits

ECMP 5105 DESIGN AND EVALUATION OF EDUCATIONAL SOFTWARE
Application of fundamentals of instructional design and their application to the development and evaluation of computerized educational materials and comparison of different design models. Includes techniques for the evaluation of programs and computerized equipment. Review of recent research that helps promote modern design techniques and evaluation of educational software.

3 credits
ECMP 5130 COMPUTER ASSISTED EDUCATIONAL MANAGEMENT
Analysis of the use of computers in academic administration. Study of techniques that may be used in the integration of computers for the academic task of evaluation. The use of software for performing administrative tasks. Includes logistics and implementation of a management information system and networking within an educational environment. Requires additional time in an open lab.
3 credits

ECMP 5200 AUTHORING LANGUAGES
Application of an authoring language program. Requires additional time in an open lab. Prerequisites: ECMP 5100, 5105.
3 credits

ECMP 5240 SPECIAL PERIPHERALS, TELECOMMUNICATIONS AND NETWORKS
Application of basic concepts of telecommunications, devices, local networks and other networks. Use of communication software. Includes techniques of teleconferencing, distant learning, external database query and electronic mail. Management of some peripherals and computerized media such as videodisc, video camera, projectors, scanners, voice and music synthesizers. Emphasis on projects for handicapped persons and special education with computers. Requires additional time in an open lab. Prerequisite: ECMP 5100.
3 credits

ECMP 5245 COMPUTER PROGRAMMING
Application of a high-level structured programming language, programming oriented to the object and its fundamental principles. Use of subroutines using visual or object programming for the development of quality applications. Requires additional time in an open lab. Prerequisite: ECMP 5200.
3 credits

ECMP 5250 KNOWLEDGE BASES AND EXPERT SYSTEMS
Discussion of Artificial Intelligence (AI) and Expert Systems (ES). Includes historical aspects of AI and ES, as special types of software that try to emulate problem solving, rational decisions making, agents, search methods, and the construction and maintenance of the ES structure. Emphasis on the main structures for the representation of the knowledge: trios OAV (Objects, Attributes and Values), semantic networks, frames, rules and logical representation. Requires additional time in an open lab. Prerequisite: ECMP 5245.
3 credits

ECMP 6160 COMPUTER ASSISTED INSTRUCTION
Application of methods and techniques of computer assisted instruction: tutorials, drill and practice, simulation and discovery games. Integration of computerized topics in the curriculum. Practices with authoring languages, programming languages and software packages. Review of some examples of courseware. Requires additional time in an open lab. Prerequisite: ECMP 5245.
3 credits
ECMP 6170 TRAINING AND COMPUTERIZED PRACTICE

3 credits

ECMP 6300 INTERACTION BETWEEN THE USER AND THE COMPUTER
Critical analysis of the interaction of users with the computer taking into account the program design strategies, the user’s level of experience, interaction styles and the use of engineering. Formal evaluation of the software and of its utility. Review of recent research that helps to promote the effective use of new technologies of information and communication in educational environments. Requires additional hours in an open lab. Prerequisite: ECMP 5105.

3 credits

ECMP 6310 GRAPHICS SYSTEMS AND ANIMATIONS
Application of the principles of assisted graphics design, data flowcharts and design supported by computer. Implementing graphics, drawing and animation with high resolution and color in the computer. Interactivity management of graphics. Use of painting packages, pad and the combination with video images. Includes rotation, hidden lines, shading, fading and texture. Requires additional time in an open lab. Prerequisite: ECMP 5200.

3 credits

ECMP 6320 ADVANCED PROGRAMMING FOR INTERNET

3 credits

ECMP 6350 ARTIFICIAL INTELLIGENCE
Analysis of the principles and techniques of artificial intelligence. Includes the spaces of states and search processes, the representation of knowledge, automated inference: Boolean and diffused. Emphasis on the main applications: expert systems, natural language processing, vision, speech recognition, machine learning, and robotics. Requires additional time in an open lab. Prerequisite: ECMP 5250.

3 credits

ECMP 6355 KNOWLEDGE ACQUISITION AND INTELLIGENT TUTORS
Techniques for knowledge acquisition, domain mapping, and knowledge structuring. Induction methods, statistical applications and decision trees. Test analysis, evaluation and debugging of a knowledge base. Application of an intelligent tutor within a group design. Review of problems associated with intelligent tutors. Requires additional time in a computer laboratory. Prerequisite: ECMP 5250.

3 credits
ECMP 6400 DISTANCE LEARNING
Application, planning, evaluation and management of technological system and human resource in distance learning. Includes practical experience related to the creation and administration of a course online and a videoconference course by using the platforms for managing distance education courses available at the Institution. Analysis of recent research that helps promote student learning in a distant educational environment. Requires additional hours in an open lab. Prerequisites: ECMP 5130, 5200.
3 credits

ECMP 6970 SEMINAR: ADVANCED TOPICS IN EDUCATIONAL COMPUTING
In-depth study of a problem associated with the field of educational computing. Prerequisite: ECMP 6260 or approval from the Program Director.
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 the educational computing. Use of computerized tools for research, revision of literature, selection of methodology and preparation of a research proposal. Prerequisites: ECMP 5100, 5105, 5130. Corequisite: ECMP 6160.
3 credits

ECMP 6980 PROJECT DEVELOPMENT FOR EDUCATIONAL COMPUTING
Analysis, design, development and implementation of a computerized project with educational applications. Includes the theoretical frame, storyboard, flowcharts, validation, references, conclusions and recommendations. Prerequisites: ECMP 6975 and authorization of the department director. Grade: P/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 Electronic Commerce (ECOM)

ECOM 5010 ELECTRONIC COMMERCE
Introduction to general concepts of electronic commerce: finance, economics and marketing in electronic commerce and internet. Impact of interaction and interdependence of technology, businesses and policies of electronic commerce. Use of application programs for electronic commerce and the WEB. The social impact of electronic commerce. Requires 30 hours of lecture and 30 hours of closed lab. Requires additional time in an open lab.
3 credits

ECOM 5020 WEB PROGRAMMING
Evolution of programming languages oriented towards e-commerce. Programming of applications designed for e-commerce, using WEB oriented programming languages.
ECOM 5030 DIGITAL ECONOMY
Application of traditional economic concepts to electronic commerce. Course content will be divided between macro and microeconomic concepts applied to the new digital economy. Emphasis on international aspects of world economy.

ECOM 5031 ADVANCED NETWORKS I
Study and application of network technology applied to situations and opportunities in e-commerce. Study of the characteristics and protocols of network communication with emphasis on TCP/IP. Detailed study of Model ISO/OSI and the architectures of computer networks. Strategies for planning, implementation and administration of networks. Trends in the networks industry. Requires 30 hours of lecture and 30 hours of closed lab.

ECOM 5032 ADVANCED NETWORKS II

ECOM 5040 E-COMMERCE OPERATIONS MANAGEMENT AND ADMINISTRATION
Analysis of the operations of an e-commerce business at the global level from product design to resource organization and marketing. The areas of product design, procedures, flow of processes, inventory management, marketing, sales and technical support are emphasized.

ECOM 5050 WEB SYSTEMS ANALYSIS AND DESIGN
Advanced study of concepts, techniques, methodologies and tools used in the analysis and design of object oriented structured systems. Modeling, simulation and prototypes. Skills in systems development project management. Requires additional time in an open lab. Prerequisites: ECOM 5020, 5031.

ECOM 5060 DATABASES
Database concepts, database architecture, data modeling, data dictionary, database management, database security and SQL. These concepts will focus on e-commerce. Concept and application on the operations of a WEB based client-server database. Requires 30 hours of lecture and 30 hours of closed lab. Requires additional time in an open lab. Prerequisite: ECOM 5020.
ECOM 5070 ONLINE SALES AND MARKETING
Application of classic marketing and sales concepts and theories to e-commerce. Emphasis on international aspects of marketing, strategic marketing and present day alternatives in e-commerce.  

3 credits

ECOM 5080 ETHICS, SECURITY AND REGULATIONS IN ELECTRONIC COMMERCE
Study and use of concepts of ethics applied to e-commerce in the relations of business to business as well as those of business to consumer. Analysis of ethical foundations in the regulations. The role of government as a regulator. Legal and security aspects in e-commerce. Prerequisite: ECOM 5010.  

3 credits

ECOM 5090 FINANCE AND ACCOUNTING APPLIED TO E-COMMERCE
Application of common finance and accounting concepts and practices to e-commerce. The international aspects of finance and accounting in a global market will be emphasized.  

3 credits

ECOM 6030 ADVANCED PROGRAMMING
Development of e-commerce applications using a database management system (DBMS) and advanced programming techniques, through the use of WEB oriented programming languages. Requires 30 hours of lecture and 30 hours of closed lab. Requires additional time in an open lab. Prerequisites: ECOM 5032, 5060.  

3 credits

ECOM 6900 CAPSTONE PROJECT
This course requires that the student develop a computerized solution to an e-commerce problem or opportunity by using the skills acquired during the program. Students will analyze the problem, search for information and eventually design, implement and document its solution. Requires additional time in an open lab. Prerequisites: ECOM 5050, 6030 and authorization of the academic advisor.  

3 credits

Courses in English (ENGL)

ENGL 5030 PRINCIPLES OF LINGUISTICS
Principles and nature of human language. Fundamental concepts and descriptive techniques of the core area of linguistics: phonetics, phonology, morphology, syntax, semantics and the diachronic study of language.  

