GRADUATE CATALOG

2021-2022

Florida Campuses

Summer 2021

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Catalog Disclaimer

Notwithstanding anything contained in this Catalog, Ana G. Mendez University, reserves the right, wherever it deems advisable: (1) to change or modify its tuition and fees, (2) to withdraw, cancel, reschedule or modify any course, program of study, degree or any requirements in connection with the foregoing, and (3) to change or modify any academic or other policy. Changes in information in this catalog and new academic regulations will be published prior to the beginning of each academic term in each section, as applicable.

It is the responsibility of each student to ascertain current information that pertains to the individual programs, particularly regarding the fulfillment of degree requirements, through frequent reference to the Catalog and its addendum, and by consultation with the academic advisor, counselor, the Vice-Chancellor of Student Affairs, and/or other appropriate office. In preparing this catalog, efforts are made to provide pertinent and accurate information. Ana G. Mendez University assumes no responsibility for catalog errors or omissions.

An electronic copy of this catalog is available at *www.agmu.edu*.

Notice of Nondiscrimination

Ana G. Mendez University does not discriminate on the basis of race, handicap, national or ethnic origin, creed, color, gender, social condition or political, religious, social or trade union beliefs; the university is required by Title IX not to discriminate in such a manner.

The Title IX Coordinator for students, parents or guardians, employees and applicants for admissions and employment is Ms. Grisel Vega Agosto, C.P.L. and can be reach at 5575 S. Semoran Blvd. Suite 502 Orlando, FL 32822, Telephone: 407-563-6501, Email: calvidonline@uagm.edu

Diversity enriches us as human beings

because it enables us to view life from a wide range of possibilities.

Ana G. Méndez University

Main Campus

5575 S. Semoran Blvd. Suite 502

Orlando, FL 32822

Telephone:

407-563-6501

Website: www.agmu.edu

Metro Orlando Campus

5601 S. Semoran Blvd. Suite 55

Orlando, FL 32822

Telephone No.: 407-207-3363

Fax: 407-207-3373

South Florida Campus

15201 NW 79h Court

Miami Lakes, FL 33016

Telephone No.: 954-885-5595

Fax: 954-885-5861

Tampa Bay Campus

3655 West Waters Ave.

Tampa, FL 33614

Telephone No.: 813-932-7500

Fax: 813-932-7527

Section I: Ana G. Mendez University

Our Profile

Ana G. Mendez University (**AGMU**) is a nonprofit institution of higher education located in Florida that operates a main campus and four (4) branch campuses: three (3) in Florida and one (1) in Texas.

It is a professionally oriented institution with a variety of offerings, from technical certificates to doctoral degrees. The institution serves a diversified student body with a variety of economic and educational backgrounds. AGMU offer programs in Spanish and English. Programs are also offered in a bilingual mode, following the 50/50 approach in which courses are taught 50% in English and 50% in Spanish. AGMU offers on-site, hybrid and online modalities.

For 70 years, the **Ana G. Mendez University System (SUAGM)** has changed the lives of thousands of students through education. Since 2011, the online campus, has been an instrumental part of this change; making education available and accessible to local and international students. The student population of more than 4,000 is composed of young adults and professionals. The academic staff consists of more than 15 full-time faculty members and two hundred (200) part-time equivalent professors. The fulltime faculty members hold doctorates and master's degrees in their fields of expertise. Nearly eighty (80) percent of Ana G. Mendez University 's full-time faculty hold a doctoral degree and twenty (20) percent of part-time faculty holds a doctoral degree.

The gender distribution of the faculty is equally divided. Ana G. Mendez University is a member of the Ana G. Mendez University System.

Mission

Ana G. Mendez University is an accredited institution which offers a university education of excellence through the on-site and online modalities using emerging and innovative technologies. It promotes innovation, research, entrepreneurship, as well as the appreciation and respect for diversity. It encourages integral education through an approach in competencies for the benefit of the Hispanic and international communities. Its resources support the post-secondary, undergraduate, graduate, and continuing education academic offerings, framed by the highest standards of quality.

Vision

Ana G. Mendez University will be recognized as an institution focused on academic excellence, research, and service, with social responsibility and local and global projection.

Institutional Values Statement

Ana G. Mendez University is committed, as an institution of higher education, to:

1. Excellence as the highest ambition in all its affairs related to education, research, and service.
2. Freedom of ideas and expression as the fundamental structure of the search and diffusion of knowledge.
3. Respect for diversity and dignity of the human being.
4. Integrity in all its actions as an educational entity.
5. Equity by acknowledging the value of education as an instrument to access better opportunities and develop the full potential of the human being.
6. Innovation through continuously guaranteeing the relevance of its programs and services.
7. Social responsibility towards the needs of the community, the country, and humanity of which we are a part of.

Institutional Objectives

To fulfill its mission, Ana G. Mendez University:

1. Promotes academic programs adjusted to the demand of local and international markets.
2. Diversifies the academic offerings through the design of programs in various disciplines for post-secondary, undergraduate, and graduate levels.
3. Offers continuing education opportunities for professional development and the general community.
4. Promotes an academic environment which allows for opportunities of growth, continuing professional development, and participation in institutional processes for faculty and associates.
5. Provides essential tools to ensure that students achieve their goals and obtain the academic degree they desire.
6. Establishes an academic and institutional assessment unit to develop a continuous improvement plan for quality standards and institutional processes.
7. Strengthens the online student services program by ensuring support and feedback students in approximately 24 to 48 hours.
8. Fosters institutional values in academic, student, and administrative initiatives and processes.
9. Develops community programs and projects which contribute to improve the quality of life of the populations we serve.
10. Maximizes the use of technological infrastructure associated with the offering of courses and the provision of student services for on-site and online students.
11. Identifies emerging technologies to maximize efficiency through innovative processes and services.

Accreditation, Memberships and Affiliations

Ana G. Mendez University and its branch campuses are accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, telephone: 267-284-5000. The MSCHE is an accrediting agency recognized by the U.S. Department of Education.

Ana G. Mendez University is accredited as an authorized provider of continuing education by the International Association of Continuing Education and Training (IACET) until 2023. For more information, IACET is located at 21670 Ridgetop Circle, Suite 170, Sterling, VA 20166; Tel: (703) 763-0705, Email: info@iacet.org.

Ana G. Mendez University has been approved by the Puerto Rico Department of State, Office for Registration and Licensing of Education Institutions to participate in the reciprocity agreement between the states to offer distance education programs and courses. NC-SARA is a voluntary agreement that allows Ana G. Mendez University to offer its programs and courses without having to undergo the licensing (approval) process in each authorized state in which it is interested in promoting its academic programs. For more information on NC-SARA visit: https://www.nc-sara.org.

In addition, AGMU has membership or is affiliated with the following professional associations:

- American Association of Collegiate Registrars and Admission Officers (AACRAO)
- American Council on Education (ACE)
- American Library Association (ALA)
- College Entrance Examination Board (CEEB)
- Puerto Rico Department of State, Office for Registration and Licensing of Education Institutions
- Hispanic Association of Colleges and Universities (HACU)
- National Association of College Admissions Counselors (NACAC)

- National Council for State Authorization Reciprocity Agreements (NC-SARA)

Statement of Licensure

Ana G. Mendez University in Florida is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at: 325 West Gaines St., Suite 1414 Tallahassee, FL, 32399-0400; Toll Free telephone number (888) 224-6684 (www.fidoe.org/cie).

The Ana G. Mendez University in Puerto Rico is licensed by the Puerto Rico Department of State, Office for Registration and Licensing of Higher Education Institutions.

Statement of Policy

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

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

The first section and second sections of this catalog contain an overview of the Ana G. Mendez University and SUAGM. Information that pertains to the Metro Orlando, South Florida, and Tampa Bay campuses is included in Section III. Section IV details information on the programs offered at Ana G. Mendez University. This catalog is electronically available to students at least one week before enrollment. Students will be informed of any changes or amendments made to the Catalog prior to the beginning of each academic term.

Ana G. Mendez University Administration

Gino Natalicchio, PhD
Chancellor

José E. Maldonado, EdD
Vice Chancellor

José D. Martínez
Vice Chancellor, Student Affairs

Nilsa Rodríguez
Vice Chancellor, Administrative Affairs

Flor M. Vázquez
Associate Vice Chancellor of Accreditation/Accreditation Liaison Officer

Miriam Silva, DNP
Director, School of Health Sciences

Janet Carrasquillo, PhD
Director, School of Liberal Arts

Glorivette Perez, EdD
Director, School of Technical and Professional Studies

Rosa Reyes, MSEd
Director, School of Education and General Education

Vacant
Director, School of Science, Technology and the Environment

Juan G. Rivera, DBA
Director, School of Business and Tourism

Dirza Almestica, MIS
Associate Learning Resources Director

Administrative Staff

Marilys Rivera Díaz
Director of Admissions

Denisse Colón Rodríguez
Director of Faculty

Víctor M. García, PhD
Director of Assessment and Research

Raúl Homs Mojica
Director of Financial Aid

Sharon Correa Ramos
Director of Retention

Alma I. Vega, EdD
Director of Curriculum

Jessie Pérez de Jesús
Registrar

Johjan M. Báez Fuentes
Bursar

Sherlyn Pearson
Learning Management System (Blackboard)
Administrator

Legislative Boards

The Administrative Council of Ana G. Mendez University is the legislative body of the Institution. Its main function is to establish the institutional policy of the University in accordance with the bylaws of the Ana G. Mendez University System. The Administrative Council includes the Chancellor, who chairs it, the vice chancellor, the vice chancellor of student affairs, the directors of the academic programs, six (6) faculty representatives, and two (2) student representatives.

The Academic Board recommends the academic policy of the Institution, adopts new academic programs, approves the awarding of degrees and evaluates hiring, contract renewals, promotions, and leaves of absence for faculty members.

The Academic Board consists of the vice chancellor, the associate learning resources director, six (6) program directors, two (2) student representatives, one (1) faculty representative for each academic discipline, and as many elected faculty members as needed to provide for their majority on the board. The chancellor is an ex officio member of the Academic Board.

Section II: Sistema Universitario Ana G. Mendez

Profile

The Ana G. Mendez University System (the System) is a not-for-profit private corporation established under the laws of the Commonwealth of Puerto Rico. It is comprised of four (4) academic institutions, one (1) noncommercial private TV Station for public broadcasting, and a Central Administration, under which all administrative affairs of the institution are managed by a President/CEO. Together, the SUAGM and its four-member institutions are the largest private university system in Puerto Rico.

Continuing with its commitment to provide for quality access alternatives to a university education for Hispanic adult students and its tradition of service and collaboration to meet community needs, SUAGM has established the Metro Orlando, South Florida, and the Tampa Bay Campuses as additional locations in Florida and the Dallas Area Campus in Texas.

Moreover, in establishing a SUAGM presence in Florida and Texas, SUAGM furthers its Vision 2020 as a "high-quality, people-centered learning community, of advanced technology, and internationally oriented focus". The campuses in the U.S. will serve its community and serve as a bridge to fulfilling initiatives in serving the needs of Hispanic adults in other communities in the United States and in Latin America.

Central Administration and Board of Directors

A thirteen (13) -member board of trustees governs the System. Of these, five (5) are permanent members. The other eight (8) members are elected by the board for two term periods of two (2) years each, and two periods of four-(4) years, that add up to a maximum of 12 years of service in the board. The board members are distinguished professionals who represent different career paths and fields of work, and/or civic and community leaders.

The chief executive officer (CEO) of Ana G. Mendez University System is the President, and there is also an Executive Vice President. Each of the administrative and academic components has its own CEO. Thus, the Central Administration units are led by Vice Presidents for: Planning, Academic Affairs, Marketing and Student Affairs, Finance Affairs, Administrative Affairs, Human Resources, and International Affairs. There is also a Vice President of Informatics and Telecommunications and General Manager of Sistema TV., the only nonacademic institution. The other institutional officers are the Chancellors of the four academic institutions, which are: Universidad Ana G. Mendez-Gurabo Campus, Universidad Ana G. Mendez- Cupey Campus, Universidad Ana G. Mendez-Carolina Campus, and Ana G. Mendez University. All Chancellors and Vice Presidents report directly to the President/CEO, who appoints them.

The System's bylaws define the objectives, powers, officers, committees, meetings and the general handling of the financial affairs of the institutions. The Governing Manual describes the way in which the Board of Directors governs all institutional affairs. The Institutional Bylaws specify the way in which each one of the autonomous institutions will be operated and administered.

The Board is the policy-making, legislative and fiscal oversight body of the System. In addition to appointing the President, the Board is responsible of all corporate affairs and control of the corporation. It approves the institutional mission and vision, the strategic and long-range institutional plans, and its annual and special budgets. The President/CEO, who is also a Board member, is directly responsible to the Board for the administration of all corporate business; including the appointment of VPs and institutional officers; personnel administration and compensation; and recommendation to the Board of academic programs and long-range institutional plans. The Board has four working committees:

- Government
- Academic and Student Affairs
- Finance
- Audit

Board of Directors

Dr. René A. Soto Torres
Chairman of the Board

Mr. José F. Méndez
President of SUAGM and Permanent Member

Rafael A. Nadal Arcelay, Esq.
Permanent Member

Dr. Herminio Martínez-Escudero
Permanent Member

Mr. Ramiro Millán Catasús
Permanent Member

Héctor A. Jiménez Ramírez, MA

Manuel Agosto García

Mr. Wilfredo Cosme Ortiz

Rita Dendariarena-DiMartino, Esq.

Delia Castillo-Colorado, Esq.

Dr. Migdalia Torres Rivera

Dr. María J. Rodríguez Martínez

Statement of Legal Control

The Sistema Universitario Ana G. Mendez Inc. is a private not for profit corporation registered under the laws of the Commonwealth of Puerto Rico and registered as a foreign corporation in the State of Florida. The corporation is governed by its Board of Directors under its systemic bylaws. The Sistema Universitario Ana G. Mendez, Inc. is registered with the Florida Department of State, Division of Corporations, to do business in Florida as Ana G. Mendez University.

Section III: Metro Orlando Campus, South Florida Campus and Tampa Bay Campus

Introduction

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

Main Campus Administration and Staff

Gino Q. Natalicchio, PhD
Chancellor

José E. Maldonado Rojas, EdD
Vice-Chancellor

Nilsa Rodríguez Martorell
Vice-Chancellor of Administration

José D. Martínez Agosto
Vice-Chancellor of Student Affairs

Flor M. Vázquez Santos
Assistant Vice-Chancellor of Licenses and Accreditation

Denisse Colón Rodríguez
Director of Faculty

Víctor Manuel García, PhD
Director of Assessment and Research

Alma I. Vega, EdD
Curriculum Director

Sharon Correa Ramos
Director of Retention

Marilys Rivera Díaz
Admissions Director

Johjan Báez
Lead Bursar

Raul Homs
Financial Aid Director

Jessie Pérez
Registrar

Dirza Alméstica
Associate Director of Learning Resources Center

Metro Orlando Campus Administration and Staff

Jadyrah Escobar
Campus Director

Rosa Musi
Academic Director

Rosa Valera
Director of Admissions

Raul Homs (Acting)
Financial Aid Director

Silquia Vélez
Lead Registrar/ Credential Evaluation Services

Johjan Baez (Acting)
Lead Bursar

Pedro Arroyo
Bursar

Dirza Almestica (Acting)
Assistant Director of Learning Resources Center

Gloria Martínez
Director of Student Affairs

South Florida Campus Administration and Staff

Marcela Munera
Campus Director

Dr. Luis Nodarse
Academic Director

Jorge Báez
Bursar

Raul Homs (Acting)
Financial Aid Director

Cinthia Tineo Vasquez
Associate Registrar/ Credential Evaluation Services

Sandra Martinez
Associate Director of Student Affairs

Dianelys Breijo
Assistant Director of Learning Resources Center

Tampa Bay Campus Administration and Staff

Suheily Martínez
Campus Director

Maria C. Rodriguez
Academic Director

Miriam Avilés
Bursar

Viviana Barrabia
Director of Student Affairs

Dirza Almestica (Acting)
Assistant Director of Learning Resources Center

Manuel Robayna
Learning Assistant Specialist

Marisabel Quiroga
Associate Registrar

Raul Homs (Acting)
Financial Aid Director

Physical Facilities

AGMU is located at 5575 S. Semoran Blvd, Suite 502, Orlando, Florida 32822. The telephone number is 407-563-6501. The campus has 7,000 square feet with nine offices, 10 work areas, a conference room, and reception area. The area is full equipped with data infrastructure for phone and computers. AGMU staff and faculty have designated office equipment to conduct their work online. The equipment allows them to conduct web-based conferencing sessions and meetings. Faculty and staff have telephone and fax services, as well. Each staff member has a unique credential to access the university's learning management and student information systems. Parking space available for students and the administration.

The AGMU telephone number for Student Services Call Center is: 1- (787) 288-1118.

The Metro Orlando Campus is located at 5601 South Semoran Boulevard #55, Orlando, Florida. The campus has 20 classrooms, 1 pharmacy lab, 2 nursing labs, 1 computer lab, 1 language lab, 1 FNP lab, 1 science lab, 1 library, administrative offices, and students and staff lounge. Parking space available for students and administration.

The South Florida Campus is located at 15201 NW 79th Ct., Miami Lakes, Florida 33016. The Campus has 21 classrooms, 1 science lab, 2 nursing labs, 1FNP lab, 1 pharmacy lab, 2 computer labs, 1 language lab, 1 library, administrative offices, a conference room,

and students and staff lounge. Parking space available for students and the administration.

The Tampa Bay Campus is located at 3655 West Waters Ave. Tampa, Florida. The Campus has 14 classrooms, 1 language lab, 1 computer lab, 1 pharmacy lab, 1 nursing lab, 1 library, administrative offices, a conference room, and a student and staff lounge. Parking space available for students and the administration.

Tampa Bay Campus
Physical and Mailing Address
3655 West Waters Ave.
Tampa, Florida 33614
Phone: 1-800-919-1099 / 813-932-7500
Fax: (813) 932-7527

Website: https://agmu.edu/en/content/tampa-bay-campus-

Campuses Address and Telephone Numbers

Main Campus
Physical and Mailing Address:
5575 South Semoran Blvd.
Suite # 502,
Orlando, FL 32822
Phone: 1-877-647-8246 / 407-563-6501
Fax: (407) 277-8706
Website: https://agmu.edu

Metro Orlando Campus
Physical and Mailing Address:
5601 South Semoran Blvd.
Suite # 55,
Orlando, FL 32822
Phone: 1-877-647-8246 / 407-207-3363
Fax: (407) 207-3373

Website: https://agmu.edu/en/content/metro-orlando-campus

South Florida Campus
Physical and Mailing Address
15201 NW 79th Ct.
Miami Lakes, FL 33016
Phone: 1-800-774-3030 / 954-885-5595
Fax: (954) 885-5861

Website: https://agmu.edu/en/content/south-florida-campus-

Academic Calendars

ANA G. MENDEZ UNIVERSITY
ACADEMIC CALENDAR - AHORA AND FIVE WEEKS

ACADEMIC CALENDAR: FIRST SEMESTER 2021-2022 (202231)*	
August 30	Deadline for students to request reclassification of program, concentration, or academic major for the next semester (2022-32/2022-12).
September 15	Deadline for students to claim removal of incompletes, grade changes, or grade additions from the second summer semester (2021-33/2021-13).
September 18	Deadline for teachers to make changes or additions of grades and removals of summer semester incompletes (2021-33/2021-13).
October 18	Deadline for students to claim removal of incompletes, grade changes, or grade additions from the first PT (2022-31/2022-11 PT51).
October 20	Deadline for teachers to make changes or additions of grades and removal of incompletes from the first PT (2022-31/2022-11 PT 51).
November 22	Deadline for students to claim removal of incompletes, grade changes, or grade additions from the second PT (2022-31/2022-11 PT 52).
November 24	Deadline for teachers to make changes or additions of grades and removal of incompletes from the second PT (2022-31/2022-11 PT52).
November 7	Deadline to apply for graduation December 2021.

16 PT 15 WEEKS AUGUST 23 TO DECEMBER 18, 2021		51 FIRST PT 5 WEEKS AUGUST 30 TO OCTOBER 2, 2021		52 SECOND PT 5 WEEKS OCTOBER 4 TO NOVEMBER 6, 2021	
August 23	Start of classes	August 30	Start of classes	October 4	Start of classes
September 13	Deadline to report census taking on Web for Faculty	September 9	Deadline to report census taking on Web for Faculty	October 14	Deadline to report census taking on Web for Faculty
September 19	Deadline for students to request course reinstatement.	September 12	Deadline for students to request course reinstatement.	October 17	Deadline for students to request course reinstatement.
December 15	Deadline for partial and total withdrawal with "W" notation.	September 29	Deadline for partial and total withdrawal with "W" notation.	November 3	Deadline for partial and total withdrawal with "W" notation.
December 18	Last day of classes and final exams.	October 2	Last day of classes and final exams.	November 6	Last day of classes and final exams.
December 19	Professors enter final grades in Grade Book.	October 3	Professors enter final grades in Grade Book.	November 7	Professors enter final grades in Grade Book.
53 THIRD PT 5 WEEKS NOVEMBER 8 TO DECEMBER 18, 2021		81 FIRST PT 8 WEEKS AUGUST 23 TO OCTOBER 16, 2021		82 SECOND PT 8 WEEKS OCTOBER 18 TO DECEMBER 18, 2021	
November 8	Start of classes	August 23	Start of classes	October 18	Start of classes
November 18	Deadline to report census taking on Web for Faculty	September 13	Deadline to report census taking on Web for Faculty	October 31	Deadline to report census taking on Web for Faculty
November 21	Deadline for students to request course reinstatement.	September 19	Deadline for students to request course reinstatement.	November 7	Deadline for students to request course reinstatement.
December 15	Deadline for partial and total withdrawal with "W" notation.	October 13	Deadline for partial and total withdrawal with "W" notation.	December 15	Deadline for partial and total withdrawal with "W" notation.
December 18	Last day of classes and final exams.	October 16	Last day of classes and final exams.	December 18	Last day of classes and final exams.
December 19	Professors enter final grades in Grade Book.	October 17	Professors enter final grades in Grade Book.	December 19	Professors enter final grades in Grade Book.