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 5200 SPEECH AND COMMUNICATION
Comparative study of forensic models and their relation to problems of oral communication. Consideration of the problems related to the use of contemporary media and communication techniques.
3 credits

ENGL 5210 DRAMATIC LITERATURE
Intensive study of representative dramatic literature from the principal categories of genre and period.
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 a 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
Introduction to the psychological aspects of linguistic behavior, including the development of language in children and adults, speech perception and production, the reading process, comprehension and memory, and brain function and dysfunction. Prerequisite: ENGL 5030.
3 credits

ENGL 5320 SOCIOLINGUISTICS
Study of language use. Topics include pragmatics, discourse structure, socio-cultural differences in communicative strategy and linguistic form, multilingualism and non-literal use of language. The use of English in Puerto Rico. Prerequisite: ENGL 5030.
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 strategies required for reading comprehension in a second language through the study of the learning process in the vernacular. The function of reading in the process of learning a second language. 3 credits

ENGL 6100 THEORIES AND PRINCIPLES OF TESL
Presentation of traditional and innovative approaches, methodologies and materials and an analysis of how these agree with recent findings on the nature of language and with language teaching and learning. 3 credits

ENGL 6111 MATERIALS AND TECHNIQUES IN TESL FOR EMERGING LITERACY AT THE ELEMENTARY LEVEL
Evaluation, adaptation and preparation of materials based on techniques that facilitate the emerging literacy in reading, writing, and skills of oral expression for the second language student at the elementary level. Technological resources in teaching English as a second language. 3 credits

ENGL 6112 MATERIALS AND TECHNIQUES IN TESL AT THE SECONDARY AND POSTSECONDARY LEVELS
Evaluation, adaptation, and preparation of materials based on the techniques that emphasize the development of skills in oral communication, reading of non-literary content texts, and writing of students of English as a second language at the secondary level. Technological resources for TESL. 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
Approximately half of the course is devoted to the linguistic resources employed in successful translation; the other half is practice in translation, primarily from Spanish into English. 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
Extensive reading of works considered to be of exceptional literary significance in the United States today.  
3 credits

ENGL 6310 CONTEMPORARY FICTION
Reading and criticism of representative Post-World War II fiction, excluding the literature of the United States.  
3 credits

ENGL 6350 REPRESENTATIVE WORKS OF ENGLISH LITERATURE
Close analysis of representative English works and the literary movements they belong to. Emphasis on the interpretative analysis of techniques, styles and topics.  
3 credits

ENGL 6530 RESEARCH METHODS
Basic designs of research in TESL; current topics and main approaches in research in this field; use of educational and technological resources in the library search. Students will conduct a research project.  
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
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

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

3 credits

ENGL 6908 ADVANCED RESEARCH AND TECHNIQUES IN WRITING INSTRUCTION AND ASSESSMENT

3 credits

ENGL 6909 LITERARY CRITIQUE: ANALYSIS, TECHNIQUES AND ASSESSMENT

3 credits
## Courses in Environmental Evaluation and Protection (ENEP)

### ENEP 5110 Pollutants and Their Control
Sources, types, effects and control of environmental pollutants. Description of the flow of pollutants through the ecosystem and the corresponding standards.

2 credits

### ENEP 5220 Methods for Environmental Analysis
Theory and practice of environmental analysis, with emphasis on the utilization of instrumental methods to different environmental pollutants. General aspects of scientific ethics as applied to environmental analysis. Requires 30 hours of lecture and 60 hours of lab.

4 credits

### ENEP 5310 Environmental Planning and Management
Analysis and design of plans for the management and conservation of natural resources (biotic and abiotic) within an ethical frame.

3 credits

### ENEP 5940 Environmental Toxicology
Toxicokinetics and toxicodynamics of important toxicants in representative ecosystems. Discussion of factors determining the safety and risk of useful ecotoxicants.

2 credits

### ENEP 6110 Environmental Biotechnology
Application of microorganisms on pest control, crop management and removal of pollutants as strategies for the conservation of environment.

2 credits

### ENEP 6230 Control and Management of Hazardous Wastes
Origin, treatment and control of hazardous wastes. Classification and characteristics, as well as management, of hazardous wastes from source to final disposal.

3 credits

### ENEP 6330 Formulation, Analysis and Implementation of Environmental Laws
Study of representative environmental conditions as a vehicle for the formulation of legislation consonant with ethical values. Analysis and interpretation of in-force legislation, with emphasis on the evaluation of environmental impact statements.

3 credits

### ENEP 6970 Research Seminar
Methods in the preparation of research proposals and work. Oral presentations on current topics in the field of environmental evaluation and protection. Students are expected to register at least once for the course, but are required to attend every seminar meeting held during their graduate training. Grade P/NP.

3 credits
ENEP 6990 THESIS
Completion of a research project based on a written proposal on a subject matter related to environmental evaluation and protection. Both the proposal and the research project must be approved by the graduate committee selected by the student. This committee will also approve the thesis defense. Students will register as many times as necessary until they complete their research work. Grade P/NP.

3 credits

Courses in Environmental Sciences (EVSC)

EVSC 5010 ENVIRONMENTAL CHEMISTRY
Study and application of the concepts to attend and correct environmental problems related to the management and control of water, air and soil and their contamination. The development of products and chemical technology that affect the environment or can be used to restore the environment will be examined.

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 5110 ECOLOGICAL ENVIRONMENT
Study of the ecological network, natural selection niches and succession. Effects of human activity on the ecosystems will be covered. The perspective of the course views humans as a species.  
3 credits

EVSC 5115 EPIDEMIOLOGY
Principles, purposes and methods of epidemiology. Research methods for problems related to human diseases, emphasizing the relationship and balance of the host and the environmental factors. 
3 credits

EVSC 5165 ENVIRONMENTAL INSTRUMENTATION
Development of skills in the use of instrumentation for the diagnosis, prevention and solution of environmental problems. Prerequisite: EVSC 5010.  
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 5225 SANITARY MICROBIOLOGY
Application of microbiology and the use of the discipline to develop biological systems for water treatment. The student will use microbial techniques as a resource in the evaluation of the effectiveness of this system.  
3 credits

EVSC 5245 GENETIC MICROBIAL TECHNIQUES
Principles and the application of the fundamentals of biotechnology in natural biological systems and their genetic manipulation. Requires 30 hours of lecture and 30 hours of lab. Prerequisites: BIOL 3107, 4604.  
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 phases that dominate the water cycles and human intervention in the contamination of this resource. Rivers, currents, lakes and the littoral will be studied as systems, emphasizing the environmental characteristics that control them. 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
Study of the laws that apply to the management of environmental problems and the legal limitations related to environmental issues. 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 5315 BIOREMEDIATION
Study of chemistry of the organic contaminants in the environment. Microbial degradation of contaminants, anaerobic and aerobic metabolisms. Analysis of the kinetics of biodegradation and system theories for biological treatment of contaminated soil and air. 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 6101 RESEARCH METHODS APPLIED TO ENVIRONMENTAL SCIENCES I
Discussion of the use of the scientific method and technology in the search for scientific information, analysis of data related to the application of research to environmental sciences. In this course students must initiate the development of a research study related to the environment by preparing a preliminary proposal. Prerequisite: EVSC 5020. Grade: P/NP.

3 credits

EVSC 6102 RESEARCH METHODS APPLIED TO ENVIRONMENTAL SCIENCES II
Continuation of the discussion of the use of the scientific method and technology in the search for scientific information, analysis of data related to the application of research to environmental sciences. Continuation of the development of a research study related to environmental sciences. In this course students create their thesis committee, complete their thesis proposal and defend it before their thesis committee. Prerequisite: EVSC 6101. Grade: P/NP.

3 credits

EVSC 699_ THESIS
A scientific investigative study that adds to scientific knowledge in a field of study under the supervision of a thesis committee. Students must defend their thesis. Students will register as many times as necessary until they finish their research study. Prerequisite EVSC 6102. Grade: P/NP.

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 corporative 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.

FINA 8170 INTERNATIONAL FINANCE
Study of the managerial and financial international environment of inherent financial risk in international business. Review of problems upon implementing corporate financial principles in other countries and financial aspects of the relationship between the home enterprise and the subsidiary.

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 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 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

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 subspecialization 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
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 cinematographics 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 MEDIEVAL INSTITUTIONS OF THE AMERICAS
Using a comparative point of view this course examines the institutions of the Late Middle Ages that were transferred to America. Study of all fundamental institutions of the era.

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 America. 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.

HIST 6908 HISTORICAL CONTEXT OF THE UNITED STATES
Analysis and interpretation 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 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 influenced national identity. Specific case studies will include Brazil, Cuba and Peru and their cultural contribution to the rest of the Americas in music, the arts and literature.

3 credits

HIST 7005 ISLAMIC SOCIETIES IN THE 20th CENTURY
Analysis of the religious, ethnic, and social institutions and their impact on government. Study of how ethnic groups, social classes, political systems and religious beliefs have influenced the history of the Americas.

3 credits

HIST 7010 HERITAGE OF IMPERIAL RUSSIA AND THE SOVIET UNION
Economic, social, political, and cultural changes experienced by the peoples of the territories included in Imperial Russia and the Soviet Union from 1800 to the present. Study of the historical changes experienced by Russia from the 19th century to the present and the region's economic, political and cultural relations with America.

3 credits

HIST 7015 THE UNITED STATES AND GLOBALIZATION
A study of the foreign policy of the United States in relation to globalization. Discussion of the European experience with globalization and the US interest in the developing markets of Central and South America and the Caribbean.

3 credits
HIST 7970 SEMINAR IN HISTORICAL RESEARCH
Application of research and writing skills needed to prepare a historical monograph. The student will apply and integrate knowledge acquired from primary and secondary historical sources. A student may register as many times as necessary to complete the requirements of the course. Grade: P/NP.

3 credits

HIST 7971 SEMINAR FOR THE DOCTORAL DISSERTATION
Planning, design, preparation and development of a research proposal for the doctoral dissertation. The student may register as many times as necessary for the completion of the course. 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 course. Grade: P/NP.

3 credits

Courses in Human Resources (HURS)

HURS 7000 HUMAN RESOURCES MANAGEMENT
Principles and practices in recruitment, selection, development, compensation and effective use of human resources in modern business. Human resources planning in business. Study of management requirements, changes in private and non-profit organizations.

3 credits

HURS 8010 COMPARATIVE ADMINISTRATION
Conceptual analysis of the norms and cultural values in different periods particularly in Latin America and the Caribbean. Evaluation of the implications of cultural differences in management decision-making. Analysis of critical factors in the formulation of corporate strategy in different countries.

3 credits

HURS 8020 LABOR LEGISLATION
Critical examination of current and proposed legislation. Includes federal and Puerto Rican labor laws. The maintenance and development of human resources are also included.

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
Tools and implementation of high technology to ensure a high profit in long-term investments, thus achieving a competitive advantage.

3 credits

HURS 8070 HUMAN RESOURCES PLANNING
Planning concepts and techniques for human resources. Special emphasis on the projection of human resources needs of the organization.

3 credits

HURS 8075 COMPENSATION ADMINISTRATION
Managerial aspects of the principles of compensation and motivation. Emphasis on the practices for administrating, operating, researching and designing an effective program of compensation. Research on selected topics of compensation administration.

3 credits

HURS 8080 HUMAN RESOURCES RECRUITMENT AND SELECTION
Review of the scientific, legal and administrative aspects related to recruitment and selection of human resources. Research on topics related to recruitment and selection of human resources.

3 credits

HURS 8085 HUMAN RESOURCES DEVELOPMENT
Processes of development of human resources identified in theory, in research and in the learning experiences of employees, as developed by the organization.

3 credits

HURS 8090 MANAGEMENT OF CHANGE
Requirements for generating and administering change in organizations. Research on themes related to change management. Theories of decisions and strategies in a global environment that is in continuous change.

3 credits

HURS 8100 DISCRIMINATION IN EMPLOYMENT
The concept of discrimination in employment upon examination of Title VII of the Federal Civil Rights Law as well as other related local and federal laws. After exploring the theories on discrimination and the available procedures and remedies under said laws, the principles of legal interpretation and research methods in this area will be discussed. Controversial issues such as equal pay for equal work, comparable work, sex distinctions in areas of toxic work and affirmative action quotas will also be studied.

3 credits

HURS 8110 COMPARATIVE LABOR RELATIONS
Comparative study of labor laws which govern collective employer-employee relations in different countries. Emphasis will be given to the comparison between the socioeconomic structures that serve as the basis for collective bargaining, the role of syndicates, the participation of workers in the management of the enterprise's affairs and the mechanisms for the solution of employer-employee disputes, among others.

3 credits
HURS 8946 SEMINAR OF SPECIAL TOPICS IN LABOR RELATIONS AND HUMAN RESOURCES
Current problems related to the field of labor relations and human resources and the management of problems confronted daily by companies’ management.

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 5010 APPLIED TECHNOLOGY TO INTERNATIONAL BUSINESS
Concepts and techniques applied to the operations, communication mediums and practice in international businesses, as well as the wide application of computer resources and an introduction of other emerging technologies. Requires the use of the computer lab.

3 credits

INBS 5020 INTERNATIONAL MACROECONOMY
The macroeconomic theory and policy in open economies and the adjustment problems according to the classic, neoclassic, Keynesianism and post-Keynesianism approaches. Emphasis on the macroeconomic policy on open economies under flexible and fixed exchange rates. Special attention to the payment balance (theory and accounting), to capital flow, exchange rates under fixed and flexible systems; the relation between flexible exchange rates, money and prices; the problem of world debt and the complexities that it presents in the international monetary system.

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 6030 INTERNATIONAL BUSINESS EXCHANGE: THEORY AND POLICY
Classic models and theory as well as modern alternative approaches. Analysis of aspects such as: international commerce and exchange, economic growth, business policies, and strategies for competitiveness. The theory of related decisions and strategies, in a globalized environment and of constant change.

3 credits
INBS 6210 RESEARCH METHODOLOGY IN INTERNATIONAL BUSINESS
Methodology and research techniques, including the exploration of problems when carrying out international research, such as: availability of data, trust and compatibility; sources of information; and language problems, distance, and perceptions. Critical analysis and evaluation of research already done in the international field and of the available statistics.

3 credits

INBS 6910 INTERNSHIP
Professional experiences integrated to working scenarios in a business with international projection. This will be done under the supervision of a faculty member and it will consist of a minimum of eight (8) hours a week for a minimum of 120 per semester. Prerequisite: Have completed a minimum of 36 credits, 24 of which must be of the specialization, with a grade point average of no less than 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 PROJECT IN CONSULTING/RESEARCH IN BUSINESS
Execution of a research or consulting work for an established business or for one that will be established. Requires the use of the computer lab.

3 credits

Courses in International Business Administration (IBAD)

IBAD 5100 RESEARCH IN THE INTERNATIONAL ENVIRONMENT
Presentation of the importance of the research method and its significance in developing international businesses successfully. Review of concepts of sampling, measurement, reliability, validity, data collection, descriptive statistics and inferential statistics. Identification of the methods of experimental and non-experimental research, research design, writing of a research proposal, qualitative, quantitative and historical research. Design of the search for information at the international level.

3 credits

IBAD 5110 STRATEGIC INTERNATIONAL ADMINISTRATION
Discussion of the challenges and opportunities faced by the manager in an international business environment. Study of multinational companies, markets in North America, Europe and Asia, international policies, economic integration, culture, business ethics, international exchange and finances. Review of strategic global planning, organizational, production and marketing strategies. Demonstration of concepts of political risk strategies, and negotiations, corporative and national competitiveness.

3 credits
IBAD 5210 INFORMATION SYSTEMS AND ELECTRONIC BUSINESS

3 credits

IBAD 5320 GLOBAL ENVIRONMENT OF BUSINESS
Comparison of local and foreign perspectives that form the context for business in a diverse and interdependent world. Application of the concepts of diversity in socio-cultural, ethical, political, legal, regulatory and national environment aspects, and the impact of demographic diversity in organizations. Review of markets, economies and consumer behavior in different countries.

3 credits

IBAD 5410 INTERNATIONAL DISTRIBUTION
Study of the concepts of foreign freight transportation, international transportation and freight storage. Analysis of the documentation related to international distribution and the different distribution and export channels.

3 credits

IBAD 6971 SPECIAL PROJECT IN INTERNATIONAL BUSINESS ADMINISTRATION
Discussion of planning, strategies and development of a special project in the field of the specialization selected in International Business Administration. Analysis of ideas, concepts, situations and the main problems related to international business. Evaluation of experiences in the specialization area where students will integrate and implement theoretical foundations acquired throughout their academic training. Development of a functional project or a research project. Oral and written presentation of the research work. This project must be focused on the international level. Prerequisite: have passed all the other core and specialization courses.

3 credits

Courses in Interregional and International Business (INBU)

INBU 7110 INTERNATIONAL MARKETING
Marketing analysis and international implications. Marketing theory and practice across national boundaries, marketing and marketing research within different foreign environments. Emphasis on external and internal variables in the international environment. Review of marketing strategy development by international companies. Provides the managerial framework for marketing operations in international businesses.

3 credits

INBU 7120 LATIN AMERICAN MARKETING
Marketing from the point of view of businesses in Latin America and the Caribbean. Interactions between the company and markets and their integration in conjunction with the planning models and the formulation of decisions in Latin America and the Caribbean.

3 credits
INBU 7130 MULTINATIONAL BUSINESS MANAGEMENT
Comprehensive study of the formulation of strategies and policies of multinational businesses with simulation of intercultural negotiations and the development of international strategy for local business. Introduction to research methodology and empirical findings in the field of multinational business.
3 credits

INBU 7140 COMMUNICATION AND INTERCULTURAL NEGOTIATION IN INTERNATIONAL BUSINESS
Analysis of the impact of communication in different cultures for commercial purposes, the application of skills in communication in multicultural commercial scenarios. The implications of intercultural negotiations in domestic and international multicultural companies.
3 credits

INBU 8140 STRATEGIC GLOBAL MANAGEMENT
Exploration of micro concepts of the international business and of strategic managerial alternatives within the global context for business operation in a political, economic and cultural environment.
3 credits

INBU 8210 PURE AND MONETARY THEORY OF INTERNATIONAL BUSINESS
Classical and modern theories of international business in a static and dynamic framework. The implications of business policies derived from the different theories will be analyzed. Aspects such as the importance of international business for developing countries and the development of competitive strategies will be studied. Monetary aspects of international commerce such as the problems and policies in the adjustment in balance-of-payments will be analyzed.
3 credits

INBU 8946 SEMINAR OF SPECIAL TOPICS IN INTERREGIONAL OR INTERNATIONAL BUSINESS
Current problems related with interregional and international business and with the handling of problems confronted daily by companies’ management.
3 credits

Courses in Labor Relations (LARE)

LARE 5010 COLLECTIVE BARGAINING IN THE PUBLIC AND PRIVATE SECTOR
Theory and techniques of collective bargaining in the public and private sector. Analysis of substantive aspects, collective bargaining procedures, content and administration of contracts and legislation governing labor relations.
3 credits

LARE 5400 LABOR LEGISLATION
Review of Federal and Puerto Rican labor laws (except those regulating labor relations), their historical development and possible future trends. Topics include, among others,
workers’ constitutional rights; minimum local and federal wages; anti-discrimination laws, unemployment insurance, and occupational safety and health preservation.

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.

LARE 5420 LABOR RELATIONS IN THE PUBLIC SECTOR: HISTORICAL DEVELOPMENT AND RELATED LEGISLATION
Framework of labor relations in the public sector; consideration of the experiences of the developed countries of Europe and the United States; an in-depth study of the traditional public sector management in Puerto Rico as well as public and municipal enterprises; also considers the conceptual framework of labor relations and the basic elements in managing labor problems in the public sector.

LARE 6410 COMPARATIVE LABOR RELATIONS
Comparative analysis of institutional forms of labor movements and their respective socio-economic and legal frameworks. Impact of international labor organization agencies and companies on the conduct of labor relations at the international level.

LARE 6430 NEW WORK PATTERNS AND PERSONAL VALUES
New personal values accompanying economic development. Consideration of various alternatives to the traditional daily work pattern: techniques of work enrichment, worker participation, flexible work schedules, experience in different types of production organizations; weak and strong points of such organizations.

LARE 6440 CONFLICT RESOLUTION
Theoretical and empirical findings related to the internal organizational conflicts and the resolution of conflicts in interrelated public-private sector organizations such as educational organizations and organizations to maintain order and their impact on the community and the economy. Emphasis on procedures to resolve work stoppages, factual determinations, the arbitration of conflicting interests, complaints and grievances.

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.
LARE 697A INTEGRATING SEMINAR IN LABOR RELATIONS
Integrating Seminar in which general and specific subjects study related to the field of labor relations. Analysis and study of cases or situations related to specialization courses. Prerequisite: Have completed all specialization courses. Grade: P/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 DATABASE 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
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.

**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.

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.

Courses in Mathematics (MATH)

MATH 5100 INTERMEDIATE CALCULUS
Differential equations, vector fields, growth and degradation, mathematical modeling, L'Hopital’s rule, improper integrals, Taylor’s power series, convergent radius, multivaried functions, limits and continuance, derivatives and integrals. Integration of vector fields, Green’s and Stokes’ theorems.

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.