*** November 20-28 - Thanksgiving Break ***
** September 17, 2021 is the celebration of the U.S. Constitution**
Calendar subject to change

ANA G. Mendez University
ONLINE CAMPUS

ACADEMIC CALENDAR 2021-2022
FIRST SEMESTER 2022-31

August 23	Deadline to apply for program, concentration or major reclassification effective the second semester 2022-32/2022-12.
September 23	Deadline for students to remove incompletes and claim grades summer 2021-33/2021-13 PT107.
September 25	Deadline for teachers to remove incompletes and make grade changes 2021-33/2021-13 PT 107.
November 17	Deadline for students to remove incompletes and claim grades 2022-31 PT81.
November 19	Deadline for teachers to remove incompletes and claim grades for 2022-31 PT81.
October 31	Deadline to apply for graduation, student candidates for graduation December 2021.

81 **2022-31/2022-11 FIRST PT (8 WEEKS)** **August 23 to October 2021**		**82** **2022-31/2022-11 SECOND PT (8 WEEKS)** **October 18 to December 2021**	
August 23	Classes Began	**October 18**	Classes Began
August 23-28	Late registration, cancellations, relocations and adjustments to the class schedule.	**October 19-23**	Late registration, cancellations, relocations and adjustments to the class schedule.
August 30-31	Cancellation of enrollment with 100% refund to students who were admitted during late registration.	**October 25-26**	Cancellation of enrollment with 100% refund to students who were admitted during late registration.
September 6	Deadline for teachers to complete Attendance Census.	**November 1**	Deadline for teachers to complete Attendance Census.
September 12	Deadline for students to reinstate courses.	**November 7**	Deadline for students to reinstate courses.
October 13	Deadline to request total or partial withdrawal with a notation of "W".	**December 15**	Deadline to request total or partial withdrawal with a notation of "W".
October 16	Last day of classes and final exams.	**December 18**	Last day of classes and final exams.
October 17	Deadline to Faculty registered final grade on the web.	**December 19**	Deadline to Faculty registered final grade on the web.

*** November 22 to 28 - Thanksgiving Break ***

** September 17, 2021 is the celebration of the U.S.
Constitution**
Calendar subject to change

ANA G. MENDEZ UNIVERSITY

ACADEMIC CALENDAR - AHORA AND FIVE WEEKS

ACADEMIC CALENDAR: FIRST SEMESTER 2021-2022 (202232/2022-12)*	
January 24	Deadline for students to request reclassification of program, concentration, or academic major for the next semester (2022-33/2022-13).
February 7	Deadline for students to claim removal of incompletes, grade changes, or grade additions from the first semester third PT (2022-31/2022-11 PT 53).
February 9	Deadline for teachers to make changes or additions of grades and removals of first semester third PT incompletes (2022-31/2022-11 PT 53).
March 14	Deadline for students to claim removal of incompletes, grade changes, or grade additions from the first PT (2022-32/2022-12 PT 51).
March 16	Deadline for teachers to make changes or additions of grades and removal of incompletes from the first PT (2022-32/2022-12 PT 51).
April 19	Deadline for students to claim removal of incompletes, grade changes, or grade additions from the second PT (2022-32/2022-12 PT52).
April 21	Deadline for teachers to make changes or additions of grades and removal of incompletes from the second PT (2022-32/2022-12 PT 52).
March 31	Deadline to apply for graduation May 2022.

16 PT 15 WEEKS JANUARY 17 TO MAY 7, 2022		51 FIRST PT 5 WEEKS JANUARY 24 TO FEBRUARY 26, 2022		52 SECOND PT 5 WEEKS FEBRUARY 28 TO APRL 2, 2022	
January 17	Start of classes	January 24	Start of classes	February 28	Start of classes
January 31	Deadline to report census taking on Web for Faculty	February 3	Deadline to report census taking on Web for Faculty	March 10	Deadline to report census taking on Web for Faculty
February 5	Deadline for students to request course reinstatement.	February 6	Deadline for students to request course reinstatement.	March 13	Deadline for students to request course reinstatement.
May 4	Deadline for partial and total withdrawal with "W" notation.	February 23	Deadline for partial and total withdrawal with "W" notation.	March 30	Deadline for partial and total withdrawal with "W" notation.
May 7	Last day of classes and final exams.	February 26	Last day of classes and final exams.	April 2	Last day of classes and final exams.
May 8	Professors enter final grades in Grade Book.	February 27	Professors enter final grades in Grade Book.	April 3	Professors enter final grades in Grade Book.
53 THIRD PT 5 WEEKS APRIL 4 TO MAY 7, 2022		81 FIRST PT 8 WEEKS JANUARY 17 TO MARCH 12, 2022		82 SECOND PT 8 WEEKS MARCH 14 TO MAY 7, 2022	
April 4	Start of classes	January 17	Start of classes	March 14	Start of classes
April 14	Deadline to report census taking on Web for Faculty	January 31	Deadline to report census taking on Web for Faculty	March 28	Deadline to report census taking on Web for Faculty
April 17	Deadline for students to request course reinstatement.	February 5	Deadline for students to request course reinstatement.	April 3	Deadline for students to request course reinstatement.
May 4	Deadline for partial and total withdrawal with "W" notation.	March 9	Deadline for partial and total withdrawal with "W" notation.	May 4	Deadline for partial and total withdrawal with "W" notation.
May 7	Last day of classes and final exams.	March 12	Last day of classes and final exams.	May 7	Last day of classes and final exams.
May 8	Professors enter final grades in Grade Book.	March 13	Professors enter final grades in Grade Book.	May 8	Professors enter final grades in Grade Book.

Calendar subject to change

ANA G MENDEZ UNIVERSITY
ACADEMIC CALENDAR AHORA AND 5 WEEKS

ACADEMIC CALENDAR: FIRST SEMESTER 2021-2022 (2022-33 /2022-13)*	
May 23	Deadline for students to request reclassification of program, concentration, or academic major for the next semester (2023-31/2022-11).
June 6	Deadline for students to claim removal of incompletes, grade changes, or grade additions from second semester third PT (2022-32/2022-12 PT53).
June 8	Deadline for teachers to make changes or additions of grades and removal of incompletes from second semester third PT (2022-32/2022-12 PT53).
July 18	Deadline for students to claim removal of incompletes, grade changes, or grade additions from first PT (2022-33/2022-13 PT 53).
July 20	Deadline for teachers to make changes or additions of grades and removal of incompletes from the first PT (2022-33/2022-13 PT 53).
June 30	Deadline to apply for graduation summer 2022.

51 FIRST PT 5 WEEKS MAY 23 TO JULY 25, 2022		52 SECOND PT 5 WEEKS JUNE 27 TO AUGUST 5, 2022		53 FIRST PR 8 WEEKS MAY 16 TO JULY 16, 2022	
May 23	Start of classes	June 27	Start of classes	May 16	Start of classes
June 29	Deadline to report census taking on Web for Faculty	July 14	Deadline to report census taking on Web for Faculty	May 30	Deadline to report census taking on Web for Faculty
June 5	Deadline for students to request course reinstatement.	July 17	Deadline for students to request course reinstatement.	May 5	Deadline for students to request course reinstatement.
June 22	Deadline for partial and total withdrawal with "W" notation.	August 3	Deadline for partial and total withdrawal with "W" notation.	July 13	Deadline for partial and total withdrawal with "W" notation.
June 25	Last day of classes and final exams.	August 6	Last day of classes and final exams.	July 16	Last day of classes and final exams.
June 26	Professors enter final grades in Grade Book.	August 7	Professors enter final grades in Grade Book.	July 17	Professors enter final grades in Grade Book.
**July 4 to 10 - Summer Break ** Calendar subject to change					

ANA G. MENDEZ UNIVERSITY
ACADEMIC CALENDAR 6 AND 12 WEEKS

ACADEMIC CALENDAR: FIRST SEMESTER 2021-2022 (2022- 33/2022-13)*	
May 16	Deadline for students to request reclassification of program, concentration, or academic major for the next semester (2023-31/2022-11).
May 30	Deadline for students to claim removal of incompletes, grade changes, or grade additions from second semester third PT (2022-32/2022-12 PT82).
June 1	Deadline for teachers to make changes or additions of grades and removal of incompletes from second semester third PT (2022-32/2022-12 PT 82).
July 18	Deadline for students to claim removal of incompletes, grade changes, or grade additions from first PT (2022-33/2022-13 PT 61).
July 20	Deadline for teachers to make changes or additions of grades and removal of incompletes from the first PT (2022-33/2022-13 PT61).
June 30	Deadline to apply for graduation summer 2022.

61		62		12	
FIRST PT 6 WEEKS		**SECOND PT 6 WEEKS**		**FIRST PR 8 WEEKS**	
MAY 16 TO JUNE 25, 2022		**JUNE 27 TO AUGUST 13, 2022**		**MAY 16 TO AUGUST 13, 2022**	
May 16	Start of classes	June 27	Start of classes	May 16	Start of classes
May 27	Deadline to report census taking on Web for Faculty	July 15	Deadline to report census taking on Web for Faculty	May 27	Deadline to report census taking on Web for Faculty
May 29	Deadline for students to request course reinstatement.	July 17	Deadline for students to request course reinstatement.	May 29	Deadline for students to request course reinstatement.
June 22	Deadline for partial and total withdrawal with "W" notation.	August 10	Deadline for partial and total withdrawal with "W" notation.	August 10	Deadline for partial and total withdrawal with "W" notation.
June 25	Last day of classes and final exams.	August 13	Last day of classes and final exams.	August 13	Last day of classes and final exams.
June 26	Professors enter final grades in Grade Book.	August 14	Professors enter final grades in Grade Book.	August 14	Professors enter final grades in Grade Book.

**July 4 to 10 - Summer Break **

Calendar subject to change

ANA G. MENDEZ UNIVERSITY
8 WEEKS

ACADEMIC CALENDAR 2021-2022 SUMMER 2022-33/2022-13

May 16	Deadline to apply for program, concentration or major reclassification effective first semester 2023- 31/2023-11
June 16	Deadline for students to remove incompletes and claim grades summer 2022-32/2022-12 PT82.
June 18	Deadline for teachers to remove incompletes and claim grades for 2022-32/2022-12 PT 82.
June 18	Deadline to apply for graduation, student candidates for graduation summer 2022.

81 2022-33/2022-13 SUMMER PT (8 WEEKS) May 16 to July 16, 2022	
May 16	Classes Began
May 16 to 21	Late registration, cancellations, relocations and adjustments to the class schedule.
May 23-24	Cancellation of enrollment with 100% refund to students who were admitted during late registration.
May 30	Deadline for teachers to complete Attendance Census.
June 5	Deadline for students to reinstate courses.
July 13	Deadline to request total or partial withdrawal with a notation of "W".
July 16	Last day of classes and final exams.
July 17	Deadline to Faculty registered final grade on the web.
** July 4 to 10 - Summer Break ** **Calendar subject to change**	

STUDENTS' ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

Admissions

General Requirements for Admission into Graduate Programs:

1. The applicant must submit an official transcript, as defined above, providing evidence of an earned baccalaureate degree with a minimum cumulative grade point average (CGPA) of 2.25.
2. Applicants with a CGPA of less than 2.25 may be admitted to the institution at the discretion of the Vice Chancellor of Student Affairs or Program Director via a documented personal interview.
3. If the applicant is enrolling in a bilingual program, before enrolling in any course, applicant may be required to take a language proficiency assessment. Please refer to the AGMU Language Placement Protocol and the Transfer Credit Policy.
4. The Admissions Committee reserves the right to require an applicant to complete certain undergraduate level courses as a requirement for conditional admission to a program.

The Admissions Committee reserves the right to require an applicant to complete certain undergraduate level courses as a requirement for conditional admission to a program.

Applicants that do not meet one or more of the above-mentioned requirements can apply for admission. They will be interviewed by the Campus Director or his designated representative). The Director or his authorized representative will determine if the applicant can be admitted. *Additional requirements may apply to specific academic programs including but not limited*

Every applicant can demonstrate compliance with the admissions requirements related to prior academic experience and/or achievement by

presenting the original of any of the following documents:

- Evidence of previous credits, courses or studies documenting graduation an accredited entity of post-secondary education.
- Certification prepared by a post-secondary institution, agency recognized by the US Department of Education, or appropriate government agency, board, etc. confirming completion of degree or equivalent
- Grade report prepared by a post-secondary institution, agency recognized by the US Department of Education, or appropriate government agency, board confirming completion of undergraduate (for graduate programs) or graduate (for doctoral programs) or equivalent

Applicants should present one or more of the original documents to the authorized institutional officer. The officer shall examine the document(s) to corroborate, in his best judgment, that it is original and has no visible alterations. If the applicant cannot leave the original document for his admission record, the officer will make a copy and certify with his initials that it is a copy from the original.

General Requirements for Admission into Doctoral Programs:

1. The applicant must submit an official transcript, as defined above, providing evidence of an earned master's degree with a minimum cumulative grade point average (CGPA) of 3.30.
2. Present an Essay
3. Present updated curriculum vitae or resume.
4. If the applicant is enrolling in a bilingual program, before enrolling in any course, applicant may be required to take a language proficiency assessment. Please refer to the AGMU Language Placement Protocol and the Transfer Credit Policy.

5. Additional requirements may apply to specific academic programs.

Specific Program Admission Requirements

Master of Business Administration

1. Successfully completed a bachelor's degree in the same area of specialization or completed 3 credit hours in accounting.
2. If this prerequisite is not met the student must enroll in the course ACCO 500 (remedial). ACCO 500 will not count for the student's cumulative grade point average. If the student does not wish to take the course, they must sign a waiver.

Master of Accountancy

1. Successfully completed a bachelor's degree in Accounting with a minimum GPA of 2.75.

2. Successfully completed a course in Financial Accounting.

Master of Science in Nutrition Sciences

1. Successfully completed a bachelor's degree in Nutrition or Dietetics from an accredited institution with a minimum GPA of 3.00.

Master of Communications in Public Relations

1. Successfully completed a bachelor's degree with a minimum GPA of 3.00.

Master of Education in TESL

1. Successfully completed a bachelor's degree in Education from an accredited university with a GPA of 2.75.
2. A video conference interview in English.
3. Write an essay in English. Students who do not have a bachelor's degree in Education must meet the following additional requirements.
4. Successfully completed a bachelor's degree in any other discipline from an accredited university with a GPA of 2.75, with at least 12 credits in English and 12 credits in Education.

5. It is strongly recommended that students review and become familiar with the teacher certification requirements established by the State of Florida, the Commonwealth of Puerto Rico, or any other state in which they intend to seek employment as teachers. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.
6. Students are responsible of verifying the requisites or test required by the state or country of origin.
7. Students that reside in the State of Florida must provide evidence of a passing score on the Florida Basic General Knowledge Test prior to registering for EDUC 617.

Master of International Business with Focus in Latin America

1. Successfully completed a bachelor's degree with a minimum GPA of 3.00.
2. It is recommended that students have knowledge in English Language.

Master of Business Administration in Finance

1. Successfully completed a bachelor's degree with a minimum GPA of 3.00.

Master of Science in Counseling with Specialization in Clinical Mental Health

1. Complete the Graduate Application for Admission online.
2. A minimum undergraduate GPA of 3.20.
3. Forms and documents disclosing licensure information, background, and work experience.
4. Faculty interview.
5. Applicants will write an autobiographical essay in which they discuss their reasons for wanting to become a counselor, what attributes they may possess which would contribute to their effectiveness as a counselor, what personal characteristics they possess that might hinder

their relationships with clients, and how they are planning to address those issues. The essay must be double-spaced and three pages in length.

Master of Science in Environmental Management with a specialization in Environmental Planning

1. Have obtained a Bachelor of Science degree from an accredited university with a minimum cumulative GPA of 2.75.
2. Have obtained a bachelor's degree in any other discipline at an accredited university with a minimum cumulative GPA of 2.75, provided that the student successfully completed the following courses: mathematics (6 credit hours), biology (8 credit hours), chemistry (8 credit hours), physics (8 credit hours) and sciences (3 credit hours).
3. Have completed the following introductory courses: computers (3 credit hours), economics (3 credit hours), sociology (6 credit hours) and statistics (3 credit hours).

Master of Science in Telecommunications and Network Systems Administration

1. Successfully completed a bachelor's Degree in Engineering, Information Systems or Computer Sciences from an accredited university with a minimum GPA of 2.75.
2. Successfully completed an advanced mathematics course at undergraduate level.

Master of Science in Nursing (applicable to Family Nurse Practitioner and Executive Nursing programs)

1. Hold a Bachelor of Science from an accredited School of Nursing with a minimum CGPA of 3.00.
2. Basic statistics course at the baccalaureate level (3crs).
3. Applicant must hold an unencumbered license as a registered nurse.
4. Complete an Interview process with the coordinator of the program or his/her representative.

5. Submit evidence of credits at the Nursing Bachelor's Degree with the admissions forms.

Master of Social Work

1. An earned bachelor's degree from a college or university accredited by a recognized regional accrediting agency
2. An undergraduate GPA of at least 2.75
3. Three letters of recommendation
4. An interview
5. An essay, written at the time of the interview

Master of Education in Educational Leadership

1. An earned Bachelor of Arts in Education
2. Work experience in the public educational system.

Doctor of Philosophy in Social Work

1. Graduate Application for Admission online.
2. A minimum graduate GPA of 3.00.
3. A Master's Degree in Social Work or human behavior discipline, such as psychology and counseling.
4. A Master's Degree from another discipline, with an approved graduate course on social policy analysis, social work with individuals, families, groups or community.
5. Curriculum Vitae with all the postsecondary schools, GPA for each institution, employment history, publications, conference presentations, awards/grants received, professional licenses, and professional organizations memberships.
6. An interview.
7. A sample of a written academic work published article with literature review or an essay with literature review, about research interests related to social justice. The written sample must be double-spaced and 10 pages maximum.

Doctor of Nurse Practice

Prospective D.N.P. students are selected for admission based on application content, academic record, curriculum of completed

required courses, professional nursing licensure, and evaluation forms. Individual student transcripts and writing samples are evaluated by select faculty members, the program director, and the associate director of nursing. Admission to the D.N.P. program requires:

1. A master's degree in nursing or a related field from a regionally accredited or internationally accredited school (Nursing degrees must be accredited by the Accreditation Commission for Education in Nursing [ACEN], the Commission on Collegiate Nursing Education [CCNE], or the Commission for Nursing Education Accreditation [CNEA].)*
2. A minimum master's degree GPA of 3.0 on a 4.0 scale
3. A current, active, and unencumbered United States RN License
4. Two reference forms from individuals other than relatives (suggested sources include professors, academic advisers, and professional nursing references)
5. Submit a writing sample (use APA 7th edition formatting, including headings for each section). Include the following information in your statement: Problem/Issue Discuss a problem or issue in your professional practice setting that needs to be addressed from a D.N.P. perspective. (250 words minimum) Applicant's Goals Discuss your personal and professional goals related to the D.N.P. (250 words minimum)
6. A CV/résumé
7. Official documentation of all supervised, postbaccalaureate practice hours

All graduate programs

1. The Admissions Committee reserves the right to require an applicant to complete certain undergraduate level courses as a requirement for conditional admission to a program.

Conditional Admissions

A student who applies for admission or re-admission, submits a student copy of his or her transcript, and meets all the admissions requirements for the selected program of student may be grant conditional admission to the university. Federal financial aid is not available to conditionally admitted students.

Incoming students shall submit official documentation within 30 calendar days from the beginning of the term to complete the student records. If the student fails to provide all required forms within the deadline, the admission and enrollment will be cancelled.

Applicants that do not meet one or more of the above-mentioned requirements may be interviewed by the Campus Director or designated representative. The Director or his authorized representative will determine if the applicant can be conditionally admitted.

The Admissions Committee reserves the right to require an applicant to complete certain undergraduate level courses as a requirement for conditional admission to a program.

Appeals of Admission Decisions

Undergraduate and graduate applicants may appeal admission decisions to the Campus Director. The Director will request from the student any information needed to evaluate the appeal. The Campus Director's decision may be appealed in meritorious cases to the Vice Chancellor of Student Affairs.

Deferment of Admissions

Upon request, the Admissions Office may defer admission to the following semester of the same academic year for which admission to the university was granted.

Readmission

A readmitted student is one who has interrupted his or her studies for at least one semester and wishes to return to the institution to continue his or her program of study. Once admitted to a program, it is expected that a student will register consecutively each term (except summer) and maintain satisfactory academic progress.   Students with satisfactory academic progress that wish to resume their studies after an interruption of one semester or more must apply for readmission and:

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

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

Admission Validity

1. Students can only enroll in programs offered at the time of their admission or readmission.
2. Admission or readmission to AGMU will be valid for one semester of the academic year, beginning on the date it is granted.
3. Students must fulfill the admission requirements by the dates established in the academic calendar. Applications that are not accompanied by the required documents or that do not meet the established requirements will be considered provisional applications. If the documentation is not received within the semester for which the application is submitted, the Institution may invalidate the student's provisional admission and cancel his or her provisional application.

Transfer of Credit into the University

A transfer student is defined as an active or former student entering Ana G. Mendez University from an accredited entity of post-secondary education. Official transcripts from all colleges attended must be received no later than forty-five (45) days after the start of the student's first term at AGMU to receive transfer credit. Transfer students must comply with AGMU residency requirements. Students from US and Puerto Rico campuses must earn 25% credits in residence at AGMU to receive technical certificate degree, associate degree, bachelor's degree diploma and, master's degree diploma. Transfer students must complete a minimum of 25% of the prescribed number of credit hours within their program of study in order to be measured for the recognition with honors.

As an institutional member of AACRAO, designated personnel have been qualified to review and evaluate foreign academic credentials. Applicants for admissions who have completed previous coursework outside the United States may receive a free of cost course and/or degree equivalency from Ana G. Mendez University.

Any such courses which are accepted for transfer will be included in the credits attempted and the credits earned in the calculation of satisfactory academic progress. Transfer credits are not included when calculating the GPA. For additional information, please refer to the sections in the catalog entitled Satisfactory Academic Progress and Programmatic Admissions Requirements.

Students from other fully accredited universities may be admitted. Transfer credits will be considered attempted credits (T grade) and will not be considered for the calculation of the retention or graduation index.

Criteria for acceptance for transfer of credit are as follows:

- The courses for transfer are similar in objectives and content to those offered by AGMU.
- The courses for transfer can be applied toward graduation requirements.
- The letter grade (or equivalent) in the course for transfer is a "C" or better (provided the "C" grade is defined as average or better) for undergraduate courses. The letter grade (or equivalent) in the course for transfer is a "B" or better for graduate courses.
- Core professional skills or technology courses may be accepted if those credits were earned no more than 5 years prior to enrollment date.
- General Education courses may be accepted if those credits were earned no more than 10 years prior to the enrollment date.
- Credits transferred from institutions are evaluated on the basis of equivalency with the content of the courses and credits required by AGMU.
- Courses with a Passing Grade (Pass) will be considered for transfer, provided they have credits and are equivalent according to the curriculum.
- The university does not accept remedial courses in transfer.

The authorized representative of the AGMU shall establish equivalencies for the courses, after consultation with the Academic or Program Director and if necessary, with the faculty specialized in the area. In some cases, the transferring institution's catalog and official course description provided by the student may be used to create course equivalencies. No official evaluation of transfer of credit is made until the student has been accepted by the university and an official transcript from the institution awarding the credits is received. The authorized representative, as applicable to the Campus, will inform the student of the courses officially accepted for transfer within 45 business days.

If the student does not agree with the decision on the granting or placement of credit earned at another institution, the student has the right to submit an appeal to the receiving campus. Students will be required to provide reasonable material to support the appeal. Once all the required information is received, the expectation is that we will provide the student with a written response within 15 business days. If the decision finds merit to change the course to meet a major requirement, authorized representative will update the student record and notify the student.

Students are prohibited from receiving federal student financial aid after attempting 150% of the number of credits required for their academic program. This calculation includes all attempted credits, including transfer credits, related to the student's academic program.

International Students

1. At this moment, Ana G. Mendez University campuses are not authorized to receive international students. Interested international students can apply to online programs. Applicants must contact the Director of Admissions for more information.
2. All requirements for admission, readmission, and transfer will apply to international students.
3. Admission for international students will be subject to the immigration laws and regulations in effect.
4. Students will have a period of 56 calendar days to submit their documents from the beginning of the course to complete their file. If the student does not submit the required documentation, admission and enrollment will be canceled.

Special Students

Students who wish to take credit courses for the purposes of continuing education or transfer of credits to another institution may register as a Special Student. Special students are classified as non-degree seeking students.

Students must show evidence of graduation from an accredited college or university or submit official documentation that denotes authorization to take courses, in order to become eligible to enroll at AGMU. Students may be required to participate in an interview with a representative of the university and/or academic department.

AGMU-US Language Placement Protocol

The purpose of the language placement assessment is to measure the applicant's current level of skills and knowledge in language (English and Spanish). The goal is to offer developmental coursework to students who reflect the need to enhance their language skills.

Placement Process - Graduate Level

New Students Without Evidence of Language Competency

To assess the language skills for new or transfer students unable to provide evidence of college-level language competency, the following assessment process applies:

1. Take an English or Spanish language assessment of 25 questions. The following table indicates how students will placed based on the final score:

Score	English or Spanish Placement
70% - 100%	Enrollment in graduate program courses
0% - 69%	Will be recommended to take developmental English or Spanish courses before enrolling in the program of study*

* Students recommended to take developmental English or Spanish courses, and those who are waived from the language assessment process, must sign an acknowledgment outlining the options to continue in the program without the recommended language proficiency.

Placement Process Waivers

Applicants may qualify for a language proficiency assessment wavier by submitting any of the following documents:

Graduate Program Applicants:

- A conferred bachelor's degree from AGMU (PR and US Branch Campuses).
- A conferred bachelor's degree from a U.S. accredited higher education institution where English or Spanish is the main language of instruction.
- A conferred bachelor's degree from a government recognized / accredited higher education institution where English or Spanish is the main language of instruction.
- English proficiency assessment scores from a recognized or validated standardized instrument within five calendar years (for programs offered in English or Bilingual modality)
  - TOEFL scores of 500 or higher on a paper-based examination, a score of 173 on a computer-based examination, or an internet-based score (iBT) of 61 taken within five calendar years.
  - IELTS™ score of 6.0 or higher.
  - GRE scores of 3.5 or higher in the Analytical Writing section and a score of 152 or higher in the Verbal section.
  - GMAT scores of 550 or higher equivalent to at least the 38% percentile ranking.

Language Courses

Students may present evidence of completion of English or Spanish College Composition coursework or its equivalent to be considered for transfer credit. Transfer credit for language courses may be awarded if the course description and objectives are equivalent to a language course offered at the institution. For more information, please refer to section in the catalog entitled Language Placement Protocol.

Method of Instruction

Non-degree and degree programs are offered in semester courses that are scheduled in five (5), eight (8), six (6) and fifteen (15) week sessions. On-site classes meet once a week for four (4) hours Monday through Friday from 6:00pm - 10:00pm. On Saturday, classes are from 8:00am - 12:00pm and 1:00pm – 5:00pm. Each Campus reserves the right to schedule classes in another time slot.

The students will be required a minimum of 10 hours of individual or teamwork outside the classroom per week per class. Faculty and students will have access and interact through Blackboard for coursework outside the classroom.

Course Modules and Language of Delivery

Programs at AGMU are offered in Spanish, English or Bilingual. Students may choose to complete their program of study on-site (face to face), online, or through blended/hybrid modality. These modalities are defined as:

- **On-Campus**: it is the synchronous interaction between the professor and the student which is offered in a traditional classroom on the campus where the learning-teaching process is developed.
- **Online**: process in which the professor and the student are separate in time, space, or both, and the totality of contact hours is offered through a technological platform *(*Learning Management System).
- **Hybrid**: courses which combine the synchronous modality with the online modality and are supported by technological platform (Learning Management System).

The language of instruction and program delivery modality are subject to availability.

COMPLETING A COURSE OR PROGRAM IN ANOTHER LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.

Classification of Students

By number of credit hours enrolled

- **Full time Students**– Those who have fulfilled the admissions requirements of the Institution and are carrying a program of six or more credit hours per semester in a program leading to a degree, diploma or certificate.
- **Half time Students** – Those who have fulfilled the admissions requirements of the University and enrolled in a program leading to a degree, diploma or certificate, but who are carrying three to five credit hours of work per semester.
- **Less than half time-** Those who have fulfilled the admission requirements of the University and enrolled in a program leading to a degree, diploma or certificate but who are carrying two credit hours of work per semester.

By credit hours leading to a degree

- **First-year Students-** Those who have a completed a minimum of 3 to 12 credit hours at the University.
- **Second-year Students-** Those who have completed a minimum of 13 to 24 credit hours at the University.
- **Third-year Students-** Those who have completed 25 or more credit hours at the University.

Registration

The Vice-Chancellor for Student Affairs determines the registration procedures. Candidates for admission will not be able to register until they have received an official statement or admission. Detailed information explaining the registration procedures will be distributed in advance. Students are required to register on the dates established for their respective cohorts according to the registration schedule published by the University.

In order to officially register for courses, the student must:
1. Pay all required charges and fees to the Bursar's Office.

2. Complete and submit all required documents to the appropriate university department.

Registration Validity

1. The Branch Campus Registrar will determine the registration dates and will include them on the Academic Calendar.
2. The receipt of the official notice of admission will be required to begin the registration process.
3. Students will be required to register according to the calendar and times announced. Any student may register on the day and time assigned, and during the specified late registration period set and notified on the academic calendar.
4. Each course the student registers in during regular or late registration will become part of his or her permanent academic record.

Maintaining the Academic Offerings, Programing of Courses, Closing and Eliminating Sections

The Institution will follow the SUAGM Manual of Norms and Procedures for Programming, Closing, and Elimination of Courses for maintaining academic offerings: programming of courses, closing and elimination of sections. This manual is available at each Branch Campus.

Programming of Courses

The Office of the Vice Chancellor is responsible for determining which courses will be offered, the number of sections to be created, the number of sections and the instructor assigned to each course. Course programming is designed during the month of June for the following academic year, which begins in August.

Program Moratorium or Institutional Closure

The Institution must periodically evaluate fluctuations in the enrollment of programs and specialties, and the demand of the labor market for the same, to determine the continuity of their academic offerings. The Institution shall have the power to place in moratorium programs or specialties due to a decrease in the required enrollment. One semester prior to the enrollment process, the Vice Chancellor of Academic Affairs will inform the Systems Analyst of the Vice Chancellor of Student Affairs of the program or specialization that will be in moratorium. The Institution will ensure the availability of the courses to the students who follow the established curriculum, in an uninterrupted way (without failing or leaving a term of study in between), until they complete their academic degree.

Institutional Closure

In the event of an institutional or campus closure:

1. One semester prior to the enrollment process for the following term, the university administration shall disclose its closure plan.
2. Students will meet with the appropriate personnel to help them identify and make the necessary arrangements to ensure the completion their studies at the institution within the identified allotted time or make arrangements to transfer to another institution.
3. The office of the Academic Affairs and Student Affairs shall establish a verifiable and reliable system to continue to provide students with information relevant to their academic work.
4. The office of Student Affairs shall deliver to the licensing agency all academic records, in digital format, and will certify that the information is correct.

Pre-Registration

Pre-registration is the process by which active students have the opportunity to select the courses which they want to officially register for during the registration process. The pre-registration period takes place during the second semester.

Late Registration

Late registration will be held, if possible, before classes officially begin. Students who do not go through the pre-registration process, or who fail to

attend registration on the assigned date, may register during the late registration period, provided there is space in the course sections they select. No student will be able to register after the period determined for late registration.

After the registration period, all courses will become a permanent part of the student's record. Students may ask the Registrar to cancel their registration by filling out the appropriate cancellation request forms which can be accessed through the Student Portal or at one of the university campuses.

Advanced Standing

A student's time to complete their program of study may be shortened through transfer of credit, credit from standardized placement assessment, prior learning, or challenge examinations. The maximum amount of advanced standing credit, regardless of source, cannot exceed 75% of the total degree program length for undergraduate programs.

Academic credit that is awarded through one of these methods is not calculated in the student's cumulative grade point average but is factored into the determination of the maximum time in which a program must be completed as published in the section entitled Satisfactory Academic Progress. Advance standing through transfer credit, credit from standardized placement assessment or challenge examinations does not apply to students pursuing a diploma program.

Credit for Prior Learning or Challenge Examination

Students may obtain credit for prior learning through passing challenge examinations. A challenge examination is an assessment of the student's mastery of course content prepared by a certified faculty member of the institutions. A portfolio is an assessment with supporting documentation that demonstrates a student's mastery of course content.

The following policies and procedures will apply:

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

2. For **Challenge Examination** Option:
   a. The student must obtain related documents from the Registrar Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Academic Director for initial screening before referring them to an academic subject specialist for final analysis.
   b. Upon approval, the student will be notified of the corresponding payment to be made. The Academic Director and/or its representative will issue a permit for the exam and provide an examination study guide to the student.
   c. The student will take the examination on the advertised date.
   d. A certified faculty member with expertise in the area of the exam will grade the examination and award the correspondent grade based on the test results.
   e. Appropriate documentation will be submitted to the Registrar.

Transferability of Institutional Credits to Other Institutions

The transferability of credits is solely at the discretion of the accepting institution. It is the student's responsibility to confirm whether credits completed at Ana G. Mendez University will be accepted at any other institution.

Program Changes, Withdrawals, and Transient Registration

Re-classification of Program or Major

Active students may apply for reclassification to a program or major by applying for reclassification to his Academic & Student Service Counselor before the deadline established in the Academic Calendar. The Academic Counselor will contact the student during the next three (3) working days to schedule an appointment and discuss the academic requirements for the program. The student will be required to present his/her Financial Aid Report (NSLDS) at the meeting. The petition will be evaluated by the Academic counselor and presented to the pertinent program director for approval according to program requirements and space availability.

Withdrawals

1. To apply for a partial or total withdrawal, students will provide official notification of intent to withdraw, in writing or orally, to the Integrated Services Office or Associate Registrar. The campus Registrar will record and document the reasons and date of the student petition.
2. Withdrawals with Reimbursements: Courses in which the student applies for partial or total withdrawal during the first week of the class will be reimbursed. Partial withdrawal may affect the classification of the student for financial aid purposes.
3. Withdrawals without Reimbursements: When students request a partial or total withdrawal from a course, after the due date established by the Institution for withdrawals with reimbursement, it may affect the student's academic progress.
4. The Institution may drop a student on the recommendation of the Discipline Committee or the Campus Director, following the provisions established in the Student Handbook.

Transient Registration

AGMU students will have the opportunity to take courses at other accredited institutions of higher education, if the courses are not offered at the institution and are required to continue course work in subsequent semesters.

1. In order to take a course at another institution, the student will submit the corresponding application form to the Associate Registrar at the applicable branch Campus. The Associate Registrar will present the petition to the Academic Director and will notify the student of the approval or disapproval of his petition.
2. Approval shall only be granted for those courses listed within a specific term.
3. Students must be in good academic standing.
4. Courses approved with a grade of "C" or higher for bachelors at the institution will be accepted. The credits will be recorded as attempted credits and will not be considered for the retention index.

Academic Load, Class Attendance, and Academic Advising

Academic Load per Term

A regular student is defined as a student who has fulfilled all admissions requirements to enter the institution, has enrolled in a program of study with six or more credits per semester, uninterrupted. Courses are scheduled in semester terms. Each semester is divided into five to fifteen weeks part of term.

1. The regular academic load for a full-time master's and doctoral student is six (6) credits per semester.
2. For an academic load of more than six (6) credits per semester or enrollment in more than two (2) classes per partial term, an authorization from the Vice-Chancellor or designee is required.
3. Students who have registered with the maximum academic load permitted and need three more credits to complete the graduation requirements in the same

semester will be allowed to take three additional credits with the authorization from the appropriate Vice-Chancellor or designee.

4. No student may have an academic load greater than six (6) per semester credits. An academic load greater than six (6) credits will be permitted for students that are graduation candidates to be completed during the summer term. Approval from Vice-Chancellor or designee is required. This academic load may not be greater than three (3) credits.

Class Attendance

Regular attendance and participation in class discussion and activities are expected. It will enhance and enrich the experience for the entire class. If the student expects to miss class for any reason, it is the student's responsibility to notify the professor by email or telephone prior to class. Professors may take student attendance into consideration when grading and should explain the possible impact of absences on the student's grades. Professors are not required to allow students to make up work. Students are responsible for all material covered during the course, regardless of whether they are present in class. Thus, attendance is strongly recommended to better facilitate student achievement of academic goals.

A census is made during the first two (2) weeks of each part of term to determine whether the student attended at least once during the period of enrollment.

Evaluation of Student's Academic Achievement

Definition of a Semester Credit Hour

One semester credit hour is equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course outline under the guidance of a qualified instructor.

Students are expected to engage in a minimum of two hours of out of class student work per each course credit hour.

Partial and Final Evaluations:

1. Each part of term (PT), professors will evaluate students based on the competencies required of the course where there will be at least three (3) partial evaluations and a final evaluation.
2. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the professors and depend on the nature of the course.
3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
4. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.
5. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.

Responsibility of the Professors:

1. It will be the responsibility of the professors to inform the students of at least one partial evaluation before the last date established for partial withdrawals.
2. It will be the responsibility of the professors to comply with the academic calendar and to inform the students, at the beginning of the course, of the course objectives and content, exams and other work that will be required for their evaluation.

Grade System

The university adheres to the following letter grade and points system:

1. For the purpose of computing the students average, the number value of the grades in the courses shall be:

Points	Grade	Honor Point
(100-90)	A	4
(89-80)	B	3
(79-70)	C	2
(69-60)	D	1
(59-0)	F	0

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

AU	Audit Course
I	Incomplete (IA, IB, IC, ID, IF)
IP	Course in Progress
NP	No Pass
NR	Grade Not Reported
P	Pass
T	Transfer Credit
W	Official Withdrawal
WA	Administrative Withdrawal
WF	Compulsory Withdrawal
WN	Administrative Withdrawal

A minimum 3.00 average is required for most graduate and doctoral degree programs.

A course with a "**W**" indicates a withdrawal from a course.

A "**WF**" indicates a withdrawal from a course with penalty for excessive and/or unjustified absences.

A "**WN**" Indicates no attendance in a course within the first two weeks of the term (no grade points). This is reported in the official census.

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

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

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

A course with a "**P**" indicates that the student met the minimum expectations of the course. A "P" grade is not calculated into the CGPA but is considered in the determination of credit hours attempted and earned.

A course with a "**NP**" indicates that the student has not met the minimum expectations of the course. A "NP" grade is not calculated into the CGPA but is considered in the determination of credit hours attempted and earned.

A course with an "**F**" indicates that the student did not meet the minimum expectations of the course. An "F" grade is not calculated into the CGPA but is considered in the determination of credit hours attempted and earned.

Students may register for courses as auditors. Auditing a course means performance in the course is not evaluated for a grade. Upon completion of the course, the student will receive the grade of "**AU**."

A course with a "**NR**" indicates that the final grade is not officially submitted. As a placeholder grade, a "**NR**" does not count towards the calculation of the CGPA and does not change the student's academic standing.

Once assigned by the professor or respective personnel, the grades are final and certified by the Registrar's Office in the students' official academic record. Nevertheless, a student has the right to appeal his/her grade to the Appeals Committee.

Withdrawals

Total or partial withdrawals are allowed during a part of term or summer session as specified in the academic calendar, with the recommendation of the retention official, and processed by the Registrar's Office or through the student portal. The deadline for voluntary total withdrawals is prior to the last week of the term.

The institution reserves the right to require a student to withdraw from any course or from the University, temporarily, for any of the following reasons:

- Possibility of hazard to the health of the student or that of other students, if enrollment were continued
- Refusal to obey regulations or serious misconduct on the part of the student.
- Deficient academic work (below required are scholastic standards).
- Students who withdraw from the Institution or finish their studies without settling their financial obligations will not receive graduation certificates, transcripts or diplomas.

Changes, Grade Objections, and Additions

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

1. In the event of a student grade objection, the student is obligated to present the objection at the Registrar, as applicable to the campus, within thirty (30) calendar days of the first day of class of the term following the objected grade.
2. The professor must submit to the Academic Director any request for a grade change or addition, within a period of time not to exceed one term since the grade was given. The proper form will be provided. The Academic Director of the Campus will submit the form to the Associate Registrar as applicable to the campus, who will be responsible for making the change or addition in the Official Grade Register.
3. Changes made outside the established calendar must be justified in writing and approved by the Academic Director.
4. Special cases on grade objections or changes will be resolved by an Appeals Committee composed of the Vice Chancellor or his/her representative, who shall preside, the Academic Director, a professor, the Associate Registrar or his/her representative, and a student appointed by the Director, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Vice Chancellor and/or Academic Director will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student's objection was submitted.

Incompletes

Conditions:

1. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if he or she has a minimum of partial grades.
2. The final exam will be offered, or the final work will be accepted only for students who have the opportunity of obtaining a minimum final grade of "D."
3. It will be the student's responsibility to make the necessary arrangements with the Professor and the Academic Director of each campus to determine how to take the exam or turn in the final work and remove the Incomplete.
4. The Incomplete (I) may be removed if the student completes the work required in the academic session within (1) one academic

semester of the first day of class of the following session and according to the dates established in the academic calendar.

5. If a student who has received an Incomplete in one or more courses does not achieve academic progress once the Incomplete is removed, according to institutional policies, financial aid will be reinstated, only if it is within the dates established by the Federal Government for assigning aid.

Responsibility of Professors

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

2. Upon completion of the term specified to complete the students' academic work, professors will have thirty (30) additional days to hand in the documents for removal of Incompletes to the Associate Registrar's or Registrar's Office where the Official Grade Register will be completed, and final grades will be awarded.

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

Repeating Courses

1. A student who wishes to repeat a course will have the option to do so. When a student obtains a D, F, or W in core professional, major and / or concentration courses that

are required for graduation at the undergraduate level and that must be passed with a minimum of C, it will be compulsory to repeat the course.

2. The Institution will allow a student who has obtained a C, D, F, W, or WN in a course to repeat it using financial aid if he or she has not exceeded 150% of attempted credits.

3. Students who repeat a course will receive the highest grade obtained for purposes of their academic average.

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

5. In the case of Externships/Practicum/ Internships courses, the student may repeat the course a maximum of twice. He or she will only be able to repeat the course the second and last time with the approval and recommendation of the Academic Director and the practice supervisor.

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

7. Repeated courses will count towards the evaluation of the student's satisfactory academic progress.

8. It is recommended that all graduate courses be passed with a minimum of B; and that students maintain a grade point average of 3.0.

    a. If a student obtains a final grade of C and it lowers the GPA to less than 3.0 it will be compulsory to repeat the course(s).

Independent Study

Courses in this category must comply with established requirements of weekly hours of instruction. Independent study courses will be offered as an alternative for those students who require a course that is not programmed in their graduation year be it the first or second semester.

These courses will be offered through independent study if they meet the following specific criteria:

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

The Academic Director of each campus will consider special cases individually on their own merits.

Satisfactory Academic Progress

Students pursuing an academic degree must achieve or exceed the minimum standards of satisfactory academic progress (SAP). These standards shall apply to all students, regardless of the methods by which they fund their studies. Failure to meet SAP requirements may result in the suspension of Title IV eligibility and/or the student may not continue in the program.

SAP is measured at the end of each academic semester through minimum qualitative and quantitative benchmarks. Further, all students must successfully complete their program of study within 150 percent of the normal timeframe. All students must meet the minimum standards of academic achievement and successful course completion percentage while enrolled at the Ana G. Mendez University. Specific programs may mandate higher academic standards to meet SAP. It is the responsibility of the students to adhere to the academic standards for their program of study. Students who fail to maintain specific academic requirements will not be permitted to continue in their program of study.

Reviewing Satisfactory Progress

Minimum CGPA and Rate of Course of Completion

The progress of all students will be reviewed at the end of each semester and at the end of each academic year. Students' satisfactory academic progress is reviewed using two measures, which must both be achieved to meet SAP: cumulative grade point average (CGPA) and rate of course completion percentage. Students who fail to earn the minimum required cumulative grade point average and/or earn the minimum required rate of course completion percentage will be placed on Financial Aid Warning status for one semester. While on Financial Aid Warning, the student will remain eligible for federal financial assistance.

At the end of the Financial Aid Warning period, the student's cumulative grade point average and rate of course completion percentage are again reviewed. If the student's cumulative grade point average and rate of course completion percentage equal or exceed the minimum, the student is removed from Financial Aid Warning because the student is meeting SAP. If the student's cumulative grade point average and/or rate of course completion percentages are below the required minimum for SAP, the student will be deemed not making satisfactory academic progress, and the student will lose eligibility for federal financial assistance.