MATH 5400 PROBABILITY

MATH 5500 ADVANCED DISCRETE MATHEMATICS
MATH 5800 TOPICS IN ABSTRACT ALGEBRA
Review of cyclic and normal subgroups; the three homomorphism theorems for groups. Prime and maximal ideals. Modules, vector spaces, bases, dimension and linear transformations. Reticules, Boolean algebra and applications.
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
3 credits

MATH 6150 MATHEMATICAL MODELS FOR THE SCIENCES
Analysis of mathematical models of physics, biology, economics and other sciences. Classification of models according to their mathematical base. Approximation, transformation and symmetries of a model. Modeling in computers. 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
3 credits

MATH 6500 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. R topology, open and closed sets and accumulation points.
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
3 credits
MATH 6905 MODERN GEOMETRY

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

3 credits

MATH 6909 PROBLEM SOLVING
Study of a variety of strategies and techniques for solving mathematical problems. The problems will emphasize the connection among areas of algebra, geometry and analysis. Other mathematical topics could be included. 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

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 Medical Technology (MEDT)

MEDT 5510 MOLECULAR MICROBIOLOGY
Analysis of the structure, expression and genetic regulation in the prokaryotic and eukaryotic cells. Emphasis on the applications of recombinant DNA technology. 3 credits

MEDT 5520 ADVANCED CLINICAL BIOCHEMISTRY
Analysis of the biosynthesis and metabolism of carbohydrates, lipids and proteins. Application of proteomic methods in the development of clinical research. 3 credits

MEDT 5530 ADVANCED CLINICAL HEMATOLOGY
Study of hemopoiesis and homeostasis. Techniques used in the diagnosis and management of the pathology associated with changes in the morphology of white and red cells. Therapy principles utilized in cases of laboratory test changes. Clinical correlation and consideration of clinical cases. 3 credits

MEDT 5540 ADVANCED CLINICAL IMMUNOHEMATOLOGY
Theory of blood groups and blood banks emphasizing recent advances such as immunology and immunohematology. Techniques used in the identification of immune disorders and in the investigation of pathological conditions. 3 credits

MEDT 5550 CLINICAL LABORATORY ADMINISTRATION
Application of administrative principles to the operational model of the clinical laboratory. Analysis of the functions that distinguish the nature of the administrative process. Emphasis on the knowledge, skills and abilities that the director or supervisor of a clinical laboratory must have. 3 credits

MEDT 6030 ADVANCED PARASITOLOGY
Biology, pathology, epidemiology, diagnosis and control of parasites of the tropics, including helminthes, protozoans, and vector-arthropods. 3 credits

MEDT 6040 IMMUNOTECHNOLOGY
Analysis of the molecular aspects of the immunological system: their applications in research and their uses in the diagnosis and treatment of diseases. Prerequisites: MEDT 5510, 5520. 3 credits
MEDT 6090 MODERN TECHNIQUES IN THE MICROBIOLOGY AND INDUSTRIAL LABORATORY
Methods and materials used in the modern microbiology laboratory developed for diagnosis. Applied microbiology principles such as fermentation, production of antibiotics, sterilization and quality control used in industrial microbiology.  

3 credits

MEDT 6100 MOLECULAR ASPECTS IN THE EPIDEMIOLOGY AND DIAGNOSIS OF INFECTIOUS DISEASES
Comparative analysis of the clinical significance between bacteria, fungi and viruses. Emphasis on the molecular aspects that have an effect on the epidemiology, pathogenicity, immunity, laboratory diagnosis, prevention and treatment of the diseases they cause. Prerequisites: MEDT 5510, 5520.  

5 credits

MEDT 6111 MOLECULAR TECHNIQUES LABORATORY I: PRINCIPLES OF MOLECULAR GENETICS
Application of the basic concepts of molecular techniques. Emphasis on recombinant DNA technology, systems of expression, protein purification, mutagenesis, and DNA amplification by means of the polymerase chain reaction technique “PCR”. Use of bacteria, yeast and animal cells as hosts to clone and express genes. Prerequisites: MEDT 5510, 5520.  

3 credits

MEDT 6112 MOLECULAR TECHNIQUES LABORATORY II: APPLICATIONS OF MOLECULAR DIAGNOSIS
Application of the concepts and skills acquired in molecular techniques. Use of the molecular diagnosis methodologies: Western blot, DNA fingerprinting and cell synchronization by flow citometry. Applications of PCR and Proteomics. Use of the monoclonal antibodies in the laboratory. Prerequisite: MEDT 6111.  

3 credits

MEDT 6230 INSTRUMENTATION AND AUTOMATION IN CLINICAL CHEMISTRY
Preparation of samples, applied methods, instrumentation in chemical analysis; absorption, emission, spectroscopy, electrochemical chromatography, use of radioisotopes, and automatic analysis. Methods used to determine the precision and accuracy of clinical laboratory test results.  

3 credits

MEDT 6310 SUPERVISION OF HUMAN RESOURCES IN THE CLINICAL LABORATORY
Application of administrative principles, strategies and techniques for an effective supervision in the clinical laboratory environment.  

3 credits
MEDT 6320 ADMINISTRATION OF FINANCES IN THE CLINICAL LABORATORY
Analysis of procedures for handling finances in the clinical laboratory. Application of processes for costs analysis in the clinical laboratory. 3 credits

MEDT 6340 QUALITY SYSTEMS IN THE CLINICAL LABORATORY
Integration of theory and practice in quality control procedures applied to the analytical process. Analysis of the concepts, strategies and evaluation procedures of quality assessment to assure the validity of the procedures and results. 3 credits

MEDT 6350 LEGAL ASPECTS IN THE EXERCISE OF MEDICAL TECHNOLOGY
Analysis of the medical-legal risks that the exercise of medical technology entails. Evaluation of health services offered by the medical technologist in harmony with current regulation standards. 3 credits

MEDT 6360 COMPUTERS AND INFORMATION SYSTEMS IN THE CLINICAL LABORATORY
Analysis of the advances in technology in the computer science field and their application to the clinical laboratory. Includes the design, evaluation and the selection of a computerized information system and the requirements governing the handling of the information with this technology. 3 credits

MEDT 6370 BIOSTATISTICS
Statistical analysis of databases. Application of descriptive and comparative statistics to the clinical laboratory and research situations. 3 credits

MEDT 6970 RESEARCH SEMINAR
Application of the methodology for the preparation of research projects and the evaluation of ethical and bioethical aspects related to clinical research. 3 credits

MEDT 6973 BIOINFORMATICS SEMINAR
Analysis of data collected in the laboratory by means of the electronic network and the use of computer programs to facilitate the analysis. Application of the information available in international data banks for research and the molecular diagnosis. To be taken concurrently with MEDT 6111 unless this course was passed previously. 1 credit

MEDT 6975 SEMINAR ON ADMINISTRATION OF THE CLINICAL LABORATORY
Analysis of diverse current topics, such as: investments, economy and public policies related to administrative and operational dynamics of the clinical laboratory. Includes
aspects that promote the student’s knowledge and the skills to deal with matters that affect the clinical laboratory.  

**MEDT 6991 THESIS I**  
Application of the research design to the development of clinical projects or basic sciences related to the clinical area that promote the production of knowledge in the discipline and prepare students to move forward in their field of study. Includes the selection of the committee, the design and elaboration of the research proposal and the beginning of research in the research laboratory. Grade: P/NP.  

**MEDT 6992 THESIS II**  
Application of the research design to the development of clinical projects or basic sciences related to the clinical area that promote the production of knowledge in the discipline and prepare students to move forward in their field of study. Students will register in this course as often as necessary until finishing their research project. Grade: P/NP. Prerequisite: MEDT 6991.  

**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.  

**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.  

**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.  

**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.  

**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.
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 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 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 MUSICAL 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

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
Evaluation of sources in the area of music education. Examination of quantitative and qualitative methods. Writing of research projects, preparation and administration of questionnaires and tabulation of results.

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 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 5170 RESEARCH METHODS IN MUSIC EDUCATION
Study of the 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 5175 "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 5190 SEMINAR IN THE TEACHING OF MUSIC
Study of recent topics and trends in music education. Recently created materials and methods and educational materials developed by class members are evaluated. Study of principles for curriculum design. Includes demonstration classes and active participation and discussion on the part of students.
3 credits

MUED 5260 PROFESSIONAL SEMINAR IN MUSIC TECHNOLOGY
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 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 education. Requires the supervision of a professor. Prerequisite: MUED 5170. 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 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. 2 credits

NURS 5040 HEALTH ASSESSMENT
Advanced course in health assessment. 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 and skills 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. The course is supported in theoretical perspective, empirical documentation, advanced physical examination skills, therapeutic communication, biosicosocial assessment, critical reasoning, differential diagnose and the decisions making process. Through the course the student acquires knowledge and required advanced skills for a case study and the learning through problems that integrate the empirical and theoretical knowledge in practice. Two (2) hours of lecture weekly and four (4) hours of clinical practice weekly.

4 credits

**NURS 5970 SPECIAL TOPICS IN PRIMARY CARE**

Topics selected by the student in the area of Primary Care in Nursing. Through agreement with the professor, the student will carry out an independent study that involves an investigation within the context of primary care. Analysis of controversies that affect health and advanced practice in nursing. Examines the projection of change in the offering of health services in primary care.

2 credits

**NURS 6000 CONTROVERSIAL TOPICS IN COMMUNITY HEALTH**

Analysis of controversial social, economic, political and ethical implications in health care and nursing practice in the community. Development of a conceptual framework for the analysis of the controversies that affect health care in the transculturation process. Prerequisites: NURS 5000, 5020.

2 credits

**NURS 6011 COMMUNITY NURSING I: ASSESSMENT SEMINAR**

Analysis of principles, theories, epidemiological research data, community development and other disciplines related to nursing assessment of the community in different populations. Prerequisite: NURS 5010.

2 credits

**NURS 6022 COMMUNITY NURSING II: PLANNING AND EVALUATION SEMINAR**

Synthesis of interdisciplinary concepts, planning methods, administration, education and evaluation in advanced practice of community nursing. Corequisite: NURS 6912. Prerequisites: NURS 6011, 6911.

2 credits

**NURS 6030 PRIMARY CARE TO DIVERSE POPULATIONS**

Integrated health care to attend to the needs of promotion of health and prevention of illness to populations within the life cycle in the different phases of growth and development. Emphasis on proactive primary care taking in consideration factors such as: family, culture, promotion of health, prevention of illness, vulnerable populations, and chronic and acute conditions. The collaborative practice is promoted with other members of the interdisciplinary team in the decision making process; assuring comprehensive care and the development of new paradigms in the role of primary care assuring a broad vision of health care in the new millennium.

3 credits
NURS 6050 CURRICULUM IN NURSING
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. Prerequisite: Have completed the specialization courses.

3 credits

NURS 6060 EVALUATION IN EDUCATION

3 credits

NURS 6070 ADMINISTRATION IN NURSING
Theories and principles in the administrative process. 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. Prerequisite: Have completed specialization courses.

3 credits

NURS 6080 EVALUATION IN ADMINISTRATION

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 6911 COMMUNITY NURSING I: PRACTICE IN ASSESSMENT
Conceptualization, management, implementation in the comprehensive health assessment of the community in agreement with different theoretical frameworks, integrating principles of epidemiological analysis, community participation, interdisciplinary collaboration and cultural competence. Analysis and synthesis of the assessment data within the conceptual frame selected and the identification of community health priorities. Requires four hours of practice weekly. Corequisite: NURS 6011. Prerequisite: NURS 6040.

2 credits

NURS 6912 COMMUNITY NURSING II: PRACTICE IN PLANNING AND EVALUATION
Active participation in planning, implementation and community health evaluation within the context of populations and scenarios of high risk in conjunction with interdisciplinary professional teams and community groups. Requires four hours of practice weekly. Corequisite: NURS 6022. Prerequisite: NURS 6911.

2 credits
NURS 6913 PRIMARY CARE TO DIVERSE POPULATIONS: PRACTICE
Clinical practice with emphasis on critical judgment, advanced clinical skills and decision making in primary care throughout the life cycle. Requires one hour of seminar and eight hours of practice weekly. Corequisite: NURS 6030.
5 credits

NURS 6914 EDUCATIONAL PRACTICE IN NURSING
Practice in a nursing program in an institution recognized by the Council on Higher Education, under the supervision of the professor and the practice supervisor. Requires eight hours of practice weekly. Prerequisites: NURS 6050, 6060 and having completed 23 credits in the specialization.
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 eight hours of practice weekly. Prerequisites: NURS 6070, 6080 and having completed 23 credits in the specialization.
4 credits

NURS 6990 THESIS
Research project on a problem that adds information to existing knowledge in the area of Primary Care Nursing or Community Nursing. In this course the student will develop the research proposal approved in the course NURS 6090. A committee of three members will be constituted. The thesis director will be a member of the Graduate Program in Nursing faculty. The student will select two external members with the authorization of the thesis director. This project involves the utilization of statistical methods to analyze the data obtained. The final editing of the thesis will be under the supervision of the director of the Thesis Committee and the oral defense of the thesis will be before faculty members. Requisite: NURS 6090.
4 credits

Courses in Open Information Computer Systems (COIS)

COIS 5100 RELATIONAL DATA BASES
Analysis of databases. Includes a general view and cost-benefit. Emphasis on Codd’s relational model, its implications in the development of the of Database Management Systems (DBMS) and the SQL language. Creation and maintenance of a data bank in standard SQL. Requires additional time in an open lab.
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 topdown 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

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 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 6250 MULTIMEDIA AND INTERFACE
Creation, copying and managing images and sounds. Includes animation, storage, compression, integration of videos and other means. Interface design. Emphasis on person-computer dialogue, windows, integration of multimedia into a database. Requires additional time in an open lab.

3 credits

COIS 6360 SOCIAL IMPACT OF COMPUTERS

3 credits

COIS 6370 GEOGRAPHIC INFORMATION SYSTEMS

3 credits

COIS 6380 DECISION SUPPORT SYSTEMS (DDS) IN THE DECISION MAKING PROCESS
Analysis of support systems for decision-making and their integration into data banks and information systems. Integration with a knowledge bank. Includes the structures of decision-making models and the investigation of operations. Emphasis on executive support systems (ESS). Requires additional time in an open lab. Prerequisite: BADM 5060.

3 credits

COIS 6970 SEMINAR ON ADVANCED TOPICS IN OPEN SYSTEMS
Study the problems related to the field of open information computer systems. Prerequisite: Approval from the Program Coordinator.

3 credits

COIS 6975 RESEARCH SEMINAR
Identification of a research topic in the field of open information computer systems. Research methodology. Using computer tools for research. Analysis of literature, selection of a methodology and development of a proposal or article. Prerequisite: approval of the Program Coordinator.

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 Physics (PHYS)

PHYS 6904 CLASSIC PHYSICS
Course directed to educators of elementary as well as secondary schools to study movement, mechanics, force, heat and fluids. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Physics.

3 credits

PHYS 6905 MODERN PHYSICS
Presentation of experimental investigation and the theoretical evidence for the development of the theory of special relativity and quantum mechanics from the historical point of view. Emphasis on the qualitative explanation of physical phenomena related to these theories and the influence these have had in our present vision of the physical world. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Physics.

3 credits

PHYS 6906 TOPICS IN PHYSICS
Integration of the knowledge acquired by students through oral and written presentations of creative works related to the teaching of the physics at the elementary and secondary levels. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Physics.

3 credits

PHYS 6907 MEASUREMENTS IN PHYSICS
Course with emphasis on the techniques for development of measurement systems in physics. Introduction and use of the metric system, development of measurement systems, calibration of simple measurement devises and design of appropriate measurement projects for use in elementary and secondary schools. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Physics.

3 credits

PHYS 6908 PHYSICS FOR EVERYDAY LIFE
Introduction to physics for everyday life. The course considers the explanation of operation principles, history and the relations between mechanical, optical and electrical
objects that we find around us daily. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Physics.

PHYS 6909 EDUCATION IN ENERGY
Presentation of the basic concepts related to energy and how to teach them to students of elementary and secondary schools. Topics include forms and sources of energy, renewable and nonrenewable energy, changes in forms of energy and conservation of energy. Development of a curricular segment. Course designed for students in the Master of Education in Curriculum and Teaching in Physics.

3 credits

Courses in Psychology (PSYC)

PSYC 5010 HISTORY AND SYSTEMS OF PSYCHOLOGY
The development process of psychology from a historical, philosophical, and scientific perspective. Critical analysis of the influence of other schools of thoughts, like occidental philosophy, oriental philosophy, scientific empiricism, and naturalism, in the creation of the body of knowledge of contemporary psychology.

3 credits

PSYC 5020 FUNDAMENTALS OF PSYCHOLOGY
Fundamentals of psychology from a descriptive, research and practical point of view. Synthesis of the ideas that have had the most influence on the origin and development of psychology as a discipline in the world today.

3 credits

PSYC 5030 PROFESSIONAL ETHICS
Critical overview of the ethical codes and state laws that regulate the practice of psychology. An analysis is made of the state and federal laws that mandate the protection of the rights of the populations being served. Discussion of the controversies that arise in the practice of the profession and of the alternatives available to the psychologist to solve them.

2 credits

PSYC 5033 INTERVIEW PROCESSES AND TECHNIQUES
Concepts, techniques and strategies related to the psychological interview based on communication theory. Application of current diverse models to conduct interviews with varied populations. Identification and evaluation of the behaviors, attitudes and feelings of the interviewer and the interviewee that either interfere with or facilitate the psychological interview. Development of skills for the systematic analysis of research literature related to this topic.

3 credits

PSYC 5040 PHYSIOLOGICAL PSYCHOLOGY
Anatomical and physiological study of the human body. The biological basis of behavior and of the psychological, cognitive, emotional and behavioral processes. Emphasis on the study of the central nervous system.

3 credits
PSYC 5050 DEVELOPMENTAL PSYCHOLOGY
Critical analysis of human development theories regarding physical, emotional, cognitive and social aspects. Emphasis regarding formative processes and critical periods in the development of a human being throughout the life cycle and their impact on psychosocial adjustment. 
3 credits

PSYC 5060 PSYCHOLOGY OF PERSONALITY
Theories and personality research within the psychodynamic, humanist, behavioral and cognitive models. Analysis of their relationship with aspects such as: development, learning, and motivation, conflict and culture. 
3 credits

PSYC 5100 COGNITION AND LEARNING
Theories that attempt to explain learning. Structure of thought and of the processes involved in learning, attention, memory, acquisition, conservation and loss of cognitive functions. 
3 credits

PSYC 5150 ADVANCED PSYCHOLOGICAL STATISTICS
Organization, data interpretation, sampling techniques, non-parametric and inferential statistical concepts and procedures for psychological research in multivariate statistical methods and the concept of probability. 
3 credits

PSYC 5153 PRINCIPLES OF MEASUREMENT AND CONSTRUCTION OF PSYCHOLOGICAL TESTS
Methods for the analysis and construction of items to estimate reliability, validity and test standardization. The development of tests used in diverse psychological service centers. Analysis of the ethical and social controversies in the use of psychological tests in Puerto Rico. Prerequisite: PSYC 5150. 
3 credits

PSYC 5200 CONTEMPORARY SOCIAL PSYCHOLOGY
Critical study of contemporary trends in social psychology such as: symbolic interactionism, ethnomethodology, cognitive orientation, and constructionist, critical, and postmodern perspectives. 
3 credits

PSYC 5220 RESEARCH METHODS
Samples of different techniques and methodologies such as interviews, questionnaires, observation, «Q-sort», and psychometric testing; different kinds of studies such as naturalistic observation, field studies, ex-post-facto studies, experiments, correlation studies and systematic observation; the advantages and disadvantages of these methods and kinds of studies. 
3 credits
PSYC 5260 COGNITIVE ASSESSMENT
Theories and principal approaches to cognitive measurement and evaluation. Analysis of the criteria and factors to be considered when selecting and utilizing a cognitive evaluation instrument. Prerequisites: PSYC 5033, 5100, 5150.

3 credits

PSYC 5270 PERSONALITY ASSESSMENT
Theoretical and practical aspects of the administration, scoring and interpretation of personality tests most frequently used in Puerto Rico with diverse populations. Review of the most recent research related to these techniques and instruments. Prerequisites: PSYC 5033, 5060, 5260.

3 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 6090 DEVIANT BEHAVIOR AND MENTAL DISORDERS
Analysis and discussion of the diverse approaches that study deviant behavior and classify mental and behavioral disorders, their causes, manifestations and levels of severity. The classification systems commonly used in the diagnosis of these disorders will be analyzed and utilized critically. Prerequisites: PSYC 5033, 5060, 5100.

3 credits

PSYC 6110 DEVIANT BEHAVIOR AND MENTAL DISORDERS IN CHILDREN AND ADOLESCENTS
The diverse approaches, from the traditional to the contemporary, that study emotional and behavioral disturbances in childhood and adolescence, their causes, manifestations and levels of severity. The classification systems commonly used in the diagnosis of these disorders in children and adolescents will be analyzed and utilized critically. Prerequisites: PSYC 5020, 5050, 5060.