SAP Appeal Process

If the student loses federal financial aid assistance because of not meeting the minimum SAP requirements following a semester on Financial Aid Warning, he/she may apply for Appeal to the Vice Chancellor of Student Affairs or appointed representative explaining and documenting the basis for an appeal including his/her injury or illness, the death of a relative, or other special circumstances. The appeal must also explain why he/she failed to make SAP and what has changed in his/her situation that will allow him/her to make SAP at the next evaluation. The appeal is submitted to the Vice Chancellor of Student Affairs or appointed representative. If the Vice Chancellor of Student Affairs or appointed representative determines that the student will make SAP at the end of the next evaluation, the student will be placed on Financial Aid Probation for one semester and remain eligible

to receive federal financial assistance. If the Vice Chancellor of Student Affairs or appointed representative determines that, based on the appeal, the student will require more than one semester to meet SAP, the student may be placed on Financial Aid Probation, and an academic plan must be developed for the student. If the student meets the minimum SAP requirements at the end of the semester of Financial Aid Probation or after the semester when the student was on an Academic Plan, the student will be considered meeting the SAP standards. If not, the student will no longer be eligible for federal financial assistance and may no longer continue in their program of study. The student shall be referred to the Registrar Office to explore alternate academic options.

Academic Plan

Once a student is placed on probation, an Academic Plan will be put into place. The Academic Plan will serve as a road map to guide a student toward meeting his or her SAP goal within a specified time and method. The plan is designed by the Center for Student Success and communicated to the student in writing. The plan that is implemented will be regularly evaluated and refined as internal and external developments warrant. An Academic Plan may span multiple evaluation periods, so long as the Academic Plan allows for graduation from the program within the maximum time frame (MTF), and the student stays in compliance with the terms of the Academic Plan.

Extended Enrollment Status

Students not achieving the minimum standards of satisfactory academic progress or who fail to meet the minimum standards at the end of the probationary period may be terminated from the University. Students may continue their studies in an extended enrollment status to attempt to earn eligibility for reentry. Students on an extended enrollment status will be charged the appropriate tuition and fees and will not be eligible for any Title IV financial aid. While on this extended enrollment

status, students must attempt to correct their academic deficiencies. The extended enrollment status must be completed within the required maximum time frame. The conditions for extended enrollment status will be agreed upon in writing by the student and the Center for Student Success. The Appeals Committee reviews and approves requests for extended enrollment.

Appeals Committee

The Appeals Committee is composed of a representative of the following offices: Academic Advisor, Registrar, Financial Aid, and the Academic Director. It is presided by the Campus Director or his/her representative.

Impact of Certain Grades on the CGPA and Rate of Course Completion Percentage

- Incompletes: A student with a grade of "I" must complete the coursework within the allotted time as published in the Catalog. The faculty member will assign a final grade if the student does not complete the course within the allotted time. The final grade will be included in the cumulative grade point average and the credits will count as credits attempted.
- Withdrawals: All course withdrawals will count as credits attempted but will not be included in the cumulative grade point average.
- Repetitions: Students are permitted to repeat courses. All credits count as credits attempted. The grade for the repeated course will count in the cumulative grade point average.
- Transfer Credits: All transfer credits count as credits attempted and credits earned in the rate of course completion percentage. Transfer credits do not count in the cumulative grade point average.

Remedial and Developmental Courses

Students enrolled in remedial courses are expected to receive passing grades in those courses in order to progress into the next term. Remedial courses do not count towards the determination of credit hours attempted and earned and will not be considered in the cumulative GPA when determining SAP. Financial aid recipients may receive aid for a maximum of 30 semester credit hours in developmental coursework.

Satisfactory Academic Progress Tables

Master's Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 – 12	67%	2.50
13-24	67%	2.90
25+	67%	3.00

Doctoral Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 – 18	67%	2.75
19-36	67%	2.90
25+	67%	3.00

Accumulated Credits Required and Retention Index

Accumulated credits are the sum of the credits corresponding to the courses the student registers in annually and those accepted as transfer. To complete a degree, a student must complete all academic requirements in a period of time not to exceed 150% of the total credit hours required to obtain the degree. The total of approved credits to complete the degree must meet a minimum average for graduation as established by major.

Internship/externship and practicum requirements

Students must abide with the required hours, procedures and policies set by the state and local agencies for internship/externship and practicum experiences. Also, students must comply with state and local certification requirements for the academic program, as applicable. Furthermore, students must comply with all requirements established by the internship/externship and practicum centers.

Graduation Requirements

Eligibility to Obtain an Academic Degree

1. Students must have approved the courses required for the degree as specified by the Institution in the Catalog and comply with all academic requirements for their degrees including but not limited to tests, practicums, and internships.
2. Students must have approved the total number of credits required for the degree with a minimum GPA of 3.00 for graduate and doctoral programs.
3. Transfer students must meet residency requirements.
4. Students must complete the degree's final requirements.
5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.
7. Have applied for Graduation through the campus webpage or Registrar by the date established in the academic calendar.
8. No document will be given certifying that the student has completed the graduation requirements until evidence of having no financial debts with the institution have been presented.
9. All students applying for readmission to the institution will be subject to the graduation requirements in effect the year they are readmitted.

10. Master's degree students will NOT be required to attend physically, or to have residence credits to be eligible for the degree.
11. Commencement will be held only once a year, at the end of the second academic semester. Students who fulfill their graduation requirements at the end of any semester or at the end of the summer session may apply and obtain a certification of completion of graduation requirements from the Registrar's Office before Commencement. Eligible candidates for graduation must attend the Commencement Ceremony.
12. Master's degree students must have a grade point average of 4.00 to graduate with honors.
13. Two degrees may be conferred, if they are from different programs or different majors when it is the same program.

Programmatic Graduation Requirements

Master of Science in Counseling with Specialization in Mental Health

1. Complete all coursework listed on the program with a grade of "B" or better in all counseling courses, and a GPA of 3.0 or better.
2. Complete all field experiences (practicum and internship) with satisfactory evaluations from site supervisors.
3. Satisfactorily pass the National Clinical Mental Health Counseling Examination (NCMHCE).

Financial Information

Fees and Tuition Costs

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

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

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

Tuition

United States Residents

Online Programs

Master's Degree
Cost per Credit: $480.00
Doctoral Degree
Cost per Credit: $580.00

Other fees and charges (Fees are non-refundable)

Graduation Fee	$185.00
Transcript	$6.00
Returned Check Fee	$15.00
Diploma Duplicate	$25.00
Administrative Graduation	$35.00
Graduation Certificate	$5.00
Apostille Fee (International Students)	$35.00
Shipping Fee (International Students)	Varies by Country

On-site Programs

Master's Degree
Cost per Credit (Non-Health Sciences Courses) $480.00

Nursing and Allied Health Courses (All Courses with the course prefix BIOL, PHARM, HESC and NURS)
Cost per Credit: $562.00

Doctoral Degree
Cost per Credit: $580.00

Other fees and charges (Fees are non-refundable)

Graduation Fee	$180.00
ID Duplicate Card	$5.00
Transcript	$6.00
Returned Check Fee	$15.00
Diploma Duplicate	$25.00
Administrative Graduation	$35.00
Graduation Certificate	$5.00

Laboratory, Practice and Other fees (Fees are non-refundable)

Nursing and Allied Health

Fee for courses with a laboratory requisite $125.00

Puerto Rico Residents

Master's Degree
Cost per Credit: $260.00

Doctoral Degree
Cost per Credit: $375.00

Other Fees (Fees are non-refundable)
CAPSIM (MBA Programs) $70.00

Other fees and charges (Fees are non-refundable)

Graduation Fee	$185.00
Transcript	$6.00
Returned Check Fee	$15.00
Diploma Duplicate	$25.00
Administrative Graduation	$35.00
Graduation Certificate	$5.00
Apostille Fee (International Students)	$35.00
Shipping Fee (International Students)	Varies by Country

Technology Fee

In addition, the institution has a technology fee for each academic term. The fee amount is described as follows:

United States Residents

Online and On-site programs

- Fall and Spring Semesters $ 260.00
- Summer Semester $ 130.00

Puerto Rico Residents

- Fall and Spring Semesters $ 260.00
- Summer Semester $ 130.00

The Technology Fee provides students with adequate technology experiences through these objectives:

- Broaden/enhance the quality of the academic experience through the use of technology in support of the curriculum.
- Provide additional student access to technological resources and equipment that are needed in support of instruction and to maintain and enhance the technological competency of students as it relates to their academic endeavors.
- Increase the integration of technology into the curriculum.
- The technology fee for each academic term is not refundable.

Additional Expenses and Fees

Please note that in attending any institution, you will need to allow for other expenses, such as books and supplies, transportation, meals, and other personal needs. A variety of financial aid packages are available.

Books and Supplies:

All learning resources, textbooks and teaching materials are provided through the virtual library and Blackboard platform. In some cases, faculty will recommend textbooks, which students may acquire through the supplier of your choice. The approximate cost of books and supplies per term is $350.00.

Graduation Fee:

The student must apply for Graduation to the Registrar's Office by the date established in the academic calendar, along with a $185.00 graduation fee, non-refundable.

Student Identification Card

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

Other Fees (Non-Refundable):

Official Transcript	$6.00
Diploma Duplicate	$25.00
Degree or Graduation Certification	$5.00
Graduation or Administrative Graduation Certification	$35.00
Challenge Exam	50% Cost per Credit Hour
Prior Learning	50% Cost per Credit Hour
Returned Check	$15.00
Apostille Fee	$35.00
Shipping Fee	Varies by state and/or country

Payment Methods

Tuition, fees and service charges must be paid in full during registration or at the time a student requests service. Payments can be made online or by cash, personal check, certified or manager's check, money order, or credit cards such as American Express, Visa or Master Card. Receipts for all transactions must be requested and retained by students, in case of any complaint or adjustment requested in the future. The Bursar's Office will not accept claims without receipts. *All tuition, general fees and service charges*

are subject to change during the life-term of this catalog.

Partial Withdrawal: Course Drop/Add Period

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

Non-Attendance

Students who do not attend the courses they are registered in will be reported as NP by the professor. The administration will record an administrative withdraw (WN), and the student withdrawn administratively and charge 25% of the course tuition cost.

Cancellation and Refund Policy

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule and norms:

1. Cancellation can be made in person, by certified mail or by termination.
2. No charge will be made for submitting an application for admission. If the student is admitted, enrolled and cancels within three (3) business days, or is denied admission, after signing the student enrollment agreement and making initial payment, all funds will be refunded.
3. Cancellation after the third (3rd) business day, but before the first class, results in a refund of all funds paid.
4. If cancellation occurs prior to completion of the drop/add period (first week of the term), the school will refund 100% of the tuition and fees, as well as any funds paid for supplies, books, or equipment which can be returned to the institution.
5. Any student who withdraws after the drop/add period, but through 60% of the semester, will be refunded according to the refund formula.

6. Termination Date: In calculating the refund due to a student, the last date of participation in class by the student is used in the calculation unless earlier written notice is received.

7. Refunds will be made within 30 days of termination of student's enrollment or receipt of cancellation notice from student.

Refund Formula

Any student who requests a total withdrawal of courses, after the drop-add period, but through 60% of the semester registered, will be reimbursed according to the following formula:

$$\frac{\text{TOTAL DAYS ELAPSED}}{\text{TOTAL SEMESTER DAYS}} = \% \text{ of TOTAL COST}$$

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

Financial Aid

Ana G. Mendez University makes every effort to help its students obtain government financial aid for those who qualify and are unable to begin or continue their university education without such aid.

Financial aid is made up of three components. First, scholarships that are given and thus do not have to be repaid. Second, student money loans made available at a low interest with reasonable conditions of repayment. Third, the work and study program allows students to gain experience that is related to their program of study and at the same time receive compensation for the work being done, thus helping -with the cost of education.

The student can be eligible to receive financial aid of all three components if they qualify according to applicable federal regulations.

Loan, Work-Study, and Veterans Programs

Federal Direct Loan

Federal Direct Loans are offered at a variable interest rate, with a cap of 8.25% for undergraduate and 9.50% for graduate programs. For "Subsidized-Direct" the government pays the interest while students are in school; for "Unsubsidized Direct" students are responsible for paying the interest while they are in school. If they choose not to pay the interest, it will accrue and be capitalized (added to the principle). This loan must be repaid; the repayment should begin six (6) months after the student graduates or ceases to study.

Federal Direct Parent Loan for Undergraduate Students (FDPLUS)

"PLUS" loans are borrowed by parents for dependent students. The interest rate is variable, with a cap of 10.5%. Repayment begins 60 days after the first disbursement.

Federal Work-Study Program (FWSP)

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

Veterans' Educational Benefits

Ana G. Mendez University is approved for Veterans Training and higher education degrees.

Veteran's Education Benefits are provided by the Department of Veterans Affairs, students interested in Veterans' Educational Benefits should contact branch campus officials.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

• Prevent the student's enrollment;

- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

How to apply for Federal Financial Aid

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

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

The amount of financial aid award may vary each year according to the student's need, the type of aid they are eligible, their academic performance and available funding.

Eligibility Requirements

In order to meet the eligibility requirements, students must:

- Have financial need

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

Important Note: The Institution complies fully with the privacy Rights of Parents and Students Act of l974 (Title IV of the U.S. Public law 90-247), as amended, which specifically governs access to records maintained by institutions to which funds are made available under any Federal program for which the U.S. Commission of Education has administrative responsibility. The release of such records provided that such institutions must furnish parents of students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the ground that they are inaccurate, misleading or otherwise inappropriate. Institutions must obtain the written consent of parents before releasing personally identified data from student records to other than a specified list of exceptions; that parents and students must be notified of these rights; that these rights transfer to students at certain points; and that an office adjudicates complaints and violations of this law.

Student Services

Student Services

The Ana G. Mendez University reflects the commitment of the System and its member institutions to student service. The service offered is characterized for being personalized and individualized, where the student and the program representative together go through the steps from admission to registration, according to the particular needs of each student. The university provides an array of services to students. In the Admissions office students can process their admission. The Registrar's office validates transfer credit for their courses. Students receive orientation and apply for financial aid through the Financial Aid office. The Counseling and Retention office provides personalized academic advising, helps students complete their course registration, and performs program planning and academic progress audits.

The Student Affairs department also offers orientation about other services available and acts as a liaison to other offices of the System and its member institutions. All locations have Academic Advisors to meet the counseling and career services needs of its students.

The Student Affairs, Admissions, Financial Aid, and Retention and Counseling officers are able to accommodate the demands of working adults through extended office hours:

Monday through Thursday: 9:00 a.m. - 8:00 p.m.

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

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

Academic Advising

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

Students Feedback and Complaints

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

Students may also submit a Request for Service or Complaint by filling out the appropriate form in Campus. They may also e-mail the campus staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Integrated Services or the Student and Registrar Services Coordinator for referral or resolution. In the event of any unresolved conflict, students can contact the Florida Commission for Independent Education at (850) 245-3200 or 325 W. Gaines St, Suite 1414, Tallahassee, FL 32399.

Student Code of Conduct and Discipline

Code of Student Conduct and Discipline

All students will observe and comply with all the institutional policies, rules and procedures and will follow a code of exemplary conduct. Each student should be familiar with the institutional polices regarding plagiarism. Also, course work cannot be used to complete the requirement of more than one course. Any violation of discipline will be referred to the Vice Chancellor of Student Affairs or appointed designee.

Disciplinary rules and regulations are ratified by the Ana G. Mendez University System Board of Directors. The students at Ana G. Mendez University, are expected to honor, obey and respect these rules and regulations in all their ramifications. Due to the importance of the Student Code of Conduct and the Disciplinary Regulations established by the university, each student is required to obtain a copy of the Student's Regulations Handbook from the institution internet page, the Office of Admissions or

the Office of the Registrar and must acknowledge receipt of it in writing. These requirements cannot be waved or omitted under any circumstances.

Disciplinary Regulations

Cases involving students disobeying rules, policies, regulations, statutes, and standards of conduct are classified as follows:

Faults - a problem of misconduct committed by a student that a faculty member, official or university employee considers to partially affect the institutional order.

Grave Fault - a fault made by a student that seriously affects the institutional order. Serious crimes include, but are not limited to:

- Conduct that damages institutional property
- The use of offensive language, disrespect, insults, threats of aggression, or attempted assault to officials, professors and/or students
- Disobedience or refusing to follow the instructions given by Ana G. Mendez University associates
- Distributing or publishing informational material via email without the authorization of the Office of the Vice-Chancellor of Student Affairs.
- Distribution of political propaganda
- Any type of conduct that interferes with the activities of the university and the teaching activity, i.e. tutoring classes, research, among others
- Forgery of official documents such as: records of grades, letters granting permits, withdrawals or registration forms, academic records and other official documents.
- Forgery of authorized signatures
- Violation of institutional rules, Puerto Rican laws, United States laws or international laws, when accessing Internet pages, emails, etc. to perform activities not related to academic work.

- Provide access to the institution of your computer system to unauthorized persons, including sharing the student's account number with another person, sharing another student's account number or password with a faculty member or with a third party; alter or inquire about the account number or password of other users without authorization, and interrupt access to the computer system.
- Disobedience or violation of the conditions of probation and/or sanctions imposed in accordance with the procedures established by this Code. Any other action contemplated by law regarding cybercrime.

Students must agree to comply with the rules and policies and understand that the university shall have the right to suspend or terminate the student's enrollment at any time for violation of rules and policies as outlined in the catalog. The university may reserve the right to modify the rules and regulation, and students will be advised of any and all modifications prior to the beginning of the academic term.

These principles, rules, and regulations are clearly stated in the college by-laws, the Student Handbook, and in other regular or periodic publications from the Administration.

Disciplinary Procedures

o The university representative shall inform the student of the crime of violation of the Code of Conduct and Discipline to him/her with a reprimand or corrective action. If inappropriate behavior continues, the university representative will notify the Vice-Chancellor of Student Affairs or appointed designee.

o Cases involving one or more serious crimes will be handled by the Disciplinary Council, composed of two representatives of the administrative area and two representatives of the academic field. The Vice-Chancellor of Student Affairs or appointed designee may

initiate a preliminary investigation and disciplinary proceeding in its own right, upon receipt of a report from a faculty member, official, employee or student of the institution about any act committed that is considered a felony.

o The disciplinary process begins when the Vice-Chancellor of Student Affairs files the case.

o The Vice-Chancellor of Student Affairs or appointed designee may temporarily suspend any student against whom a formal complaint was filed. Such provisional suspension shall not exceed fifteen (15) working days. A provisional suspension means an immediate ban on attending classes and participating in institutional activities.

o The Vice-Chancellor of Student Affairs or appointed designee shall convene a meeting of the Disciplinary Council no later than the fifth (5th) business day after the formal complaint was filed, to inform members of the contents thereof and to present the case of the Office of the Vice-Chancellor of Student Affairs.

o The Discipline Council will hold an administrative hearing to interview the plaintiff, student, witnesses and present the evidence gathered. The student will have the opportunity to make a personal or cybernetic appearance at the hearing in order to be able to comment on the evidence presented, to provide oral or written evidence, to refer to the witnesses, as well as to explain their position on the complaint. If the student does not respond to the citation and does not present an excuse to justify it, it will be understood that he/she accepts the facts. The process of investigation and discipline will continue, and decisions will be made.

o The hearing may not be extended more than fifteen (15) business days. The Disciplinary Committee shall make a decision in accordance with the evidence submitted. In the event that

the decision results in no crime, the documentation shall be filed, and any provisional suspension imposed shall be void. The Council shall inform the Vice-Chancellor of Student Affairs or appointed designee, who shall in turn inform the student.

o If the Council determines that a fault exists, it shall make a resolution and notify the Chancellor and the Vice-Chancellor of Student Affairs of the corresponding sanction. The Chancellor or Vice-Chancellor of Student Affairs shall notify the student, in writing and with acknowledgement of receipt, of the Council's determination and the sanction imposed. The student will be informed about his or her right to appeal to the Administrative Council within the time limit established by the code.

o The Council's written decision shall contain a summary of the facts, the article or clause of the Code of Infringement, the infringement committed, the disciplinary sanction applied, and the signature of the person designated to notify the decision.

Disciplinary Sanctions

Disciplinary sanctions for a grave fault may be any of the following (not listed in priority order):

- Written warning that the fault described in detail was incurred,
- Establishment of probationary enrollment for a defined period of time. This trial period may be revoked, with the approval of the Vice-Chancellor of Student Affairs or the Chancellor, if the student does not meet the specific conditions established,
- Restitution of compensation for loss and/or damage caused,
- Suspension of all or some of the student's rights for a fixed term, during the current semester,
- Suspension throughout the current semester,
- Suspension throughout the current or long-term academic year, or
- More than one of the aforementioned disciplinary sanctions.

Administrative Suspension or Dismissal from the Institution

If the sanction imposed by the Disciplinary Council is a suspension for the current semester or academic year, the Council must inform this determination the Vice Chancellor and the campus in which the student is enrolled. Faculty must also be informed.

A student suspended for the current semester or current academic year must apply for readmission and must be interviewed by the Vice-Chancellor of Student Affairs or their representative. If during the period in which the student was suspended, he/she has taken courses at another university institution, those courses will not be validated by the Ana G. Mendez University.

If the crime that led to a suspension for the current semester or academic year is repeated, it will be the basis for permanent dismissal from the institution. Students shall not be eligible to apply for readmission into any academic program or campuses within the university.

Disciplinary Appeals

The decision of the Discipline Council shall be final. Students may appeal the decision to the Administrative Council, in writing, by regular mail or email, within fifteen (15) working days. The student must also submit copy of the appeal to the Vice-Chancellor of Student Affairs and to the Discipline Council at the same of submitting the appeal to the Administrative Council. The decision of the Administrative Council shall be final and without appeal.

General Provisions

Course Numbering System

The following course numbering system is used by the AGMU:

- 500, 600 coded courses are Master Degree level courses

- 700 coded courses are Master and Doctoral Degree level courses.
- 800 and 900 coded courses are Doctoral Degree level courses

The Course Prefix

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

Separateness

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

Amendments

Ana G. Mendez University has the authority to amend this catalog at any time that it deems necessary.

False information

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

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

Student's Responsibility

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

Institution's Responsibility

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

Reserved Rights

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

FERPA

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

Law 186 (Only for US citizens and residents)

The institution lawfully complies with the dispositions of Law 186 of September 1, 2006. Better known as the Law that Prohibits the Use of the Social Security Number, Ana G. Mendez University does not use any student's social security number as Identification in public and private educational records or documents.