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 6215 APPLIED BEHAVIORAL ANALYSIS WITH CHILDREN AND ADOLESCENTS
Applied behavioral analysis theory, principles and procedures. Emphasis on the application of procedures and techniques developed to teach, increase and decrease specific behaviors in children and adolescents. Development of competencies in the application of principles, problem-solving, selection of effective and ethical procedures and program development. Prerequisite: PSYC 5060.
3 credits

PSYC 6300 PSYCHOLOGY OF PERSONNEL
Analysis of recent psychological literature of employee recruitment, evaluation, job analysis, placement, grievance management, motivation, productivity, etc.
3 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 TOTAL QUALITY
Strategies of Total Quality Management (TQM) and the concepts of Organizational Development and their relation to Industrial/Organizational Psychology. Emphasis on the empowerment of human resources, 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
Application of psychological principles related to the development of skills in design and delivery of training. The learning and teaching styles, adult education, planning, materials preparation, diagnostic evaluation and follow up. Prerequisites: PSYC 6300, 6303.
3 credits

PSYC 6313 DEVELOPMENT AND APPLICATION OF INSTRUMENTS FOR MANAGERIAL INFORMATION
Application of psychological measurement principles to the construction, development and validation of instruments. The use of scales, questionnaires, observation guidelines, interviews and test development.
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 6317 PROFESSIONAL CONSULTING
The diverse models of psychological consulting within organizations, the steps in the consulting process and the elements related to the role of consultant. A review of the client/supplier relationship in areas such as assessment, use of interdisciplinary teams, contract negotiations, written reports, ethical implications, legal forums and others. Prerequisites: PSYC 6300, 6303.
3 credits

PSYC 6914 PRACTICE IN COGNITIVE ASSESSMENT
Supervised practice in test administration, correction and interpretation; training in the initial interview, preparation of case histories, drafting and discussion of the report, the person who took the test, the tutor or the legal representative. Specific training in psychological tests will be included. A minimum of 45 hours per semester must be completed. Corequisite: PSYC 5260. Prerequisite: PSYC 5150. Grade: P/NP.
1 credit

PSYC 6915 PRACTICE IN PERSONALITY ASSESSMENT
Supervised practice in test administration, correction and interpretation; training in the initial interview, preparation of case histories, drafting and discussion of the report, the person who took the test, the tutor or the legal representative. Specific training in
psychological tests will be included. Practice: A minimum of 45 hours per semester must be completed. Corequisite: PSYC 5270. Grade: P/NP.

1 credit

**PSYC 6916 SUPERVISED PRACTICE I: INTERPERSONAL RELATIONS AND INTERVIEW SKILLS LABORATORY**
Dynamic and didactic experience focused on the personal and professional development of the psychologist. The development of psychological interviewing skills under the supervision of a faculty member. Prerequisites: PSYC 5020, 5030, 5033. Grade: P/NP.

3 credits

**PSYC 6917 SUPERVISED PRACTICE II**
Practical experience aimed to develop psychological evaluation skills. Integration and application of interview skills, compilation of relevant history, preparation of psychological evaluation reports and provision of feedback related to the results of the psychological evaluation. Development of skills related to school, family and organizational consulting, in accordance with each area of specialization. The supervised practice will be held from Monday to Friday during the regular working schedule of the practice center to which the student has been assigned. A minimum of 160 hours of practice under the supervision of a faculty member is required; 8 weekly hours of practice in the assigned center and 2.6 hours of report writing and professional-related reading outside the center. Prerequisites: PSYC 5270, 6915, 6916.

3 credits

**PSYC 6918 SUPERVISED PRACTICE III**
Experiences in psychological intervention to develop skills to integrate theoretical material with the psychological practice in accordance with the professional competencies of each specialty: Psychological Counseling, School Psychology and Industrial/Organizational Psychology. A minimum of 160 hours of practice under the supervision of a faculty member is required. This practice will be held from Monday to Friday during regular working hours. Prerequisites: PSYC 6917 and by specialization: Psychological Counseling: PSYC 6090, 6113, 6114, School Psychology: PSYC 6110, 6214, 6215. Industrial/Organizational Psychology: PSYC 6304, 6306, 6314. Grade: P/NP.

3 credits

**PSYC 6919 SUPERVISED PRACTICE IV**
Practical experience to promote the development of advanced skills in psychological intervention in accordance to the professional competencies of each specialty: Psychological Counseling, School Psychology and Industrial/Organizational Psychology. A minimum of 160 hours of practice under the supervision of a faculty member is required. This practice will be held from Monday to Friday during regular working hours. Prerequisite: PSYC 6918.

3 credits

**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 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 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 6960 ADVANCED SEMINAR IN PSYCHOLOGICAL COUNSELING
Multiple aspects of the professional practice of psychology in service settings. The seminar covers topics such as family psychotherapy, counseling and psychotherapy with women, group counseling and psychotherapy with severely medically ill patients, and others. Prerequisites: PSYC 6090, 6114, 6918.

3 credits

PSYC 6963 ADVANCED SEMINAR IN PSYCHOLOGICAL EVALUATION
Review of the theories, approaches and procedures that permit an advanced integration of the techniques for cognitive and personality evaluation with the clinical experimental method of hypotheses generation which guides the psychological evaluation of persons with psychological syndromes or dysfunction. The legal and professional statutes in psychological evaluation. Review of the scientific research on the validity of clinical impressions supported by psychological evaluation. Legal cases in which the courts have emitted decisions based on psychological evaluation and on testimony of expert psychologists. Prerequisites: PSYC 6914, 6917.

3 credits
PSYC 6973 ADVANCED SEMINAR IN SCHOOL PSYCHOLOGY
Analysis of the multiple aspects involved in the professional practice of psychology in school and psycho educational settings: psychological development, evaluation, intervention, consultation and ethical norms, among others. Prerequisites: PSYC 5270, 6090, 6214, 6915, 6918.
3 credits

PSYC 6974 ADVANCED SEMINAR IN PERSONNEL PSYCHOLOGY
1-3 credits

PSYC 6981 APPLIED RESEARCH SEMINAR I
Critical examination of the methodological paradigms applied to the exposition of a scientific research problem in the specialization area. Application of the basic aspects of methodology including review of the literature, experimental design, sampling, instruments and statistical analysis to develop a research study under the supervision of a faculty member. Prerequisite: PSYC 6918.
2 credits

PSYC 6982 APPLIED RESEARCH SEMINAR II
Development of an applied research project according to the specialization area of the student. The results of this project will be presented before the faculty. Prerequisites: PSYC 6981 and a passing grade in the comprehensive examination.
2 credits

PSYC 6990 THESIS
Research and final writing of the Master’s Degree thesis under the supervision of the Thesis Committee Director, and its oral defense before faculty members. Grade: P- NP.
3 credits

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 7020 NEUROPSYCHOLOGY
Fundamental training on the theories and systems that explain the cerebral basis of behavior and the psychological, normal and dysfunctional processes in school, industrial, and Psychological Counseling scenarios.
3 credits

PSYC 7030 QUANTITATIVE RESEARCH METHODS
Critical analysis of descriptive, experimental, and quasi-experimental designs, applied to the development of needs studies, opinion polls, and quasi-experimental and experimental research in psychology. Corequisite: PSYC 8910.
2 credits
PSYC 7040 QUALITATIVE RESEARCH METHODS
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, content analysis, and triangulation of qualitative data. PSYC 8911.

2 credits

PSYC 7050 DESIGN AND EVALUATION OF PSYCHOLOGICAL PROGRAMS AND SERVICES
Principles, theories and strategies that guide the planning and design of psychological programs and services. Emphasis on the use of the scientific method and research in action approach applied to the design and evaluation of programs and psychological services. Development of a project of planning and evaluation of a psychological service program, according to each area of specialization. Corequisite: PSYC 8912.

2 credits

PSYC 7970 SPECIAL TOPICS

1-3 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 8330 PSYCHOLOGICAL EVALUATION AND INTERVENTION WITH INFANTS AND PRESCHOOL CHILDREN**
Study of different evaluation and intervention methods from the time of birth to five years of age. Emphasis on the evaluation of the cognitive and socio-emotional development of early childhood from an ecological and interaction perspective. Discussion of the importance of the participation of parents in the evaluation and intervention process. The course will have a supervised practice component where the student will develop the skills of administration, assessment and interpretation of evaluation findings. Corequisite: PSYC 8914.

2 credits

**PSYC 8340 NEUROPSYCHOLOGICAL EVALUATION**

2 credits

**PSYC 8410 ORGANIZATIONAL DESIGN AND CHANGE PROCESSES**
Study 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. Analysis of different types of organization.

3 credits

**PSYC 8420 DEVELOPMENT AND VALIDATION OF INSTRUMENTS FOR THE SEARCH OF INFORMATION IN THE ORGANIZATION**
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. Requires the use of computers to make statistical analyses related to the assessment of reliability and validity of the instruments.

3 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 8440 DECISION MAKING AND THE SOLUTION OF CONFLICTS
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.

3 credits

PSYC 8450 DESIGN OF TRAINING AND THE USE OF TECHNOLOGY
Application of techniques, methods and technological resources to the process of professional training. Includes methodologies related to the use of computers, virtual reality, distance learning, multimedia and Intra and Internet. Emphasis on research of human response in respect to the use of this technology. Requires 30 hours of lecture and 15 hours of lab.

3 credits

PSYC 8460 STUDY AND MANAGEMENT OF SELF-DIRECTED GROUPS
Analysis and application of strategies and approaches used in intervention, training, counseling, and organization of self-directed groups. Emphasis on the group processes that promote the autonomy in the operation, decisions, and performance of groups.

3 credits

PSYC 8470 DESIGN OF WORK SPACES
Research, analysis, and application of concepts related to human engineering, ergonomics and the creation of work environments to place persons with special needs. Emphasis on the compliance of regulations, and laws related to the work environment. Special attention to the involvement of people and the psychological responses that are generated by structural and environment change.

3 credits

PSYC 8480 MANAGING PAIN IN THE WORK ENVIRONMENT
Techniques, strategies, and approaches for managing emotional situations affecting the work environment, such as addictions, use and abuse of chemical substances and anti-social drugs, family stress, loss, follow up to medical or psychological treatment. Application of strategies such as support groups, psychological assistance, strategies of well-being and health, and work in interdisciplinary teams, among others. Attention to the process of professional development, analysis of values and spirituality.

3 credits

PSYC 8510 SEMINAR IN PROFESSIONAL CONSULTING
Principles and basic concepts in psychological and organizational consulting. Comparative analysis of intervention models and strategies in consulting in view of recent studies. Discussion of ethical aspects in the process of consulting. Exposition to experiences related to the role of the consultant in organizations, industries, schools, programs, and service agencies. The course will have a practice component where the student, under the supervision of a faculty member, will apply the knowledge and consulting strategies in different scenarios.