Anti-Hazing Policy

Sistema Universitario Ana G. Mendez Inc. do not recognize sororities, fraternities or similar student's organizations. Ana G. Mendez University does not allow hazing for any reason whatsoever. Students engaging in any potentially harmful activities will be disciplined and may be subject to suspension or termination.

Change of Name and/or Address

It will be the responsibility of the student to notify the Registrar's Office of any change of name, Social Security information or address (postal and physical) while he or she is an active student at the Institution. Student must present documentation, in order to update any information related to the Social Security card.

Student Organizations

The participation in student organizations provides opportunities for valuable experiences. Such participation fosters personal growth, encourages understanding, leadership, and cooperation and emphasizes the ideals of service, good citizenship and respect for human values. All student organizations, related to the University, must apply to the Office of the Vice-Chancellor of Student Affairs for registration. A faculty or administrative member assists and advises each registered group. Students can access the policies and procedures to register the organizations in the student portal.

DISTANCE EDUCATION

Ana G. Mendez University is an institutional entity dedicated particularly to the development, offering, and management of distance academic programs at the undergraduate and graduate levels, as well as other educational projects and distance education initiatives. In addition, the AGMU has the faculty to offer programs, courses and certifications through continuing education, in the distance mode. The Institution acknowledges that distance education is the educational alternative planned for the design of interactive, dynamic and social learning environments, available 24 hours, aimed at a student population that is diverse, massive and dispersed. The educational mode is mediated by the information and telecommunication technologies, traditional and innovative, that contribute to the construction of knowledge and the exchange of information through new methods of synchronous and asynchronous interactivity.

Ana G. Mendez University is equipped with the necessary technological infrastructure and has the responsibility of training faculty members, certify them as distance educators and manage the publication of online courses. The professional

development process of certifying faculty member as distance educator combines sequence of workshops addressed to enhance learning concepts and skills development required to work as instructor of an online distance education course.

Admissions Requirements for Distance Education

Applicants seeking admission to online non-degree and degree programs must meet the following requirements, in addition to the university's general admission requirements listed in the catalog in the section entitled *Admissions*:

1. Send by e-mail a full color front and back copy of a valid identification (government issued ID) with a photo to evidence an address where the applicant resides (i.e., driver's license).
2. International students may submit a Citizenship card or certificate of citizenship.
3. Students will be granted a period of 45 calendar days, from the beginning of the course term, to submit all the required documentation to complete the student file. Failure to meet the established deadline will result in the cancellation of the student's enrollment and admission.

Student Orientation

Prior to the beginning of the course, students who enroll in online and hybrid programs or courses must attend a mandatory student orientation.

The orientation provides training to on the use of Blackboard Learning Management System (LMS). The training includes basic use of the LMS to access and complete modules, lessons and activities. It also includes the use of communication tools within the LMS such as discussion forums, email and chat. The training is a series of tutorials available 24/7 in the student portal. The tutorials incorporate short video clips and other tools that can be accessed at any time for quick reference.

The training sessions cover the following topics:

1. Course login access/navigation: access to the LMS, content modules, and supplementary files.
2. Course tools: how to participate in a discussion forum, how to submit assignments, send and receive email, chat, whiteboard and how to see grades.
3. Academic resources: access to the online library, online tutoring (NetTutor), Academic Integrity Norms.

Another important student orientation training is provided in the use of the Banner Student Services Portal. Banner is the institution's Student Information System (SIS). Banner SIS is a password protected portal that allows students to carry out all enrollment activities online, such as apply admission, registration, adds & drops, payment and access to students' financial information. These sessions cover the areas on how to use the portal where the students can register and pay for classes; see their transcript, access financial aid information and other areas. Students gain access to this portal with a single sign-on methodology.

Due to the integration of the different student services, students can process their admission; validate transfer credit for their courses; receive orientation and apply for financial aid; receive personalized academic advising; complete registration, program planning and academic progress audits.

The institution's website offers prospective and current students access to course and program information, as well as access to the institution's social media apps such as Twitter and Facebook. The website also serves as the entrance to other web portals offered by the institution, such as the Student Information System and the institution's Blackboard Portal.

The student orientation also offers an overview of academic policies and procedures. Among the

regulations directly related to student academic success, the following topics are covered:

a. The full academic load that students must take for academic term to complete their grade.
b. The benefits of meeting their academic load to complete their degree on time.
c. The consequences of not carrying an acceptable academic load.
d. The importance of following the recommended course sequencing in the curriculum and enrolling in recommended courses for each term in order to avoid delay in your program of study within the established time.

Overview of the Distance Education Educational Delivery System

Distance Education at AGMU is a study and learning modality or independent study process assisted by technology, with the purpose of promoting learning without limitations of location, occupation and schedules. This education mode is self-directed by the student, who must plan, and time manage in order to complete the study material and study assignments to meet the requirements of the selected courses in their program of study. This study mode is characterized by the physical separation of instructors; the use of information technology and communication (print, digitized material, audiovisual material, computer resources, other materials and media) for the instruction and interaction between instructor and students and students with each other; facilitating lifelong learning strategies and equal educational opportunities to the entire student population. AGMU has a broad academic offering available through distance education and hybrid mode. Assurance on educational quality to the student and the provision of administrative services that go beyond geographic barriers and facilitates communication for students is of utmost importance. For this, the campus has access to direct services, adequate personnel, and the technology for the development of new modes in the teaching-learning process.

The AGMU provides an integrated portal with the technologies to support the programs offered in an online and hybrid delivery format. Courses are securely housed in a web-based learning management environment- Blackboard. It requires registered students to login into their courses using their unique login. Blackboard is an online platform providing a portal and a learning management system with synchronous and asynchronous online tools designed to allow students and faculty interactions in the virtual learning environment.

All students' unique profile information allows faculty to identify them in virtual areas and activities such discussion board postings, assignment submittals and quizzes. Each interaction records a date, time and student identification information. The Blackboard Learning Management System (LMS) is the platform used to deliver the online academic program. It provides the necessary functionality to correctly administer hybrid or online educational programs. It incorporates a solid environment for sharing and administering content, conduct online evaluations, follow-up with students, manage tasks and assignments, and conduct online collaborative projects or coursework.

The platform provides for the delivery of synchronous as well as asynchronous education. Asynchronous delivery is accomplished via discussion forums, course email, lessons, modules and exams and quizzes. The majority of course activities are designed for asynchronous delivery, which provides student with the greatest flexibility in fulfilling academic requirements. For synchronous mode of delivery, tools like whiteboard and desktop space sharing using a feature called Blackboard Collaborate allows faculty to deliver instruction in real time.

Resources Available in the Delivery of Courses

AGMU has access and provides to students, staff and faculty the following resources and tools that support the delivery of online and hybrid courses:

Softchalk- This program transforms academic content into HTML format that includes a wide variety of learning activities. It also allows users to include assessment and evaluation tools that can be published on the Blackboard Grade Center. Once students have reviewed and completed the activities

included in the Softchalk module, a completion certificate can be printed.

Blackboard Collaborate: The Blackboard Building Block allows faculty to schedule a live session and students to join in real time. This tools also allows faculty members to build groups within the platform. Faculty can also record their lectures through Blackboard Collaborate.

Articulate Studio 360 Presenter- Quickly creates flash-based presentations and e-learning courses.

Snagit & Camtasia- Snagit provides the tools needed to create eye-catching images and short videos for easy sharing. It is an excellent tool to capture a section of a screen or a video. On the other hand, Camtasia helps to create professional videos easily. This program can record on-screen activity, customize and edit content, add interactive elements, and share the videos or tutorials with anyone, on nearly any device. They both do video captures; Snagit is useful in the creation of screen shots and Camtasia for the creation of tutorials.

Biosig-ID- This tool captures a user's unique movements: direction, speed, length, angle, height etc. as they draw and create their passcode using just a mouse or finger. Each time a user logs in, their passcode is compared. Only if the patterns match will the "legitimate user" gain access to the online activity.

Courseval- This resource is a web-based and mobile-based course assessment system. It is also a surveying and evaluation software. It can be integrated into the Learning Management System (LMS).

Respondus Lock Down Browser- It is a specialized browser that provides a secure testing environment within the LMS. When the test begins, the user's desktop is locked, and it is not possible to print, copy, navigate or access other applications. It creates a secure environment for online testing.

Respondus Monitor- This resource is a supporting product which verifies the identity of each student. The tool lets the staff and faculty verify if the students are who they say they are.

Respondus 4.0 – This is an application for creating and managing exams that can be printed to paper or published directly to the LMS. This program allows users to transform tests done in Word format on Web delivery form. It enhances the assessment capabilities.

Taskstream- This is a learning achievement tool. It manages data that streamlines workflow and improves process. It also provides custom workflow, data collection and reporting capabilities to support outcomes assessment initiatives that engage faculty, students and administrators.

Blackboard Retention Center (BRC) – BRC provides an easy way for faculty to discover which students in the course are at risk. Based on preconfigured rules and rules faculty create, students' engagement and participation are visually displayed, quickly alerting to potential risk. From the BRC, faculty can communicate with struggling students and help them take immediate action for improvement.

NetTutor- Is an online tutoring service that is integrated to the AGMU Blackboard platform. Students can access qualified discipline experts and tutors who have demonstrated interest in helping students succeed.

Early Administrative Retention System (EARS)- EARS is a mechanical support tool (tracking system), which allows agility, access to information and the collection of the results of interventions.

Daily Census - When a pattern is identified, the application automatically generates an intervention referral for absences/ tardiness in EARS and sends e-mails to the student according to the pattern detected.

Technology Requirements

In order to maximize the online or hybrid course learning experience, students are required to own or have access to a computer and internet connection. The university does not provide students   with personal computers. However, each campus library has a limited number of personal computers available for student use on a first-come basis.

Supported Browsers

Blackboard supports five primary browsers. It is recommended that students run the browser checker on their technology equipment to ensure compatibility with all the tools available through the LMS.

Browser	Desktop Browser Versions	
Chrome[3]	49+	Supported
Edge[1,3]	20+	Supported
Firefox[3]	48+	Supported
Internet Explorer[1]	11+ (Windows Only)	Compatible[2]
Safari[1]	9+ (Mac Os Only)	Supported

[1] WebRTC isn't presently supported on these browsers, so the Create Recording feature will not work on these browsers. Both Microsoft and Apple have expressed they intend to support this standard in the future, in both Edge and Safari, respectively. These browsers can play back recordings created by the feature without issue.

[2] Microsoft ended active development for Internet Explorer in January 2016. Most features of Learn will work with IE11, so it is generally considered compatible. Some newer features in Learn may not, including Attendance and Create Recording. Reported issues isolated to Internet Explorer will not be resolved by Product Support. An alternative browser is recommended.

[3] Google Chrome versions 42+, Mozilla Firefox versions 52+, and Microsoft Edge don't support NPAPI-type plug-ins, including Java plug-ins and many media browser plug-ins. Blackboard doesn't support these browsers for using embedded media types that require third-party NPAPI plug-ins for viewing.

Supported Mobile Browsers

Browser	Mobile Browser Versions	Learn 2016 Theme
Chrome	49+	Compatible**
Edge	20+	Compatible**
Firefox	48+	Compatible**
Safari	With iOS 7+	Compatible**

** Modern mobile browsers are generally considered compatible when using the Learn 2016 system theme and user-added materials are mobile-compatible. Not all tools and workflows have been optimized for mobile use. Issues reported for tools that aren't yet optimized for mobile devices may be considered an enhancement request.

Blackboard App and Blackboard Instructor are supported native apps for mobile and tablet devices that interact with Blackboard Learn 9.1 servers. These apps may have their own device requirements. A variety of devices and operating systems were used to test the supported browsers. Support is not limited to these specific operating systems. The desktop browser versions above are supported regardless of the particular device or operating system on which they run.

Other Supported Products

Blackboard strives to make all its products as accessible as possible. JAWS 18 and 17 are used during accessibility testing of each Blackboard Learn release.

Reports and visualizations are available in Analytics for Learn and are delivered via third party business intelligence tools from Blackboard partners, specifically Microsoft (Reporting Services) for embedded reports, and Pyramid (Pyramid BI Office) for dashboard building. These products have their own commitments to browser support, and so the details below are subject to change based on product decisions made by our partners.

1. Analytics for Learn reports that display within the Learn interface are supported in all the same browsers as Learn. Standalone Microsoft Reporting Services reports are also supported in the same browsers as Learn. Refer to the Microsoft website for more information on browser support for Microsoft Reporting Services.

2. To view Pyramid dashboards, an HTML-5 compatible browser is required. Older versions of Internet Explorer that have been deprecated by Microsoft are not compatible for viewing Pyramid reports. To build

Pyramid dashboards, an NPAPI-compatible browser is required because the Pyramid builder uses the Microsoft Silverlight plugin. Google Chrome has deprecated NPAPI support, so this browser is incompatible. Firefox or Safari users must install and configure the Silverlight plugin to use it in their browser.

Operating systems used in testing	Windows 7, Windows 8, Windows 10, Mac OS 10.11, Mac OS 10.12, Mac OS 10.13, Chrome OS
Chrome OS tested device	Chromebook (Chrome Browser; Features Requiring NPAPI Plug-Ins Are Not Supported)

Student Attendance, Participation, and Monitoring

Student Attendance and Participation

Students enrolled in online or hybrid courses, in preparation for a course, must employ between 15-20 hours per week participating in experiences and activities established by the facilitator. These activities, delivered either synchronous or asynchronous, include and are not limited to discussion forums, virtual forums, chats, watching videos and other presentations.

Census Taking for Online and Hybrid Courses (Show/Now Show)

A census is made during the first two (2) weeks of each part of term to determine whether the student attended at least once during the period of enrollment.

- The faculty on record will certify attendance (Show/No Show Report) through the "Web for Faculty" to students who did not access the online course, within the deadline established in the academic calendar.
- Once the Registrar's Office receives the Show/No Show Report, the retention staff is

informed to follow up the students reported as No Show.
- The Retention Office will be following up with students to identify the reasons for not accessing the course, and to offer assistance and guidance in the process of accessing and participating in the course. Students will also be advised of their status with the Registrar's Office and the academic implications of not participating in the course during the census weeks.
- If the student wishes to be reinstated in the course, he/she must establish communication with the instructor. For this, the student will must complete the Course Re-Instatement Request Form available on the web-based forms repository through the student portal.
- With the approval of the instructor and the Registrar, the student may be reinstated in the course if noted on the report as No Show.

Monitoring Attendance and Participation After the Census Period/Unofficial Withdrawal

In order to support students in the completion of their course, and as part of the institution's retention efforts, faculty and staff monitor and report student participation for an additional 14 calendar days.

- After the census taking period of the Part of Term has been completed, the professor must process the access alert daily census every three days (Monday and Thursday) for an additional 14 days.
- As soon as the additional 14-day period has been completed, the Access Alert System retention center will send a report to the Retention Center Registrar's Office with those students who did not access to the course.
- The Registrar's Office will process an unofficial withdrawal to all the students who failed to complete the assigned activities or participate in the course. The un- official withdrawal is processed according to the student's last day of attendance and/or participation in the course.
- The Registrar's Office will send a letter (Non-Attendance Letter) thru email to the student notifying that he/she has been reported as non-attending.

- The student must respond to the Registar's Office via email within three (3) days from receipt of the notification.
- The professor must complete the Unofficial Withdrawal Form any time he/she identifies a student that is not attending the course.

Attendance will continue to be monitored throughout the term. The instructor is responsible for documenting student participation twice a week to refer students who are not participating in the course activities through the EARS Daily Census system.

- Retention officers will continue to monitor student participation as well as student referrals through EARS.
- The Registrar's Office will process an unofficial dismissal of all students who did not access the course. The unofficial withdrawal will be processed according to the date the student stopped participating in or attending the course.
- The Registrar's Office will send an email notifying of the unofficial withdrawal to students identified as not complying with the course attendance and participating policy.

Evaluation of Student's Academic Achievement

Definition of a Semester Credit Hour for Distance Education

The 34 Code of Federal Regulations (CFR) §600.2 defines a clock hour as a period of time consisting of:

1. a 50-60-minute class, lecture or recitation in a 60-minute period.
2. a 50-60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or
3. sixty (60) minutes of a preparation in a correspondence course.

One semester credit hour is defined as:

1. the equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course outline under the guidance of a qualified instructor. Students are expected to engage in a minimum of two hours of out of class student work per each course credit hour; or
2. the equivalent amount of work as required in paragraph 1. of this definition of other academic activities including but not limited to laboratory work, internships, practicums, studio work, and other academic work leading to the award of a semester credit hour.

These standards apply to both non-degree, undergraduate, graduate and doctoral courses offered in face-to-face, hybrid or online format.

Direct faculty interaction can be achieved in many ways in an online environment. Examples include use of online meeting tools, online journaling or blogs, discussion-forum posts, online exams/quizzes, recorded lectures or use of voiceover Microsoft PowerPoint presentations, online collaborative study or project-based learning groups, etc.

The following* time estimates help ensure credit-hour compliance:

Pedagogical Technique	Average Time Per Instance
Quiz	20 minutes each
Exam	50 minutes each
Midterm or Final	60 minutes each
Informal Writing Assignment	15 minutes per page (250 words)
Formal Writing Assignment	30 minutes per page (250 words)
Textbook Reading	8 minutes per page (250 words)
Reading of Linked Article/Paper	10 minutes per page (250 words)
Listen To or Watch Linked Audio/Video	15 minutes each
Listen To or Watch Webinar	50 minutes each
Complete a Guided Lab Exercise	50 minutes each
Complete a Virtual Field Observation	30 minutes each
Complete a Guided Field Observation	60 minutes each
Complete a Game/Simulation	30 minutes each
Complete a Tutorial/Module	30 minutes each
Watch/Make Synchronous Presentations	30 minutes each
Make a Blog Entry	10 minutes each
Participate in a Chat Room or Forum Discussion	20 minutes each
Study or Assignment Group Participation	40 minutes each
Online Meeting or Office Hours with Instructor	20 minutes each

*chart quoted from Dickinson State University, 2016 HLC Conference

Partial and Final Evaluations:

1. Each part of term (PT), professors will evaluate students based on the competencies required of the course where there will be at least three (3) partial evaluations and a final evaluation. The number of partial evaluations vary according to the content of and competencies measured in the course.
2. The weight of each evaluation are outlined in each course module. These evaluations may consist of exams, projects, cases or other appropriate activities.
3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
4. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.
5. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.

Responsibility of the Professors:

1. It will be the responsibility of the professors to inform the students of at least one partial evaluation before the last date established for partial withdrawals.
2. It will be the responsibility of the professors to comply with the academic calendar and to inform the students, at the beginning of the course, of the course objectives and content, exams and other work that will be required for their evaluation.
3. Faculty are required to post feedback and grades (if applicable) for each partial evaluation on a weekly basis.

Student Services

Time Frame of Institutional Response to Student

AGMU has a Help Desk Service Center for its educational institutions, supports all students within the university system. The services provided by the Contact and Customer Service Center are published in the student portal. The office is available Monday to Friday from 8:00 am to 6:00 pm Atlantic Time Zone. Students requiring support after hours are encouraged to refer to the Frequently Asked Questions (FAQ) page, where they can obtain answers to most common issues. Instructors, Help Desk, Customer Service, and University staff respond to students' questions and inquiries within 24 to 48 hours, excluding weekends and holidays.

Quality of Life and Wellness

The Quality of Life and Wellness Office Service provides services to promote optimal personal and academic development of the students. The staff offers counseling services and preventive activities which promote healthful lifestyles. Our goal is to be a resource to students for any concerns they might have while they are students at the Ana G. Mendez University.

Academic Retention and Development

This office provides the student population at a distance with academic and administrative support services, providing them with the necessary tools through the early identification of their needs, with a proactive follow-up, supported by technology (TIC's) to channel the required services.

The Retention Office is focused on promoting quality experiences aligned with the achievement and strengthening of the academic goals of the students, at undergraduate and graduate levels. The staff offers academic service and support including academic assessment, academic evaluation, tutoring, placement tests and other services.

Tutoring

Online tutoring is a component to help students be more successful. For tutoring schedule contact our Web site.

Workshops

The program offers a variety of free pre-recorded and live webinars in the areas of: stress management, procrastination, study skills, personal success and other related areas.

Students with Special Needs

This office provides access and reasonable accommodation for students who have documented disabilities so they can achieve their full educational potential.

Placement & Career Services

The career center helps students with skills they need to perform successful job searches and to assist them to develop and implement job search strategies. The Career Center does not guarantee employment upon attaining a degree but supports the students with occupational information and trends. You can interact with the Career Center staff by e-mail and telephone.

Minimum Student Enrollment per Session

Ana G. Mendez University establishes, as an institutional policy, that the minimum enrollment for online courses will be of 6 students per session, and a maximum of 30 students. An exception to this rule is to schedule courses for students with research project or thesis in progress. In these cases, the Policy for Allocation of Students for Research will apply. The maximum enrollment for online courses is established according to the course content, the technology to be used and the technical support that the student needs. Also, to be considered is the time that the professor needs to interact with each student.

Instructional Design Activity, Interaction, Subject Object, Technique and Tools

Instructional Event	Type of Interaction	Subject/ Object	Technique	Technological Tools
Grab Attention	Two-way	Professor- Student	Presentation of video clip, Group discussion	Video, Audio, Animation, Discussion forums, Chat (via Blackboard Collaborate)
Facilitate Browsing	Two-way	Professor- Student- Student- Content	Presentation of Tutorials	Multimedia application: Captivate
Inform Learning Objectives	Two-way	Professor- Student- Student- Content	Presentation of multimedia information	Multimedia applications: Articulate Presenter / Engage / Captivate
Stimulate Previous Knowledge	Two-way	Professor- Student- Student- Content	Presentation of information Hyperlinks to other content	Multimedia applications: Articulate Presenter, Web links, emails, Discussion forums
Present information stimuli	Two-way	Professor- Student	Presentation of information Hyperlinks to other content	Multimedia applications: Articulate Presenter, Web Pages, Emails, Discussion Forums
Provide guided learning.	Two-way	Professor- Student- Student- Content	Presentation of information Hyperlinks to other content	Multimedia applications: Articulate Presenter, Webpages, Email, Discussion Forums.
Increase Achievement	Multi- directional	Professor- Student	Presentation of information Hyperlinks to other content	Multimedia applications: Articulate Presenter, Web pages, Email, Discussion forum
Provide Feedback	Multi- directional	Professor- Student- Student- Content	Direct Communication Assessment instruments	Tests. Messages (8b), Email, Discussion Forum
Analyze the Process	Multi- directional	Student- Content Student-Student	Case studies Research. Projects Group Work	Email, Discussion Forum, Chat (via Blackboard Collaborate), Digital, Drop Box
Knowledge Creation	Multi- directional	Student- Content Student-Student Student- Context	Case studies Research Projects Guided Questions Group Work	Email, Discussion Forums, Chat (via Blackboard Collaborate), Digital Drop Box.
Practice and application	Multi- directional	Student- Content Student-Student Student- Context	Evaluations Projects Presentations Written Documents Research Projects	Text, Email, Discussion Forums, Chat (via Blackboard Collaborate), Digital drop Box.

Section III: Faculty

The Faculty of the Ana G. Mendez University have a minimum of a master's degree in their area of expertise and a minimum of three years of professional experience. Faculty teaching non-degree and certificate level courses hold the credentials required by the designated state regulatory and accrediting agencies. Faculty members must demonstrate and be certified to have the aptitude and ability to facilitate courses within the designated discipline. An updated list of certified faculty is available in the administrative office at each campus. The Faculty, although assigned to a specific campus, may be shared between the four campuses. An asterisk (*) denotes the role of Lead Faculty.

Full Time Faculty

Faculty Member	Degrees/Diplomas Held
Bóssolo, Ivette*	Juris Doctor, Florida State University
Brito, Jorge	Master of Science in Nursing, Family Nurse Practitioner, Universidad Ana G. Mendez-Gurabo Campus Master of Science in Nursing, University of Phoenix Doctor of Medicine, Higher Institute of Medical Sciences of Santiago de Cuba
Burgos, Luis A.	Doctor in Education Educational Administration, Interamerican University
Caiaffa, Andrés	Doctor of Nursing Practice University of Miami Master of Science in Nursing Florida International University
Carmona, Lorraine	Master of Arts in Curriculum and Instruction of English, Universidad Del Este
Collins, Glenda*	Master of Social Work, Florida State University
Colón, Chalie*	Master of Business Administration in International Business, Everest University
Díaz, Calix*	Ph. D Clinical Psychology, Carlos Albizu University Master of Social Work, Universidad de Puerto Rico
Diaz, Emily	Master of Science in Nursing, Family Nurse Practitioner, UAGM- Gurabo Campus, Master of Science in Nursing, Medical Surgical Nursing, Pontifical Catholic University
Díaz, Sharon	Master of Arts in English Education Universidad de Puerto Rico
Dueñas, Ana	Master of Science in Nursing-FNP, Turabo University
González, Mildred*	Master of Science in Social Work, Columbia University
Jiménez, Amilcar*	Master in Business Administration in Marketing, Interamerican University of Puerto Rico, San Juan, PR
Landis, David	Master of Arts in Spanish, Middlebury College Master of Science in Linguistics, Georgetown University, Washington, DC
Levrier, Michelie	MSN Family Nurse Practitioner, Purdue University
Maury, Antolin	Doctor of Nursing Practice-Nursing, The University of Alabama, Tuscaloosa, Alabama Master of Science in Nursing, Florida International University
Montañez, Carlos	MSN, Nursing Education, University of Phoenix
Ortiz, Irma*	Master of Education in Reading, Grand Canyon University (Over 50 credits at doctorate level in Education)
Ortiz, Mary	Master of Science in Nursing, Gerontology, Caribbean University, San Juan, PR
Otero, José	Master of Science in Nursing, Universidad de Puerto Rico
Pacheco, Luisa	Doctor in Clinical Psychology, Carlos Albizu University, Miami, FL Master in Social Work, Administration, Policy, and Organization, University of Illinios, Chicago, IL

Rivera Ortiz, Juan G.	DBA Management, Universidad del Turabo MBA Human Resources, Universidad del Turabo
Rodríguez, Ibis	PhD in Caribbean and Hispanic Literature, Centro de Estudios Avanzados de Puerto Rico y el Caribe MA in Spanish Language, InterAmerican University
Rojas, José*	Doctor of Medicine, Higher Institute of Medical Sciences of Havana, Havana, Cuba Master of Science in Nursing, University of Phoenix, Phoenix, AZ Master of Science in Nursing- Family Nurse Practitioner, Universidad del Turabo, Miami Lakes, FL
Sanabria, Jennifer*	MA in English Education, University of Puerto Rico, Mayaguez, PR
Sandoval, Adalgiza	Doctor of Psychology, California Southern University, Irvine, CA Master of Social Work, Hunter College, New York, NY
Torres, Joshua	Master in Social Work, Inter American University, San Juan, PR
Vega, Arturo	Master of Spanish Literature and Cultures, Universidad de Salamanca, Salamanca, Spain
Woelki, Nancy	Doctorate in Nursing Practice, Chamberlain College of Nursing, Addison, IL Master of Science in Nursing, Family Nurse Practitioner, Universidad Ana G. Mendez-Gurabo, Miami Lakes, FL
Zayas, Carla	Graduate Certificate in Latin American Studies, University of South Florida Master of Arts in Spanish, University of South Florida

Part Time and Adjunct Faculty

Faculty Member	Degrees/Diplomas Held
Alvarez, Pedro	Master of Science, Spanish Language - Nova Southeastern University
Alvarez-Salamo, Xiomara	Master of Social Work, Florida State University
Barnes, Denise	Master of Arts in English Curriculum, Caribbean University
Bernuil Quintanar, Jose L.	Doctor in Medicine, Universidad Autónoma de México
Bolivar, Marga	Masters of Science in Engineering Management, University Of South Florida
Caballero, Wanda Y.	Master of Education in Guidance and Counseling, Universidad del Turabo
Cadiz, Yvonne R.	Master of Arts in TESOL, New York University
Carmona Torres, Lorraine	Master of Arts in Curriculum and Instruction in English, Universidad del Este
Collins, Glenda	Master of Social Work, Florida State University
Crespo, Sonia V.	Master of Chemistry, Universidad Central De Quito
Cruz-Monge Veronica	Master of Education in English Curriculum, Caribbean University
Engel Peñalosa, Luz Marina	Master of Education in Language Arts, Carthage College
Estévez, Oribel	Doctor of Education in Higher Education Leadership, Nova Southeastern University
Estrada, Maria Teresa	Master of Social Work, University of Central Florida
Garcia, Edwin	Master of Fine Arts in Creative Writing in English, Queens University of Charlotte
Gonzalez Repollet, Brenda	Master of Arts in Mathematics Curriculum, Caribbean University
González, Develyn	Master of Arts in Spanish Language, University of South Florida

Faculty Member	Degrees/Diplomas Held
Harper, Maria del C.	Master of Media Design Management, Sanford Brown College
Hernández, Adriana	Master of Science in Industrial Engineering & Management, University Of South Florida
Hernandez, Marian	Doctor of Philosophy, Science and Engineering. Tulane University
Irizarry, Hilda E.	Master of Education in TESOL, Grand Canyon University
Kurian, Genevieve B.	Master of Education in Curriculum and Instruction English, National Louis University
Landrón, Martha Lucía	Master of Arts in Spanish Language, Universidad De Leon
Melendez, Lory	Master of Arts in Psychology and Counseling, Intern American University
Mena, Nelson	Master of Business Administration, University of South Florida
Mena, Rosmer	Master of Social Work, University of South Florida
Millan, Lillianie	Master of Arts in Curriculum and Instruction in English, Universidad del Este
Moradiellos, Darwin	Doctor of Philosophy in Biometric University of Minnesota Twin Cities
Ortiz Sustache, Giovani	Master of Education in TESL, Universidad del Turabo, Tampa FL 2015
Otero, Zaylee	Doctor of Psychology, Pedro Albizu University
Reyes Santos, René	Master of Arts in History Education, Universidad De Puerto Rico
Rivera Ramos, Waldemar	Master of Education in Guidance and Counseling, Nova Southeastern University
Rodriguez, Elizabeth	Master of Science in Spanish Language Education, Nova Southeastern University
Rodriguez, Jose M.	Master of Divinity in Pastoral Studies, Southern Baptist Theological Seminary
Rosales Arceo, Aída	Master of Education in International Languages, Framingham College
Rosario, Marisol	Master of Arts in Spanish Literature and Linguistics, University Of South Florida,
Ruíz, Lydia Isabel	Master of Arts in Spanish, University Of Northern Iowa
Torres Chaparro, Edgar	Master of Business Administration in Information Systems, Nova Southeastern University
Zayas, Santiago Carla	Graduate Certificate in Latin American Studies, University Of South Master of Arts in Spanish, University Of South Florida
Arroyo, Juan E.	Master of Arts in Labor Relations, Universidad Interamericana
Bangerter, Travis	Master of Business Administration, University of Phoenix
Betancourt, Heydi	Doctor in Medicine, Universidad de la Havana
Carvalho, Kathaline	Juris Doctor, Stetson University School of Law Master of Arts in Criminology, University of South Florida
Colina Rojas, Ali	Master of Arts Major in Economics, St. Louis University
De Jesús, Myriam	Master of Science in Nursing Education, University of Phoenix
Fret, Juan J.	Master of Business Administration in Accounting, Universidad Interamericana,
Fuentes Jaimán, Rafael E.	Doctor of Philosophy, Clinical Sexologist, The American Academy of Clinical Sexologists
Garcia Mendez, Alberto	Master of Science in Nursing in Family Nurse Practitioner, South University,
Gebrú, Daniel W.	Master of Clinical Pharmacy, Universidad de La Habana
Jiménez Gómez, Amílcar	Master of Business Administration in Marketing, Universidad Interamericana,
Jimenez, Edda	Doctorate in Pharmacy, Nova Southeastern University
Lamenza, Martiza	Bachelor of Science in Pharmacy, University of Puerto Rico

Faculty Member	Degrees/Diplomas Held
Lugo Rosa, Orlando	Master of Business Administration, Project Management, DeVry University
Martínez, Pablo L.	Master of Arts in International Relations, Troy University
Matos, Samuel	Doctorate in Public Health, University of South Florida
Morales, Edna	Bachelor's Degree in Pharmacy, Massachusetts College of Pharmacy
Navas, Marisol	Dual Degree Master of Sciences in Nursing and Master of Sciences in Health Administration, University of Phoenix
Ocasio Pérez, Lissette	Master of Business Administration in Accounting, Universidad Interamericana
Ortiz Roman, Mary L.	Master of Science in Nursing, Gerontology. Caribbean University
Rivera, Lydia	Master of Science in Nursing, University of Phoenix
Rivera, Sonia	Registered Pharmacy Technician, Med Tech College
Robayna, Manuel	Master of Business Administration in Management and Strategic Leadership, Universidad Metropolitana
Rodriguez, Michelle	Master of Social Work, Adelphi University
Roman, Cesar	Master of Arts in Psychology, Interamerican University
Valenzuela, Dante	Masters of Education in Leadership Administration, University of Illinois
Vargas, Irma	Master of Education in Counseling, Universidad del Turabo
Velarde, Einar J.	Master of Arts in International Relations, Graduate Certificate in Economics, St. Mary's University,
Velasquez, Cavi	Master of Business Administration in Strategic Leadership, Universidad Metropolitana
Barbarossa, Marco	Master in Engineering Management, Crummer School of Business, Rollins College
Burgos, Luis	Doctor in Education Educational Administration, Interamerican University
Colón, Chalie	Master of Business Administration in International Business, Everest University,
Chittenden, Harold Del Río, Rafael	Master of Arts in Organizational Management, Master of Business Administration, University of Phoenix
Gabauer, Carola	Master of Business Administration in Management and Strategic Leadership, Universidad Ana G. Mendez
Gil, Bernardo	Master of Business Administration in Global Management, University of Phoenix,
Medina, Luis Angel	Master of Business Administration in Global Management, University of Phoenix
Correa, Rafael	Master of Arts in Human Resources Management, Webster University
Ortiz, Ely Ann	Master of Business Administration in Management, University of Phoenix
Barber, Deborah	Master of Business Administration in Finance, Ana G. Mendez University
Cravener, Marilyn	Master of Accounting and Financial Management DeVry University
Andrade, Pablo F.	Master of Arts in Applied Economics, University of Central Florida
Rocafort, Héctor	Master of Business Administration in Marketing, Universidad de Puerto Rico
Avilés, José J.	Master of Public Health in Biostatistics, Universidad de Puerto Rico, San Juan, PR Master of Business Administration in Quantitative Methods, Universidad de Puerto Rico, San Juan, PR
Calcaño, José	Master of Science in Statistics, Iowa State University
Roldán, Violeta	Master of Arts in Middle School Mathematics, University of Central Florida

Faculty Member	Degrees/Diplomas Held
Soler, Jackeline	Mater of Education in Teaching Curriculum in Mathematics, Inter American University
Colón, Ismabel	Doctor of Philosophy in Research & Academic Psychology, Universidad de Puerto Rico
Deliz, Tania	Master of Education in Guidance & counseling, Universidad del Turabo
Hernández, Ismael	Master of Science in Psychology, Keiser University
Rivera, Vemari	Master of Arts in Organizational Industrial Psychology, Inter American University
Cintrón, Brenda	Master of Education in Special Education, Universidad de Puerto Rico
Mediavilla, Jerick	Master of Arts in Learning Design and Educational Technology, Universidad del Sagrado Corazón
Padilla, Jacqueline	Master in Social Work Universidad Interamericana
Torres, Joshua	Master in Social Work, Inter American University
Bóssolo, Ivette	Juris Doctor, Florida State University
Serrano, Ricardo	Master of Engineering Management,
Torrealba, Glenda	Master of Arts in Criminal Justice, Boston University
Valedón, Joanverónika	Juris Doctor, University of Florida
Villafañe, Omar	Juris Doctor, University of Puerto Rico
Abondano, Wanda	Doctor of Pharmacy, University of Florida
Brisolla, Aysha	Master of Science in Healthcare Administration and Logistics, University of Phoenix
Hoepp, Lizeth	Bachelor in Pharmacy, Santa Maria University
Guevara, Jesús	Bachelor of Science in Pharmacy, University of Los Andes
Saleh, José	Doctor in Pharmacy, Mid-Western University
Saleh, Samir	Doctor of Pharmacy, University of Florida
Santiago, Gladys S.	Doctor in Pharmacy, Nova Southeastern University
Ayala, Celia M.	Master of Science in Nursing, University of Phoenix
Camacho, Evelinda	Master of Science in Nursing, University of Phoenix
Colón, Anna A.	Master of Science in Nursing, Herzing University
Del Valle, Griselle	Master of Science in Nursing, Universidad de Puerto Rico
Hernández, Rita	Master of Science in Nursing, Universidad de Puerto Rico
Irizarry, Cesar	Doctor of Chiropractic, Life University College Master of Business Administration in Healthcare Management, Jones International University
Jiménez, Yvonne	Master of Science in Nursing-Nurse Educator, Kaplan University
Silva, Dianelys	Master in Management in Health Services, Universidad del Este
Levrier, Michelie	Master of Science in Nursing- Family Nurse Practitioner, Purdue University
Montañez, Carlos	Master of Science in Nursing, Nursing Education, University of Phoenix
Nieves, Luz Eneida	Master of Public Health in Epidemiology, University of Puerto Rico
Otero, José L.	Master of Science in Nursing, Universidad de Puerto Rico
Santos, Giovelly	Master of Science in Nursing, Nursing Educator, Herzing University
Zaborsky, Mary Jane	Master of Science in Nursing, Universidad de Puerto Rico
Abraham, Leticia	Master of Science in Spanish Language Education, Nova Southeastern University,
Alomar, Maricelly	Master of Arts in Education, Guidance & Counseling, Universidad Interamericana de Puerto Rico

Faculty Member	Degrees/Diplomas Held
Aponte, Carmen M.	Master of Science in Computer Information Systems, University of Phoenix, 2006
Ascensión, Aurora	Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo
Buleje, Miguel	Doctor of Philosophy in Information Systems, Nova Southeastern University Master of Business Administration, NTU School of Applied Science, Walden University
Cedeño, Jonathan	Master of Education in Teaching English as a Second Language, Universidad del Turabo
Cortés, Gretel	Doctor of Medicine, Ibero-American University
Crawford, Ariadna	Master of Arts in Educational Computing, Universidad Interamericana, Puerto Rico, 2000
Dávila, Somáliz	Master of Education in Guidance and Counseling, Pontificia Universidad Católica de Puerto Rico
De Jesús, Edwin	Master of Education Guidance and Counseling, Universidad del Turabo
Diaz, Sharon	Master of Arts in English Education, Universidad de Puerto Rico
Eguia, Marco	Master of Science in Computing in Open Information, Universidad Interamericana de Puerto Rico
Escartin, Ayeisha	Doctor of Medicine, Iberoamericana University
Garrastegui, Luis	Doctor of Medicine, Universidad Iberoamericana
Herrera, Miguel	Master of Arts in Social Administration in Social Work, Temple University,
Jacome, Olga	Doctorate in Education Science, Major in Spanish and Literature, Universidad de Guayaquil
Leduc, José R.	Doctor of Medicine, Universidad Central Del Este
López, Antonio S.	Ph.D. Romances Languages-Spanish, University of Central Florida Master of Arts in Hispanic Studies, Pontifical Catholic University of Puerto Rico,
Medina, Rosana	Master of Education in Guidance and Counseling, Universidad de PR 1992
Mendez, Cecilia	Master of Education in Teaching English as a Second Language (ESOL), Universidad del Turabo
Muccio, Paola	Master in Education, Curriculum and Instruction, Universidad Sergio Arboleda
Nevarez, Carla	Master of Sciences in Educational Technology, DeVry University,
Pacheco, Magaly	Doctorate of Education in Counseling and Guidance, Universidad Interamericana Master of Public Administration, Universidad de Puerto Rico
Pagán, Angel	Master of Arts in Philosophy, Cleveland State University
Patiño, Adriana	Master of Science in Spanish Language Education, Nova Southeastern University

Faculty Member	Degrees/Diplomas Held
Pérez, Esther	Master of Science in Teaching English to Speakers of Other Languages (TESOL), Nova Southeastern University
Puerta, María I.	Doctor of Philosophy in Social Sciences, Universidad Carobobo Master in Political Sciences, Universidad Central de Venezuela
Ramirez, Heidi	Mater in Education in TESOL, Universidad del Turabo
Rivera, Carmen	Master of Arts in Spanish University of Central Florida
Rivera, Erica	Master of Arts in English Education, University of Puerto Rico
Rivero, Giovanna	Doctor of Philosophy in Romance Languages, University of Florida
Rodríguez, Ibis	Doctor of Philosophy Caribbean and Hispanic Literature, Centro de Estudios Avanzados de Puerto Rico y el Caribe Master of Arts in Spanish Language, InterAmerican University
Sanabria, Jeniffer	Master of Arts in English Education, University of Puerto Rico
Santiago, Ubaldo	Master of Education in Guidance and Counseling, Universidad del Turabo
Soto, Sherly	Master of Education in TESOL, Universidad del Turabo
Squillaro, Graciela	Master of Arts in Spanish, University of Central Florida
Torres, Angel E.	Master of Social Work, University of Connecticut
Vélez, Myra	Master of Arts in English University of Central Florida
Agueverre, Gonzalo	Master of Science in Math Education, Nova Southeastern University
Aldana, Luis Enrique	Master of Science in Math Education Nova Southeastern University, FL 2010
Arroyo, Marylind	Doctor in Education, Teaching, Universidad Ana G. Mendez Master of Arts in Education, English Curriculum, Caribbean University
Buitrago, Vivian	Master in Education, Teaching English as a Second Language, Universidad del Turabo Master of Fine Arts in Graphic Design, Savannah Colllege
Bruno Gonzalez, Sonia	Master of Education in Bilingual Education, Universidad del Este, San Juan, PR
Campos, Carlos	Master in Science in Electrical Engineering, University of Kansas, KA 1985
Capote-Cobian, Jose	Master of Science in Mathematics Education, Nova Southeastern University,

Faculty Member	Degrees/Diplomas Held
Cespedes, Yamilet	Master of Science in Mathematics Education, Nova Southeastern University
Collado, Juan	Doctor of Educationin Organizational Leadership, Nova Southeastern University Master of Science – TESOL, Nova Southeastern University
Easdale, Alexander	Master of Arts in Latin American and Caribbean Studies, Florida International University
Farrell, Gryselle	Doctor of Education, Curriculum and Teaching, University of Puerto Rico Master of Arts in TESOL, University of Puerto Rico
Forteza, Barbaro	Master of Science in Spanish Language Education, Nova Southeastern University
Francis, Maria	Master of Linguistics in ESOL and Spanish, University of Basque County Master in Psychology, Universidad de Barcelona
Landis, David Henri	Master of Science in Linguistics, Georgetown University
Lopez, Fernando	Master of Science in Spanish Language Education, Nova Southeastern University,
Lorenzo, Elias	Master of Arts in Latin American &Caribbean Studies, Indian University, Doctor of Philosophy in Portuguese, Indian University
Mendez, Gustavo Adolfo	Master of Science in Spanish Language Education, Nova Southeastern University
Mercado, Reylbeck	Doctor in Medicine, Xavier Pontifical University Master of Science in Teaching English as a Second Language (TESOL), Florida University Master in Teaching/Learning of the Spanish Language and its Culture, University of Granada Master of Business Administration in Medical Management, Nova Southeastern University
Otero, Janet	Doctor of Philosophy in Spanish, Florida International University
Petrash, Vilma	Master of Public & International Affairs, Public Health and Administration, University of Pittsburgh
Ponce, Liliana	Master of Science in Spanish Language Education, Nova Southeastern University, Davie, FL Master of Arts in Social Anthropology, University of Kent at Canterbury, Kent, United Kingdom
Ramos, Javier	Master of Science in Mathematics, Nova Southeastern University Master of Education in Special Education, Universidad San Buenaventura