3 credits
PSYC 8910 PRACTICE IN QUANTITATIVE RESEARCH
Supervised experience in the application of quantitative models to special projects including descriptive, experimental, and quasi-experimental designs in psychology. Requires the use of computers and of SPSS. Corequisite: PSYC 7030. Grade: P/NP. 1 credit

PSYC 8911 PRACTICE IN QUALITATIVE RESEARCH
Supervised practical experience in which the student will develop the skills to formulate a research problem from the qualitative perspective, elaborate the methods for the compilation of data, use one of the strategies to obtain data, and apply one of the strategies for the analysis of data. Requires the use of computers. Corequisite: PSYC 7040. Grade: P/NP. 1 credit

PSYC 8912 PRACTICE IN THE DESIGN AND EVALUATION OF PSYCHOLOGICAL PROGRAMS AND SERVICES
Supervised practical experience in which the student will develop the skills to elaborate a design for the evaluation of an intervention, a psychological program or service, including methodology, instruments, compilation and analysis of data, and writing the evaluation report. Requires the use of computers. Corequisite: PSYC 7050. Grade: P/NP. 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 PRACTICE IN PSYCHOLOGICAL EVALUATION AND INTERVENTION WITH INFANTS AND PRESCHOOL CHILDREN
Supervised practical experience in which the student will develop the skills of administration, assessment and interpretation of the findings in psychological evaluation and intervention with infants and pre-school children. Corequisite: PSYC 8330. Grade: P/NP. 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 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 Social Work (SOWO)**

**SOWO 5011 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I**  
Theories of human behavior in the environment, in social contexts, in organizations and in the community are integrated. The concept of oppression and how this is fomented through social structures, in ideologies, in language and in power relationships is examined.  
3 credits

**SOWO 5012 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II**  
The theories of human behavior in the person’s social, group and family environment. Critical analysis of developmental theories, of the concepts of diversity and of oppression as well as of intervention with a strengths and empowerment approach. Prerequisite: SOWO 5011.  
3 credits

**SOWO 5013 FUNDAMENTALS OF PROFESSIONAL PRACTICE I**  
Critical analysis of the historical development of the profession in Puerto Rico and the United States and its relation to the factors that influenced the development of the profession. General practitioner’s social intervention process and focus on strengths. Review of cultural diversity and historically destitute and oppressed groups. Documentation of the general practice process in social work.  
3 credits
SOWO 5014 FUNDAMENTALS OF PROFESSIONAL PRACTICE II
Study of the practical and theoretical aspects necessary to begin working with groups, communities and organizations from a general practitioner’s perspective. Analysis of the organizational context and its relation to the practice of social work. Basic deliberating, planning, intervention and evaluation skills used in the process of working with groups, communities and organizations with an emphasis on oppressed and marginalized groups. Prerequisites: SOWO 5013.

3 credits

SOWO 5015 SOCIAL POLICY AND SOCIAL WELFARE SYSTEMS
General vision of the historical development of the social welfare system in Europe, the United States and Puerto Rico. Critical examination of the social welfare policies and programs in the United States and how they impact Puerto Rico. Analysis of the social policy, programs and services and their impact on destitute and oppressed groups. Study of state intervention in the formulation of social policy and development of the social welfare system and social change.

3 credits

SOWO 5016 RESEARCH IN SOCIAL WORK
Key concepts, terminology and phases of research such as identifying problems, hypotheses, instruments, samples, methods and design. Critical analysis of the innovative methodologies in social work research. The researcher’s ethical dilemmas and practices that impact historically oppressed and marginalized groups.

3 credits

SOWO 5913 PRACTICUM I
Application of knowledge and skills of the intervention process, general overview of social and administrative processes and focus on strengths and empowerment. Intervention skills using the problem solution process. Emphasis on direct service to individuals and families and indirect services when related to administrative processes. 200 hours. Grade: P/NP.

2 credits

SOWO 5914 PRACTICUM II
Emphasis on intervention with different systems such as: groups, communities and organizations in a professional work context. Carrying out different roles with diverse groups with multiple problems. Direct services as well as indirect services when dealing with administrative processes. 200 hours. Prerequisite: SOWO 5913. Grade: P/NP.

2 credits

SOWO 6029 DIVERSITY AND OPPRESSION
Study of theoretical frames for the analysis of social, political, cultural and economical forces that generate and maintain oppression on different groups in Puerto Rico. Emphasis on the study of different migratory populations, homosexuals, women, elderly people, and people with economic disadvantages, and groups discriminated for reasons of ethnicity among others. Use of perspectives of empowerment and strengths as alternate reference frames for the advanced practice of social work.

3 credits
SOWO 6031 STRENGTH PERSPECTIVES IN FAMILY INTERVENTION
Intervention methods with families from the focus on strengths to facilitate empowerment. Prerequisite: SOWO 6029.

SOWO 6032 WORKING IN GROUPS WITH FAMILIES
The process of study groups as a medium for facilitating the strengthening of family with emphasis on risk families and vulnerable groups. Analysis of the importance relating the family with other community groups to facilitate the empowerment process with the purpose of achieving social change. Prerequisite: SOWO 6031.

SOWO 6033 EVALUATION OF PROFESSIONAL PRACTICE
Use of qualitative and quantitative methods for evaluating professional practice. Critical analysis of both methodologies and their contribution to the field of social work. Prerequisites: SOWO 5016, 6029.

SOWO 6034 FAMILY INTERVENTION MODELS
Intervention models which facilitate the empowerment process with different types of families, recognizing their cultural diversity, gender, social class, age, sexual orientation and ethnic origins. Prerequisites: SOWO 6032, 6033.

SOWO 6035 COMMUNITY, FAMILIES AND SOCIAL CHANGE
The modalities of community social work and the community work process as a means of relating families with community resources that meet their needs. Emphasis on work with families that historically have been destitute and oppressed with the purpose of fomenting a better quality of life for them. Prerequisites: SOWO 6032, 6033.

SOWO 6036 PROGRAM PLANNING AND EVALUATION
Review of the program planning process in human service organizations. General overview of the planning, methods and evaluation terminology and techniques to determine the impact of family programs. Critical analysis of the use of an evaluation to broaden and obstruct social justice and self-determination in historically destitute and oppressed groups. Critical analysis of the ethics in evaluating programs. Prerequisite: SOWO 6033.

SOWO 6037 ADMINISTRATION IN SOCIAL WORK
Critical study of principles and processes in the administration of human service agencies. Administration is studied as a method of social work from the conceptual and practical perspective. Analysis of the organizational theory and different ethical orientations and the conflicts in administrating human services and the diverse roles held by the social work administrator. Emphasis on the administrative incidentals and empowerment of agency clientele and personnel. Prerequisite: SOWO 6029.
SOWO 6038 HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT IN SOCIAL AGENCIES
Review of the duties of a social worker as a personnel manager in the context of the social agency profession. Analysis of the principles and techniques in the selection, training, supervision and evaluation of social agency personnel. Review of federal and state legislation, trends and matters such as: cultural diversity, Participating management, incidentals and empowerment of the clientele and personnel in these types of agencies. Prerequisite: SOWO 6037.
3 credits

SOWO 6039 PROPOSALS FORMULATION
Review of the processes and dilemmas related to the formulation and presentation of proposals. Analysis of the nature and sources of financing. Includes the formulation of the proposal, follow-up and authorization. Requires the preparation of a proposal. Prerequisite: SOWO 6038.
3 credits

SOWO 6043 ADMINISTRATION OF NON-TRADITIONAL AGENCIES
Organization, development and inherent dilemmas in non-traditional agencies from an administrative perspective. Analysis of objectives, structures, government, personnel patterns and leadership characteristics necessary to manage these agencies. Study of concepts such as: diversity, shared power, participation in decision making. Empowerment and social change. Prerequisite: SOWO 6039.
3 credits

SOWO 6044 SOCIAL WORK AND WOMEN
Analysis of the situation of women in Puerto Rico and the theoretical foci which explain their reality. Study of the organizations, programs and services existing in Puerto Rico for this group.
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 6046 IDENTIFICATION AND USE OF COMMUNITY RESOURCES
Programs, rules and procedures pertaining to public and private agencies that offer human services to the Puerto Rican community. Intervention skills oriented towards individual, family and group empowerment in dealing effectively with the community resource barriers, proposals for changes in agencies providing services and development of community resources in the community.
3 credits

SOWO 6047 SOCIAL WORK AND HUMAN SEXUALITY
Discussion of various topics in the area of human sexuality, such as: historical development of sexuality, social construction of sexuality, discussion on sex, gender and
sexuality, sexuality orientation, sexuality in the human life cycle. Emphasis on intervention skills.

**SOWO 6048 ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS) IN THE WORK ENVIRONMENT**
Analysis of the HIV/AIDS endemia and what it implies for an administrator. Review of the dilemmas and controversies related to AIDS at the work place. Legal aspects such as: discrimination at the work place, mandatory HIV testing, notification of results, the right to confidentiality and the patient rights in relation to public protection.

3 credits

**SOWO 6049 MANAGERIAL INFORMATION SYSTEM IN SOCIAL WORK**
General overview of the use of computers in social work administration. Planning and designing a system of managerial information in human services organizations. The impact that the technology of information has had on social work. Emphasis on ethical dilemmas concerning the use of a client’s information. Application of commercial programs. Requires 30 hours of lecture and 15 hours of lab.

3 credits

**SOWO 6053 ADVANCED TECHNIQUES IN PREVENTION AND INTERVENTION WITH FAMILIES WITH SPECIAL NEEDS**
Study of families with special needs including their different structures, ethnicity, race, social class and social cultural factors. Special attention to intervention and prevention related to vulnerable families and the resources for achieving change by using the perspectives of strengths and empowerment.

3 credits

**SOWO 6054 SOCIAL WORK AND EMPLOYEE AID PROGRAMS**
Examination from an administrative perspective of the development, function, and services that the Employee Assistance Programs render. Considers also are the controversies and dilemmas inherent to these. Analysis of the interrelation between occupational social work and the programs of employee assistance. The different models used for rendering services and their adaptation to public and private work scenarios. Analysis of institutional policies and policies on integration between management, labor unions, employees, and their families.

3 credits

**SOWO 6055 SOCIAL WORK AND HIV/AIDS**

3 credits

**SOWO 6056 INTERVENTION WITH FAMILIES AND PATIENTS WITH TERMINAL ILLNESSES**
The most common terminal illnesses in Puerto Rico and their psychological and socioeconomic implications. Emphasis on the intervention process with families within the
context of their strengths and their support networks. Social intervention strategies and techniques for dealing with physical and mental handicaps and death.