Faculty Member	Degrees/Diplomas Held
Salme, David J	Master of Science in Mathematics Education, Nova Southeastern University
Sanchez, Isabel	Master of Education in Elementary Education, Nova Southeastern University
Santiago, Zoraida	Doctor of Education in Special Education, Interamerican University of Puerto Rico Master of Arts in Special Education, Interamerican University of Puerto Rico
Slutz, David	Master of Education in Curriculum- Reading, Grand Canyon University
Tudela, Maria Elena	Master of Science in Spanish Language Education, Nova Southeastern University
Valverde, Lourdes	Doctor of Philosophy in Education – Mathematics, Universidad Enrique Jose Varona
Vazquez, Elizabeth	Master of Arts in Education in ESOL, University of Phoenix,
Vega, Arturo	Master of Spanish Literature and Cultures, Universidad De Salamanca
Abreu, Johannes	Doctor of Philosophy in Economics, Universida de la Havana Master of Business Administration in Accounting and Finance, DeVry University Master in Business Administration, Universidad de la Havana
Calcador, Carlos	Doctor of Business Administration, Walden University Master in Business Administration-Accounting, Universidad Metropolitana
Cintron, Jose	Master of Business Administration in Accounting, Universidad Metropolitana
Guadalupe, Jorge	Master Business Administration in Accounting, Universidad Metropolitana
Lopez, Angel	Master of Business Administration, Business Administration, Andrews University Certified Public Accountant, state of Florida
Martinez, Broderick	Doctorate of Business Administration, in Accounting, Argosy University Master of Business Administration in Accounting, Nova Southeastern University
Medina, Fernando	Master of Accounting -Taxation, Nova Southeastern University
Nunez, Maria Eleana	Master of Science in Taxation, University of Miami
Nunez, Pedro E.	Master of Business Administration in Finance, University of Denver
Urdaneta, Ulises	Master of Business Administration in Finance, Andres Bello Catholic University
Velez, Michelle	Master in Business Administration-Finance, University of Puerto Rico
Arcelay Vargas, Nancy	Doctor of Health Science, Health Sciences, Keiser University Doctor of Education, Educational Leadership, Argosy University Master of Education in Instructional Technology, American Intercontinental University

Faculty Member	Degrees/Diplomas Held
	Master of Public Health in Maternal and Child Health, University of Puerto Rico
Fernandez, Henry	Doctoral Degree in Education, Education Leadership, University Central of Ashdod Golda Meir Master of Science, Math Education, Nova Southeastern University Master of Arts in Education, Educational Leadership, Argosy University Master of Science in Health Services, Florida International University
Kouri, Juan H	Master of Health Services Administration, George Washington University Washington, DC 1988
Laureano-Vega, Manuel	Doctor of Medicine, Universidad Central del Este Master of Science in Biology, Universidad Puerto Rico
Velis, Evelio	Doctor of Medicine, The Higher Institute of Medical Science Doctor of Philosophy in Biostatistics, European-American University Master of Science in Health Services Administration, Barry University
Jaen, Bladimir	Master of Business Administration in Human Resources Universidad Metropolitana, San Juan, PR
Tua, Olga Vanessa	Master of Business Administration in Human Resources, Universidad Metropolitana
Araujo, Ricardo	Master of Business Administration-International Business, University of Miami
Bedu, Lisette	Doctor of Business Administration, Argosy University Master of Administration in Marketing, Argosy University
Buchanan, Vielka	Master of Business Administration in Management, Kaplan University
Garcia, Mariano	Master in Marketing and Communication, University of Havana
Giraldo, Juan Pablo	Master of Business Administration – Business Administration, Nova Southeastern University
Kravetz, Isaac	Master of Business Administration in Management, University of Phoenix. Doctor of Medicine, National Autonomous University of Mexico
Lopez, Mario Alberto	Master Degree in Management and Strategic Leadership, University of Este

Faculty Member	Degrees/Diplomas Held
Lopez, Steven	Master of Business Administration in Management, Southern New Hampshire University
McCarthy, Michael	Master of Business Administration in Management, Central Institute of Business Administration
Mercader, Jose Luis	Master of Business Administration, University of South Carolina
Morabito, Gerardo	Master of Business Administration in Management and Strategic Leadership, Universidad Metropolitana
Paez, Pablo	Master of Business Administration, University of Pennsylvania
Porta, Saidi	Master of Business Administration in Management, Nova Southeastern University
Santiago, Eric	Master of Science in Education, Keiser University
Tomecek, Karl	Master of Business Administration in Management, Nova Southeastern University
Tracanelli, Silvio	Doctor of Management Sciences, Universidad Rafael Belloso Chaquin
Martinez, Gustavo	Master in Engineering & Technology, Cornell University Master Certificate in Project Management, George Washington University
Noguerol, Luis	Doctor of Philosophy in Management, Organizational Leadership & Information Technology, University of Phoenix Master in Mathematics, University of Holguin Oscar Lucero Moya
Nieves, Anibal	Doctor of Philosophy in Computer Technology in Education, Nova Southeastern University Master of Science in Microcomputer Applied Management, Nova Southeastern University
Andino, Marcel	Doctor of Philosophy and Information in Technology, Universidad de La Havana Master of Automated Control, Universidad De La Habana, Habana, Cuba
Velez, Gustavo	Master of Business Administration – Technology Management, University of Phoenix, Phoenix, AZ
Cruz – Carmona, Carlos	Graduate Certificate – Conflict Analysis and Resolution Nova Southeastern University Master of Public Administration Universidad de Puerto Rico
Pinzon, Luis Felipe	Master of Public Administration Nova Southeastern University
Colon, Deborah	Juris Doctor, Pontifical Catholic University of Puerto Rico
Godinez, Felix	Master of Arts, Language and Linguistics, Florida Atlantic University Juris Doctorate, Case Western Reserve University

Faculty Member	Degrees/Diplomas Held
	Master of Philosophy in Economics and Politics in Latin American Studies, University of Oxford
Meneses, Gorka	Master of Arts in Criminal Justice, Universidad Interamericana de Puerto Rico
Recio, Edward	Juris Doctor, Georgetown University
Carlson, Karen	Master of Counseling in Marriage and Family, University of Phoenix
Cianciulli, Vittoria	Master of Science in Psychology and Mental Health Counseling, Nova Southeastern University
Cornejo, Edward	Doctor of Philosophy – History, The City University of New York Master of Philosophy – History, The City University of New York, NY 2006 Master of Arts in Counseling Manhattan College, NY 1991
Fernandez, Beatrice	Master of Education in Guidance and Counseling, Universidad del Turabo
Gonzalez, Maria	Doctorate of Humanities and Social Sciences, Sociology, Nova Southeastern University Doctorate of Leadership and Education in Counseling, Barry University Master of Science in Marriage and Family Therapy, Saint Thomas University
Moreno, Cynthia	Master of Science in Psychology, Carlos Albizu University
Polanco, Jose	Master of Science in School Counseling, Carlos Albizu University
Torres, Alejandro	Doctor of Ministry, Barry University Master of Business Administration – Management and Strategic Leadership Universidad del Este Master of Science in Psychology - Marriage and Family Therapy Carlos Albizu University Master of Arts – Spanish, St. John's University
Troche, Sonia	Doctor of Philosophy in Industrial Organizational Psychology, Universidad Católica de Puerto Rico Master of Education in Guidance and Counseling, Universidad Pontífica de Puerto Rico
Vega, Hernan	Doctor in Psychology, Health Psychology/Behavioral Medicine, North Central University Master of Science in Counseling Psychology, Nova Southeastern University
Abreu, Lllianie	Master of Social Work, Loyola University Master of Science in Nonprofit Management, Columbia University
Martinez, Gabriel	Master of Social Work, University of Central Florida
Naranjo, Fabio	Doctor of Philosophy in Social Work, Barry University
Pacheco, Abdy	Master of Social Work, Barry University

Faculty Member	Degrees/Diplomas Held
Rodriguez, Mildred	Master of Science, Social Work, Columbia University
Rodriguez, Martha	Master of Social Work, Barry University
Sandoval, Adalgiza	Doctor of Psychology, California Southern University Master of Social Work, Hunter College
Luis Gonzalez	Master of Science, Broadcasting, Boston University
Rosado, Glenda	Master of Science, Mass Communication, Florida International University
Andino, Gilberto	Master of Science in Nursing, Towson University
Balcazar, Ana	Master of Science in Nursing, Florida International University
Bello, Rodolfo	Master of Science in Nursing-FNP, Universidad del Turabo
Bermudez, Monica	Bachelor of Science in Nursing, West Coast University
Bonet, Sally	Master of Science in Nursing-Education, University of Phoenix
Brito, Jorge	Doctorate in Nursing Practice, Chamberlain College of Nursing Master of Science in Nursing in Family Nurse Practitioner, Universidad del Turabo Master of Science in Nursing, University of Phoenix Doctor of Medicine, Higher Institute of Medical Sciences of Santiago de Cuba
Cabrera, Stephanie	Master of Science in Nursing-FNP, Chamberlain University
Camacho, Mailen	Master of Science in Nursing, University of Phoenix University of Phoenix, AZ 2012
Canizares, Mayelin	Doctor of Medicine, Instituto Superior de Ciencias Medica de Villa Clara
	Master of Science in Nursing- Family Nurse Practitioner, Universidad del Turabo
Delgado, Dailin	Master of Science in Nursing, University of Phoenix
Diaz, Yedelis	Master of Science in Nursing-Family Nurse Practitioner, Chamberlain University
Duarte, Lissette	Master of Science in Nursing-Family Nurse Practitioner, Florida National University
Escorcia, Bianca	Master of Science in Nursing-Family Nurse Practioner, Florida International University
Fernandez, Sarai	Doctor of Medicine, The Higher Institute of Medical Science of Havana
	Master of Science in Nursing-Family Nurse Practitioner, Universidad del Turabo
Meybi, Fernandez	Master of Science in Nursing, University of Miami

Faculty Member	Degrees/Diplomas Held
Illas, Carmen	Master of Science in Nursing-Family Nurse Practitioner, Universidad del Turabo
Molina, Maibys	Doctor of Nursing Practice, Nursing, Grand Canyon University Master of Science in Nursing, Florida International University, Miami, FL
Morejon, Roberto	Master of Science in Nursing-Family Nurse Practitioner, Universidad del Turabo
Navarro, Claudia	Master of Science in Nursing, Florida International University, Miami, FL Doctor of Medicine, University of North Barranquilla, Barranquilla, Colombia
Padron, Yudit	Master of Science in Nursing-Family Nurse Practitioner, Universidad del Turabo, Miami Lakes, FL
Peña, Nancy	Doctor of Medicine, Higher Institute of Medical Science of Villa Clara, Havana, Cuba Master of Science in Nursing- Family Nurse Practiotioner, Universidad del Turabo, Miami Lakes, FL
Perez, Neyma	Master of Science in Nursing-Family Nurse Practitioner, Universidad del Turabo, San Juan, PR
Perez, Maria	Master of Science in Nursing Education, Barry University, Miami, FL
Rodriguez, Rene	Doctor of Medicine, Institute of Medical Science, Havana, Cuba Master of Science in Nursing- Family Nurse Practitioner, Universidad del Turabo, San Juan, PR
Salvat, Kirenia	Master of Science in Nursing-Family Nurse Practitioner, Universidad del Turabo, Miami, FL
Silva, Ricardo	Doctor of Medicine, The Higher Institute of Medical Sciences, Havana, Cuba Master of Science in Nursing, Florida International University, Miami, FL
Velis, Maria	Master of Science in Nursing- Nursing Education, University of Phoenix, Phoenix, AZ
Vilabrille, Geisy	Master of Science in Nursing-Family Nurse Practitioner, Universidad del Turabo, San Juan, PR
Davin, Rafael	Doctor of Philosophy in Biological Sciences, World University, San Juan, PR Master of Science in Biological Sciences, World University, San Juan, PR
Del Negro, Maria	Doctor of Medicine, Surgery, Universidad Central de Venezuela, Caracas, Venezuela Master of Science Degree in Medical Science, Universidad Central de Venezuela, Caracas, Venezuela
Gandia, Carlos	Doctor of Veterinary Medicine, Universidad Nacional Pedro Henríquez Ureña, Santiago, Dominican Republic
Lopez, Reinaldo	Doctor of Philosophy in Chemistry, Comision Nacional de Grados Cientificos, Havana, Cuba
Lozano, Bellaida	Doctor of Medicine, Surgery, Universidad de Carabobo, Carabobo Venezuela

Faculty Member	Degrees/Diplomas Held
	Master of Science in Education, Nova Southeastern University, Davie, FL
Perez, Antonio Mijail	Doctor of Philosophy in Biological Sciences, University of the Basque Country, Madrid, Spain

Section IV: Programs of Study

Masters

Master of Accountancy
30 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Accountancy aims to advance knowledge around new accounting and contributions practices, business performance evaluation, tax planning, forensic accounting techniques and procedures, including fraud investigation and analysis of financial statements of companies prepared based on international accounting standards. It also aims to advance knowledge about studying the ethical and legal considerations of the accounting profession, professional judgment, and the independent attitude necessary to exercise and apply the managerial skills necessary to succeed in a competitive business environment.

PROGRAM OBJECTIVES

1. Apply the basic theories and concepts of accounting in firms.
2. Apply professional skills and competences that will enable them to occupy different accounting positions in organizations such as PYMES, non-profit, large and medium organizations for profit and government institutions.
3. Comprehend and apply the quantitative tools and techniques for the solution of accounting problems.
4. Comprehend the basic concepts of information system technology related to finance and will also develop their skills preparing documents, spreadsheets and graphics applied to the finance field.
5. Have a level of technical and professional competencies that will enable them to occupy different positions in the accounting field locally and globally.
6. Apply skills to lead in organizational situations and develop strategies for improving work performance.
7. Apply methodology and analysis of quantitative, qualitative and mix research in the development of finance projects.
8. Apply knowledge in new and unfamiliar circumstances through a conceptual understanding of financial situations, and to develop the capacity to adapt and innovate in the solving of problems, as an employee or entrepreneur.

Master of Accountancy
30 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish
The language of instruction and program delivery modality are subject to availability.

	CORE COURSES		
Course	**Title**	**Credits**	**Pre-requisites**
ACCO 702	Financial Accounting and Reporting I	3	
ACCO 703	Financial Accounting and Reporting II	3	ACCO 702
ACCO 706	Auditing and Attestation	3	
ACCO 731	Internal Auditing	3	
ACCO 711	Forensic Accounting and Fraud Examination	3	
ACCO 733	Information Systems Auditing	3	
ACCO 728	Business Environment and Concepts	3	
ACCO 707	Federal Income Tax	3	
ACCO 730	Business Law and Regulations	3	
ACCO 724	Accounting Research and Communication	3	
	Total Credits	**30**	

Notes:

1. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
2. Please refer to Specific Program Requirements of this catalog.

Master of Business Administration with specialization in Accounting
38 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English

The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

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

The MBA in Accounting will offer courses in Finance, Management, Accounting, Marketing, and other general management functions with a more detail and specific focus or vision. Students may also choose a track in Taxation/CPA. Students on the Taxation/CPA track enhance their knowledge with advanced topics in the Certified Public Accountant exam areas. The students in this program will be able to work in current and new business focusing into the local economy as well as into the international and global economy. In addition, this program will allow the students to utilize the current technology at different management levels and will learn to apply the accounting techniques with the technology to be successful in the current dynamic and multi-cultural economy; the students will learn new technical tools that affect the local and global economy and influence the behavior of the human resources and industries.

PROGRAM OBJECTIVE

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

Master of Business Administration with specialization in Accounting
38 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English

The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
HURE 501	Human Capitol Management	3	
MANA 505	Management Information Systems	3	
MANA 600	Business Policy and Ethics	3	
MANA 720	Operations and Production Management	3	
ACCO 503	Managerial and Financial Accounting	3	
FINA 555	Applied Managerial Statistics	3	
ECON 519	Managerial Economics	3	
MARK 511	Marketing Management	3	
	TOTAL	**24**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
ACCO 615	Corporate Financial Reporting: Operations	3	ACCO 503
ACCO 616	Corporate Financial Reporting: Financial Transactions	3	ACCO 503
ACCO 711	Contemporary Assurances and Audit Services	3	ACCO 503
ACCO 720	Accounting Capstone	2	ACCO 503
	TOTAL	**11**	
Elective Courses			
Course	**Title**	**Credits**	**Prerequisites**
FINA 670	Risk and Insurance		
	TOTAL	**3**	
	TOTAL CREDITS	**38**	

Taxation / CPA Track	
Replace MANA 505-O with	ACCO 505-O Accounting Information Systems
Replace FINA 670-O with	ACCO 612-O Fraud and Forensic Accounting
Replace ACCO 720-O with	ACCO 602-O Taxation
Replace MARK 511-O with	ACCO 712-O IFRS and Governmental Non-profit Entities

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Business Administration with specialization in Agribusiness
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

This specialization prepares students for the decision making and planning process in the agribusiness industry. It presents theoretical and practical concepts related to the production and consumption of goods. It also provides the strategies to achieve organizational goals according to the global economy standards.

PROGRAM OBJECTIVES

1. Develop an understanding for quantitative methods used in managerial decision making
2. Understand the main forces related to production, distribution and consumption of food and agribusiness products
3. Apply financial principles to guide the solution of complex decisions
4. Understand current Issues in the environment, food safety, market regulations, international trade and other relevant topics and how they affect the food value chain
5. Develop skills in human resource management to maintain an effective labor force
6. Study real world problems and viable solutions in order to develop a method for decision making

Master of Business Administration with specialization in Agribusiness
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	**Course Description**	**Credits**	**Pre-requisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods & Statistics for Business	3	
	Total	**21**	
SPECIALIZATION COURSES			
Title	**Course Description**	**Credits**	**Pre-requisite**
FAES 550	Theory for Decision Making for Agribusiness	3	
FAES 551	Agribusiness Economics of Production and Consumption	3	
FAES 552	Agribusiness Finance and Risk Management	3	
FAES 553	Current Issues in Environment, Food Safety, Market Regulations and International Trade	3	
FAES 560	Human Resources Management in Agribusiness	3	
	Total	**15**	
ELECTIVE COURSES (Select one)			
Title	**Course Description**	**Credits**	**Pre-requisite**
FAES 561	Managing of Strategies and Planning for the Agribusiness	3	All core courses
ADMI 506	Business Ethics	3	
	Total	**3**	
CAPSTONE COURSE			
Title	**Course Description**	**Credits**	**Pre-requisite**
FAES 554	Case Studies in Agribusiness	3	Core courses plus 9 credits in Specialization Courses
	Total	**42**	

Note:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.

Master of Education with specialization in Bilingual Education
36 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The M.Ed. in Bilingual Education degree program offers prepares specialists in the field of bilingual education. The program will prepare students with the knowledge and the research skills needed to increase success in bilingual education or related fields. The coursework is designed to deepen knowledge in the area of bilingualism, bi-literacy and cross-cultural awareness by focusing on teaching and learning skills for those working as teachers, researchers or curriculum developers, at the early childhood, elementary, secondary, and/or post-secondary levels.

The program focuses in the application of language and content instruction, differentiating instruction to meet the needs of the diverse students, the promotion of multiculturalism in the classroom, and the appreciation of other cultures as a mean of instruction.

This degree does not lead to teacher licensure or certification in any state. Students seeking to become a classroom teacher must contact the state's department of education to determine what state-specific requirements are needed for teacher certification. Graduates seeking teacher licensure or certification may be subject to additional requirements on a state-by-state basis that could include student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

Graduates of the program who wish to teach in another U.S. state or country may require additional eligibility criteria to qualify for licensure and/or certification in those locations. We are unable to confirm the licensure and/or certification requirements of other states or countries. Therefore, if you intend to pursue such credentialing in another state or elsewhere, it is advised that you to contact the applicable state or country credentialing authority to familiarize yourself with its specific requirements and determine if this program meets the applicable eligibility criteria.

PROGRAM OBJECTIVES

1. Develop and form new highly skill bilingual teachers with high quality standards in bilingual education and biliteracy who are qualified to teach in a multicultural environment and who is sensitive to the educational needs of the Hispanic student population.
2. Graduates from the Master's Degree in Bilingual Education will be able to function in a culturally and linguistically diverse environment. Graduates from this program will also be able to contribute to the efforts made by schools in meeting the needs of the fast-growing Hispanic population. Graduates from the M.Ed. in Bilingual Education will be capable of assessing the needs of their students to design instructional activities and programs that will strengthen and increase the student's ability to develop linguistically and academically.
3. The program will develop bilingual professionals with the vision to implement innovative and creative educational strategies and programs that will benefit the Hispanic population.
4. The graduates will know the importance of integrity and ethics in the performance of their teaching functions with special attention to the needs of the Hispanic student population and

the social responsibilities of the entire school community to assure compliance with the state of Maryland statutes and regulations.

5.   The program will provide the knowledge and skills necessary to develop bilingual teachers who are capable of identifying the needs of their students and design curricular activities that will best work with these students in order to help them achieve the maximum level of success in their academics.

Master of Education with specialization in Bilingual Education
36 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   English
The language of instruction and program delivery modality are subject to availability.

Courses	CRS	Pre-Requisite
Social Foundations Courses (6 Credits)*		
SCFG 508-O Education and Society	3	
Student will Choose one of the Following Courses (3 Credits)		
SCFG 503-O Human Development and Learning: The Early Years and Elementary	3	
SCFG 506-O Human Development and Learning: Secondary	3	
Specialization Courses (21 Credits)		
EDBE 502-O Bilingual-Bicultural Curriculum Development	3	
EDBE 504-O Language, Literacy and Culture	3	
EDBE 525-O Biliteracy, Language, and Content in Bilingual Education	3	
EDBE 566-O First and Second Language Acquisition	3	
EDBE 524-O Methods of ESOL Literacy and Language Development Applied to Content Areas	3	
EDBE 506-O Sociopolitical and Historical Perspectives in Bilingual Education	3	
EDBE 526-O Theoretical Foundations of Bilingual Education and ESOL	3	
Research Courses (6 Credits)*		
Courses	CRS	Pre-Requisite
EDBE 510-O Introduction to Research: Purposes, Issues, and Methodologies	3	All Courses (27 Credits)
EDBE 520-O Research Methods in Bilingual and Second Language Education	3	EDBE 510-O
Field Experience (3 Credits)		
Courses	CRS	Pre-Requisite
EDBE 697-O Field Experiences in Bilingual and Second Language Education EDUC 669-O Program Administration and Evaluation (Substitute for EDBE 697-O for Dallas Campus only)	3	20 Credits
Total	**36**	

Notes:
1. This program does not lead to teacher certification.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Education with specialization in Counseling
45-48 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   English   Spanish
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

This program is designed to prepare school counselors to provide individual or group counseling services in   K-12 schools or postsecondary and higher education institutions. It provides counselors with the background in the principles, theories and practice of guidance and counseling. The graduates from this program will be able to interact with their clients and team with situations that require effective communication, conflict management, problem solving and decision making. The goal of this program is to develop counselors who possess the needed competencies to perform the duties in an effective manner. The program offers two options: school counseling in public and private settings and students affairs in higher education.