SOWO 6911 PRACTICE III
Practical experiences aimed at deepening and refining skills in both the help and management processes. Integration and application of the following as a theoretical base: the systems theory and the focus on prevention and strengths to facilitate the development of empowerment and self determination to generate the process of change in different family systems and organizations. Requires a minimum of 250 hours per semester in a social service agency. Grade: P/NP.

SOWO 6912 PRACTICE IV
Practical experiences aimed at integrating concepts which allow the different advanced professional interventions to be explained and analyzed using a theoretical base. Evaluation of the effectiveness of the advanced professional practice and analysis of the social policy defining the work place. Requires a minimum of 250 hours per semester in a social service agency. Prerequisite: SOWO 6911. Grade: P/NP.

Courses in Spanish (SPAN)

SPAN 5030 RESEARCH TECHNIQUES AND COMPOSITION
Study of research and composition techniques necessary for preparing a monographic work. Discussion of the most appropriate strategies for the oral presentation of the research findings.

SPAN 5250 LINGUISTIC AND CRITICAL ANALYSIS OF TEXTS
Study of different approaches to the linguistic and critical analysis of literary texts.

SPAN 6100 THE PUERTO RICAN NARRATIVE OF THE TWENTIETH CENTURY
Critical evaluation of the main exponents of the Puerto Rican narrative in the twentieth century.

SPAN 6110 PUERTO RICAN POETRY FROM MODERNISM TO THE PRESENT
Poetic trends of the twentieth century and the most representative poets of this period.

SPAN 6120 THE PUERTO RICAN THEATER
Critical vision of the development of the Puerto Rican theater and study of the most important theatrical works.
SPAN 6130 PUERTO RICAN LITERATURE OF THE NINETEENTH CENTURY
Critical evaluation of the nineteenth century Puerto Rican literature including Modernism. The principal authors and works of this period and their projection in contemporary literature.

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 6150 THE PUERTO RICAN ESSAY
The principal Puerto Rican essayists since the 1930’s. Analysis of social, political and aesthetic problems reflected in the works of these authors.

3 credits

SPAN 6300 CONTEMPORARY SPANISH AMERICAN NARRATIVE
Critical study of the Spanish American narrative since the 1940’s through the most representative authors and works.

3 credits

SPAN 6310 MODERNISM IN SPANISH AMERICA
Critical appreciation of the fundamental works of this important movement in Spanish American literature. Critical analysis of the principle artistic trends through the most representative works.

3 credits

SPAN 6320 THEATRE IN HISPANIC AMERICA
The most important figures in the Hispanic American theater; analysis of the most representative works of Spanish American dramatists in the twentieth century.

3 credits

SPAN 6330 COLONIAL LITERATURE IN SPANISH AMERICA
The most relevant Spanish American literary manifestations during the colonial period.

3 credits

SPAN 6340 THE SPANISH AMERICAN ESSAY
Analysis of the must significant authors of the Spanish American essay in the ninetieth and twentieth centuries, their cultural context, especially in relation to the development of an individual style.

3 credits

SPAN 6350 SPANISH AMERICAN POETRY IN THE TWENTIETH CENTURY
Analysis of the poetic works of the most important modern and contemporary Spanish American writers, such as, Dario, Vallejo, Huidobro, Borges, Parra, Mistral, Paz and Cardenal.

3 credits
**SPAN 6370 ROMANTICISM IN SPANISH AMERICA**
Critical study of the most representative romantic literary works in Spanish America. Emphasis on the authors whose works have influenced twentieth century literature. Primary emphasis on the prose and poetry of this period. 3 credits

**SPAN 6380 LITERATURE OF THE SPANISH CARIBBEAN**
Study and critical analysis of the literary manifestations of the Spanish Caribbean. 3 credits

**SPAN 6420 SPANISH LITERATURE OF THE RENAISSANCE**
Critical literary study of one of the most basic and universal movements emerging in the Spanish culture at the moment of its maximum literary and artistic expression. 3 credits

**SPAN 6430 SPANISH LITERATURE OF THE TWENTIETH CENTURY: NARRATIVE AND ESSAY**
Critical and historiographic study of the narrative and essay genres of twentieth century Spanish literature through its most outstanding authors within their sociocultural context. 3 credits

**SPAN 6440 THE SPANISH BAROQUE**
Study of Spanish Baroque through the most representative writers of each genre and as a cultural expression of a period. 3 credits

**SPAN 6450 SPANISH LITERATURE OF THE MIDDLE AGES**
Critical study of the most representative works of the Middle Ages taking into account the sociohistoric context in which they emerged and their transcendence for Hispanic culture. 3 credits

**SPAN 6460 SPANISH LITERATURE OF THE EIGHTEENTH CENTURY**
Historiographic study of eighteenth century literature and critical analysis of the most representative works of this period as well as their importance in the social, historic and cultural context of the period. 3 credits

**SPAN 6470 ROMANTICISM AND POST ROMANTICISM IN SPANISH LITERATURE**
Historic-literary study of the Romantic and Post romantic movements in Spain. Analysis of the most representative works of these periods. 3 credits

**SPAN 6480 THE NARRATIVE GENRE IN SPANISH LITERARY REALISM**
Critical study of the Spanish narrative of the second half of the nineteenth century through the most outstanding authors and works within their historic-social context. 3 credits
SPAN 6500 SPANISH LITERATURE OF THE TWENTIETH CENTURY: POETRY AND THEATER
Critical study of the poetry and theater in twentieth century Spain through the most outstanding authors and works and the prevailing trends in each historiographic period. 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.

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.

Courses in Theological Studies (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.

THEO 7010 BIBLICAL STUDIES
Critical 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.

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.

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.

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.
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 staring 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
# Faculty of the University (Definition of Terms)

The University publishes its General Catalog in both English and Spanish. In the interest of economy, the following list of faculty is presented only in Spanish. The accompanying glossary of Spanish and English equivalencies for disciplines and for administrative and academic titles and related terms will help those readers of English who are not familiar with these terms in Spanish.

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<tr>
<th>SPANISH</th>
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<tr>
<td>Catedrático (a)</td>
<td>Professor</td>
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<tr>
<td>Catedrático (a) Asociado (a)</td>
<td>Associate Professor</td>
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<tr>
<td>Catedrático (a) Auxiliar</td>
<td>Assistant Professor</td>
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<tr>
<td>Catedrático (a) Visitante</td>
<td>Visiting Professor</td>
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<tr>
<td>Facultad Afiliada</td>
<td>Affiliate Faculty</td>
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<td>Instructor (a)</td>
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### Administrative Titles

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<td>Academic Affairs</td>
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<tr>
<td>Vicepresidente</td>
<td>Vice President</td>
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### Disciplines

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<td>Science</td>
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<tr>
<td>Ciencias Ambientales</td>
<td>Environmental Science</td>
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</table>
Ciencias de Aviación  Airway Science
Ciencias Bibliotecarias  Library Sciences
Ciencias Políticas  Political Science
Ciencias Secretariales  Secretarial Science
Ciencias de Computadoras  Computer Science
Ciencias Militares  Military Science
Comunicación  Communication
Contabilidad  Accounting
Desarrollo Empresarial  Entrepreneurial Development
Diseño Organizacional de Calidad  Quality Organizational Design
Economía  Economics
Educación Comercial  Business Education
Educación de Maestros  Teacher Education
Educación Especial  Special Education
Educación Física  Physical Education
Electrónica  Electronics
Enfermería  Nursing
Español  Spanish
Etudios Aerospaciales  Aerospace Studies
Filosofía  Philosophy
Finanzas  Finance
Física  Physics
Francés  French
Geografía  Geography
Gerencia  Management
Gerontología  Gerontology
Historia  History
Inglés  English
Ingeniería  Engineering
Italiano  Italian
Justicia Criminal  Criminal Justice
Latín  Latin
Lingüística  Linguistics
Matemáticas  Mathematics
Mercadeo  Marketing
Música  Music
Portugués  Portuguese
Psicología  Psychology
Química  Chemistry
Relaciones Industriales  Industrial Relations
Religión  Religion
Ruso  Russian
Salud  Health
Sociología  Sociology
Tecnología Médica  Medical Technology
Trabajo Social  Social Work
Turismo  Tourism
Miembros del Claustro

Facultad Adscrita a la Oficina Central del Sistema

AYES SANTIAGO, ZULMA, Catedrática Asociada. Vicepresidenta Asociada de Asuntos Estudiantiles. B.A. Universidad Interamericana de Puerto Rico; M.A. Pontificia Universidad Católica de Puerto Rico; Doctorado en Letras, Universidad Nacional Autónoma de México.


JIMÉNEZ MENÉNDEZ, TOMÁS M., Catedrático de Filosofía. Director Ejecutivo de la Oficina del Presidente. B.A., M.A. Universidad de Puerto Rico.

NARVAÉZ NEGRÓN, MAGDIEL, Instructor. Director Ejecutivo de la Junta de Síndicos. B.A. Universidad Interamericana de Puerto Rico; M.A. Seminario Evangélico de Puerto Rico; J.D. Universidad Interamericana de Puerto Rico.

O’NEILL FIGUEROA, ORLANDO R., Catedrático Asociado. Director Institucional de los Programas de Avance. B.A. Universidad de Puerto Rico; M.A. New York University.

PABÓN RODRÍGUEZ, EDITH C., Instructora. Directora de la Oficina de Acreditación, Licencias e Información Curricular. B.S., M.S. Universidad de Puerto Rico.

PADÍN ZAMOT, GERARDO, Instructor de Administración de Empresas. Ayudante, Vicepresidencia de Asuntos Académicos, Estudiantiles y Planificación Sistémica. B.A., M.A. Universidad Interamericana de Puerto Rico.

SARRIERA OLIVERA, CARMEN M., Catedrática Asociada de Español. Directora Ejecutiva del Consejo Universitario. B.A. Universidad del Sagrado Corazón; M.A. University of Washington.

RAMÍREZ TORO, GRACIELA, Catedrática Asociada de Biología. Directora del Centro de Educación, Conservación e Interpretación Ambiental. M.A. Hood College; Ph.D. Drexel University.

RIVERA GONZÁLEZ, ANTHONY, Catedrático Asociado de Ciencias Políticas e Historia. Director Ejecutivo de Planificación y Articulación Curricular. B.A. Universidad de Puerto Rico; M.A. Bowling Green State University.


Facultad Asignada a los Recintos

Recinto de Aguadilla

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