The students in school counseling option will be able to counsel students in public and private K-12. Those in students' affairs in higher education option will be prepared in counseling students in postsecondary and higher education institutions.

OPTION IN SCHOOL COUNSELING K-12 (12 credits)
Students that choose the K-12 option will develop dual language competencies to perform the duties in an effective manner at the school setting. Students must meet all state and local requirements to obtain certification in the area of educational guidance and counseling. It provides school counselors with the background in the principles, theories, and practice of guidance and counseling in a school setting. The graduates from this program will be able to interact with students who require effective communication, conflict management, problem solving, and decision-making skills.

The State requires compliance with nine credit hours of school clinical experiences in guidance and counseling skills for an equivalent of 135 hours. This is accomplished by integrating the school clinical experience in all courses. In addition, a practicum/internship is required to meet State certification requirements. The practicum/internship process lasts 12 weeks, 20 hours a week, for a total of 240 hours. This practicum/internship provides students with field experiences to demonstrate mastery of the Florida Educator Accomplished Practices in a public-school setting during the regular school year. Throughout the duration of the degree program, the course facilitator ensures an equivalent of 375 hours of on-going contact time with the students to debrief the core curriculum and application to school practice. Students must make arrangements to comply with the school clinical observations and internship requirements during a regular school day schedule. Students must abide to all rules and procedures set by the school district to meet program requirements. The student must also show evidence of a passing score in State certification exams prior to being assigned for the practicum/internship. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing to ensure a successful experience. The student must refer to the Internship Handbook for specific requirements and procedures.

OPTION IN STUDENT AFFAIRS IN HIGHER EDUCATION (12 credits)
The option in Students Affairs in Higher Education will prepare students in counseling students in higher education institutions and provided the dual language competencies to perform the duties in an effective manner. The students will develop the skills to counsel students in through the study of different theoretical perspectives. During the program students will have the opportunity to discuss resources needed to counsel students in the transition from school to a higher education institution as well as legal and ethical issues pertaining university students. In addition, the program will develop the skills to help college students in the prevention and promotion of mental health, prevention of risk factors and the creation of prevention programs within the campus.

The option includes a 100-hour final formative experience in student's affairs counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CRACREP). The practicum/internship will include direct service hours in individual and group interventions and will focus on the development of competencies in individual and group counseling in higher education institution interacting with faculty, students and student service personnel.

The internship experience is in English only; Students must demonstrate English language proficiency in listening, speaking, reading, and writing to ensure a successful experience. The student must refer to the Internship Handbook available for specific requirements and procedures.

PROGRAM OBJECTIVES

1. Knowledge and understanding of the theories of Counseling.
2. Practice of individual and group counseling techniques.
3. Knowledge and understanding of the process of counseling.
4. Knowledge of human development theories, and career development issues.
5. Knowledge of ethical issues in the counseling process.
6. Knowledge of specific strategies for the counseling of students.
7. Knowledge of the legal aspects of the practice of counseling in schools.
8. Knowledge of assessment techniques in counseling.
9. Understanding of specific cultural idiosyncrasies, needs and counseling practices for students in school settings.
10. Knowledge and understanding of principles and procedures of educational research and its relevance to the counseling process.
11. Understanding of the specific cultural idiosyncrasies, needs and counseling practices for students in a higher education setting.

Master of Education with specialization in Counseling
45-48 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   English   Spanish
The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 580	Education Psychology: Human Growth and Development	3	
EDUC 581	Introduction to Guidance and Counseling Services	3	
EDUC 582	Legal and Ethical Issues in Counseling	3	EDUC 581
EDUC 583	Instruments and Techniques for Diagnosis and Assessment	3	EDUC 581, EDUC 582
EDUC 584	Individual Counseling Techniques	3	EDUC 580, EDUC 581, EDUC 582, EDUC 583
EDUC 585	Group Counseling Techniques	3	EDUC 580, EDUC 581, EDUC 582, EDUC 583, EDUC 584
EDUC 586	Career Counseling	3	EDUC 580, EDUC 581, EDUC 582, EDUC 583, EDUC 584, EDUC 585
	TOTAL	**21**	
Option in School Counseling K - 12			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 645	Counseling in Schools	3	EDUC 580, EDUC 581
EDUC 646	Development and Management of Schools Counseling Programs	3	EDUC 645
EDUC 618	Counseling for Children and Adolescents	3	EDUC 645
EDUC 648	Practicum in School Guidance and Counseling	3	All core / professional courses and EDUC 645, EDUC 646, EDUC 618
	TOTAL	**12**	
Option in Student Affairs in Higher Education			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 649	Counseling in Students Affairs in Higher Education	3	EDUC 580, EDUC 581
EDUC 650	Counseling for Students Development in Higher Education	3	EDUC 649
EDUC 651	Counseling for Prevention in Higher Education: The College Students Experiences	3	EDUC 649
EDUC 652	Practicum in Counseling in Student Affairs in Higher Education	3	All core / professional courses and EDUC 649, EDUC 650, EDUC 651
	TOTAL	**12**	
Research Courses / Capstone			
Course	**Title**	**Credits**	**Prerequisites**

EDUC 601	Educational Research Methods	3	18 credits from core / professional courses
EDUC 630	Statistics for Educational Research	3	EDUC 601
EDUC 603	Lecture Seminar	3	EDUC 601
	TOTAL	**9**	
Guided Elective			
Course	**Title**	**Credits**	**Prerrequisites**
TESL 522	Theory and Practice of Teaching ESOL Students in Schools	3	
EDUC 640	Consultation Skills and Management (required for specialization in school counseling)	3	
	ELECTIVE: Students choosing the option of Student Affairs in Higher Education can select any master's degree course in education	3	
	TOTAL	**3 - 6**	
	TOTAL CREDITS	**45 - 48**	

Notes:

1. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
2. Students must comply with state and local education certification requirements for the degree, as applicable.
3. Students must comply with state and local requirements or limitations to practice the profession.
4. This Major is for education certified students with experience in the educational field only.
5. This program does not lead to certification.
6. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
7. This program is only available for students transferring from this same program from another UAGM institution.

Master of Science in Counseling with specialization in Clinical Mental Health

63 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   English   Spanish
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Science in Counseling with specialization in Clinical Mental Health is designed to prepare students with the knowledge and skills necessary to work with clients presenting a range of mental and emotional disorders, as well as to promote mental health and wellness. Students will gain knowledge and skills of treatment, individual and group counseling, appraisal and referral and coordination with professional agencies/providers to support individuals and families.

PROGRAM OBJECTIVES

1. To demonstrate knowledge about the philosophy, history, and current and future trends in the counseling profession.
2. To recognize, understand, and respond to social and cultural differences and change in our society.
3. To understand human behavior and development.
4. To be able to apply ethical practices in the design, implementation, counseling practice, and evaluation of program to ensure developmentally appropriate counseling interventions and programs.
5. To demonstrate knowledge and skills in the counseling process, career development, and consultations skills.
6. To be are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long-term approaches.
7. To perform individual and group counseling.
8. To demonstrate knowledge and skills in gathering, analyzing, interpreting, and presenting data about individuals.
9. To apply assessment techniques with individuals and groups.
10. To be able to read, critique, utilize and contribute to professional research literature and program evaluation

Master of Science in Counseling with specialization in Clinical Mental Health
63 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   English   Spanish
The language of instruction and program delivery modality are subject to availability.

Course	Title	Credits	Prerequisite
Core Professional Courses (33 credits)			
COUN 500	The Counseling Profession	3	None
COUN 501	Ethical, Legal, and Professional Issues in Counseling	3	None
COUN 502	Theories of Counseling and Psychotherapy	3	None
COUN 503	Research Methods and Statistics	3	None
COUN 504	Human Growth and Development	3	None
COUN 505	Counseling and Advocacy with Diverse Populations	3	None
COUN 506	Theories and Counseling in Career Development	3	COUN 500, COUN 502
COUN 507	Comprehensive Assessment in Counseling	3	COUN 500, COUN 502
COUN 508	Communication Skills, Consultation and Collaboration in Counseling	3	COUN 500, COUN 502
COUN 509	Group Counseling: Dynamics and Practice	3	COUN 500, COUN 501, COUN 502
COUN 510	Crisis Intervention Counseling	3	COUN 502, COUN 507, COUN 508
Specialization Courses in Clinical Mental Health (21 credits)			
CMHC 600	Introduction to Mental Health Counseling	3	COUN 501, COUN 502, COUN 507, COUN 508
CMHC 601	Psychopathology and Diagnosis	3	COUN 504, COUN 507
CMHC 602	Advanced Mental Health Counseling Approaches and Interventions	3	CMHC 600, CMHC 601
CMHC 603-A or CMHC 603-B	Applied Neuroscience and Psychopharmacology for Counselors or Human Sexuality*	3	CMHC 600, CMHC 601
CMHC 604	Counseling Children and Adolescents	3	CMHC 600
CMHC 605	Couples and Family Counseling	3	CMHC 600
CMHC 606	Addictions Counseling	3	CMHC 600
Internship and Practicum (9 credits)			
CMHC 607	Practicum in Clinical Mental Health Counseling	3	COUN 500, COUN 501, COUN 502, COUN 503, COUN 504, COUN 505, COUN 506, COUN 507, COUN 508, COUN 509, COUN 510
CMHC 608	Internship I in Clinical Mental Health Counseling	3	All courses except for CMHC 609
CMHC 609	Internship II in Clinical Mental Health Counseling	3	All courses

	Counselor Preparation Comprehensive Examination (CPCE)	0	All previous courses except CMHC 609.

Notes
1. *Students who want to obtain a Clinical Mental Health Counselor license in the state of Florida are required to take the Human Sexuality course.   2. The degree program includes 200 hours of practicum and 800 hours of clinical internship.   3. It is the responsibility of the student to evaluate whether the Master of Science in Clinical Mental Health Counseling meets the licensure requirements particular to their State Licensure Board.   4. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.   5. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.   6. Students must comply with state and local education certification requirements for the degree, as applicable.   7. The CPCE will be concurrent with CMHC 609 and will be scheduled on June.

Master of Public Affairs with specialization in Criminal Justice
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

Graduates of the Master's in Public Affairs with specialization in Criminal Justice will be trained to administer, design and evaluate service programs within the components of the Criminal Justice System related to prevention, security, protection and investigation of crime and delinquency.

PROGRAM OBJECTIVES

Graduates of the specialization will be trained to administer, design, and evaluate service programs within the components of the Criminal Justice System related to the prevention, security, protection, and investigation of crime and delinquency.

1. Professionals prepared to assume a multiplicity of roles as analyst, evaluators and planners in the field of Criminal Justice: as critical thinkers, agents of change and innovation and as active participants in the process of formulating public policy
2. Professionals prepared with a broad and deep knowledge of the philosophy, theories and skills applicable to the field of criminal justice, capable of interpreting and imparting knowledge about this field among their co-workers and citizens in general, who promote the application of ethical principles and administrative efficiency.
3. Professionals with a deep conceptual understanding of the foundations of the theory of the Criminal Justice System with respect to philosophical and public policy aspects, comprehensive planning, with sensitivity to recognize the problems that affect this system and use different skills, techniques and alternatives to produce changes aimed at achieving efficiency and effectiveness

Master of Public Affairs with specialization in Criminal Justice
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core Courses (21 credits)			
Course	**Title**	**Credits**	**Prerequisite**
MSPA 500	Theory, Practice and Change in the Administration of Public Policy	3	
MSPA 505	Computer Education for Public Administrators	3	
MSPA 510	Research and Quantitative Methods in Public Administration	3	
MSPA 520	Administrative Law and Ethics	3	
MSPA 530	Planning and Evaluation: Theories, Methods, and Techniques	3	MSPA 510
MSPA 540	Seminar: Planning, Development and Evaluation of Human Resources	3	MSPA 520
MSPA 550	Fiscal Resources Management	3	MSPA 530
	TOTAL	**21**	
Specialization Courses (15 credits)			
Course	**Title**	**Credits**	**Prerequisite**
CRJU 500	Foundations, Practice and Changes in the Administration of the Criminal Justice System	3	MSPA 500
CRJU 520	Philosophy of Punishment	3	MSPA 500
CRJU 565	Seminar: Program Design and Evaluation in the Criminal Justice System	3	MSPA 530
CRJU 715	Seminar: Special Situations in the Administration of Correctional Programs	3	
MSPA 710	Research Seminar for Public Affairs	3	MSPA 510 plus 24 credits
	TOTAL	**15**	
Electives (Select one - 3 credits)			
Course	**Title**	**Credits**	**Prerequisite**
CRJU 505	Fundamental Principles of Law	3	
CRJU 510	Law and Society	3	
CRJU 540	The Police and Juridical Changes	3	
CRJU 575	Rehabilitation and Delinquent Treatment Programs	3	
CRJU 600	Seminar: Crime, Victims and Society	3	
CRJU 630	Organization and Administrative Techniques of the Police System	3	
CRJU 635	Mental Health and the Law	3	
CRJU 640	Addiction: Legal and Psycho-Social Aspects	3	
CRJU 645	Comparative Correctional Systems	3	
CRJU 650	Special Law in Criminal Justice Administration	3	
CRJU 730	Criminality, Crime Control and Criminal Justice	3	
MSPA 600	Seminar: Special Topics in Public Affairs	3	
	TOTAL	**3**	
	TOTAL CREDITS	**39**	

Master of Science in Public Affairs with specialization in Criminal Justice
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The program trains professionals to assume a multitude of roles such as analysts, evaluators and planners in the public administration field in both the public and private sectors within the various Criminal Justice fields. The academic and professional orientation of the program enables the student to analyze the doctrines and principles of public administration which are involved in the implementation of public policy.

As a result, of the seminar and field projects emphasizing application of concepts and analytical tools to the real problems of our present-day society, the program prepares students for positions of high responsibility in the public affairs fields. The program also focuses on the political, economic and organizational aspects of developing, implementing and evaluating public policy.

The program will be built upon the current Bachelor Program in Criminal Justice offered in both campuses. The new MSPA in Criminal Justice will offer courses in Ethics, Administration, Planning and Developing the Criminal Justice System, from Philosophy of Punishment to Correctional Program Administration. The students will learn new tendencies in the administration and evaluation of the system that affect local, state and nationwide programs.

PROGRAM OBJECTIVES

1. Offer students a quality education giving them the necessary professional tools to meet the challenges of public administration and public policy implementation within the area of Criminal Justice.
2. Develop competent bilingual professionals with outstanding leadership skills in the implementation of programs, policies and services in Florida.
3. Upgrade the professional and academic preparation of administrative personnel working in public and private agencies, enabling them to explore and utilize effective strategies in the decision-making process.
4. The program will create professionals who will know and recognize the importance of integrity and ethics in the performance of their functions.
5. The program will provide the knowledge and skills necessaries in the finance area for the effective management of fiscal resources.
6. Graduates from the MSPA in Criminal Justice will be capable to excel in a constantly changing legal system full of new technologies and increasing demands as part of our multi-cultural society.
7. Graduates from the MSPA in Criminal Justice will know and understand the theories behind our Criminal Justice System, which will allow them to master and fully engage in the multidisciplinary processes within the system.

8. Graduates from the MSPA in Criminal Justice will be able to understand and practice basic principles and research methods which will guide them to excel in the different available practice fields.

Master of Science in Public Affairs with specialization in Criminal Justice
39 credits

Program Delivery Modality: Campus Online Hybrid
Language of Instruction: Bilingual Spanish English
The language of instruction and program delivery modality are subject to availability.

Major Courses (21 Credits)		
Courses	**CRS**	**Prerequisite**
MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy	3	
MSPA 505-O Computer Education for Public Administrators	3	
MSPA 510-O Research and Quantitative Method in Public Administration	3	
MSPA 520-O Administrative Law and Ethics	3	MSPA 500-O
MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques	3	MSPA 510-O
MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources	3	MSPA 520-O
MSPA 550-O Fiscal Resources Management	3	MSPA 530-O
Specialization Courses (15 Credits)		
Courses	**CRS**	**Prerequisite**
CRJU 500-O Foundations, Practice, and Changes in the Administration of the Criminal Justice System	3	MSPA 500-O
CRJU 520-O Philosophy of Punishment	3	MSPA 500-O
CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System	3	MSPA 530-O
CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs	3	MSPA 510-O +24 Credits
Choose One of These Courses – 3 credits to complete 15 credits of the specialization courses		
Courses	**CRS**	**Prerequisite**
MSPA 710-O Research Seminar in Criminal Justice	3	MSPA 510-O +24 Credits
MSPA 720-O Internship	3	All Courses (Except MSPA 710-O)
Elective Courses (Student will select one of the following courses) (3 Credits)		
Courses	**CRS**	**Prerequisite**
CRJU 505-O Fundamental Principles of Law	3	
CRJU 510-O Law and Society	3	
CRJU 540-O The Police and Judicial Changes	3	
CRJU 575-O Rehabilitation and Delinquent Treatment Programs	3	CRJU 500-O
CRJU 600-O Seminar: Crime, Victims, and Society	3	CRJU 500-O
CRJU 630-O Organizations and Administrative Techniques of the Police System	3	
CRJU 635-O Mental Health and the Law	3	CRJU 500-O MSPA 520-O
CRJU 640-O Addiction: Legal and Psycho-Social Aspects	3	CRJU 500-O
CRJU 645-O Comparative Correctional Systems	3	
CRJU 650-O Special Laws in Criminal Justice Administration	3	CRJU 500-O
CRJU 730-O Criminality, Crime Control, and Criminal Justice	3	
Total	39	

Notes:
1. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
2. This program is only available for students transferring from this same program from another UAGM institution.

Master of Science with Specialization in Educational Leadership
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English

The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Educational Leadership program is designed to prepare future school administrators with the skills and competencies needed to become outstanding bilingual leaders in public education K-12 institutions.

PROGRAM OBJECTIVES

1. Knowledge, skills, and competencies necessary for successful school leadership.
2. Ability to be proactive and decisive with a moral and ethical commitment to the school's mission.
3. Cognitive and communication skills necessary to accomplish change.
4. Flexibility in using decision making and motivational strategies for effectively managing time, resources, and personnel.

Master of Science with specialization in Educational Leadership
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Specialization Courses (36 Credits)		
Courses	**CRS**	**Prerequisite**
EDUG 605-O Public School Curriculum and Instruction	3	
EDAG 650-O Human Relations, Organizational Climate and the learning environment In Educational Institutions	3	
EDAG 657-O Human Resources Management and Development in Educational Leadership	3	
EDAG 640-O Development of Leadership in Education, Theories, and Application	3	
EDAG 641-O The Leader and the Learning Communities	3	EDAG 640-O
EDUG 611-O Evaluation, Measurement, and Assessment of the Teaching Learning Processes	3	
EDAG 644-O Technology for School Administrators	3	
EDAG 651-O Public School Law, Labor Relations and Ethical Leadership	3	
EDAG 652-O Budget and Financial Systems in Educational Organizations at the School Level	3	
EDUG 535-O Action Research Evaluation	3	
EDAG 662-O Multicultural Education for School Administrators	3	
*TESL 522-O Theory and Practice of Teaching ESOL Students in Schools	3	All Courses Except EDAG 670-O
Internship Course (3 Credits)		
Course	**CRS**	**Prerequisite**
EDAG 670-O Internship-Practicein Educational Administration Leadership	3	All courses
Guided Elective (3 Credits)		
Courses	**CRS**	**Prerequisite**
EDAG 663-O Conflict Resolution for Educational Leaders	3	
Total	**42**	

Notes:

1. Specific licensure and certification requirements can and often do vary by state and require teaching experience and/or certification for principalship. It is the student's responsibility to evaluate whether the Master of Science in Educational Leadership meets the particular requirements for certification in the state in which they plan to practice.
2. If enrolling in a bilingual program, please refer to AGMU US Placement Protocol.

Master of Science in Environmental Management with specialization in Environmental Planning

42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English

The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

This specialization prepares students to assume management responsibilities required by today's environmental field. The academic and field experience of the School allows students to develop the competencies in the area of environmental management which will enable them to assume leadership positions in the public and private sectors. The main goal of our program is to prepare an educated and skilled professional who contributes to solving the environmental problems of the world to achieve a sustainable development.

PROGRAM OBJECTIVES

The goal of this study program is to train professionals to research and plan strategies that respond to and solve environmental situations that may affect the coexistence and quality of life of the human being. It tries to train professionals to work the environmental problem rigorously and in an interdisciplinary way that consider the rest of the social and economic problems of society.

Master of Science in Environmental Management with specialization in Environmental Planning

42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English

The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
ENVI 500	Fundamentals of Environmental Sciences	3	
ENVI 501	Statistical Methods Applied to Environmental Research	3	
ENVI 502	Waste Management	3	ENVI 500
ENVI 503	Environmental Legislation: Multilateral Environmental Agreements	3	ENVI 500
ENVI 504	Environmental Documents and Evaluation	3	ENVI 500, ENVI 503
	Total	**15**	

SPECIALIZATION COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
ENMP 550	Environmental and Natural Resources Economy	3	
ENMP 551	Principles of Environmental Technology	3	ENVI 500
ENMP 552	Environmental Communication and Writing	3	ENVI 500, ENVI 504
ENMP 553	Environmental Strategic Planning	3	
ENMP 554	Environmental Quality Control Management	3	ENVI 500
	Total	**15**	

ELECTIVE COURSES (Select Two)			
Title	**Course Description**	**Credits**	**Prerequisite**
ENMP 590	Environmental Risk Management	3	ENVI 500, ENVI 501
ENMP 591	Energy Sources and Environment	3	ENVI 500
ENMP 592	Comparative Environment Risk Assessment	3	ENVI 500, ENMP 590
ENMP 593	Current Topics in Environmental Affairs	3	
EMNP 594	Climatology and Atmospheric Pollution	3	ENVI 500, ENMP 551
ENMP 595	Tropical Ecosystems	3	ENVI 500, ENMP 551
ENMP 596	Environmental Auditing	3	
ENMP 597	Fundamentals of Hydrogeology	3	ENVI 500
	Total	**6**	

Thesis Option - Research Courses			
Title	**Course Description**	**Credits**	**Prerequisite**
ENMP 670	Research Proposal	3	36 credits
ENMP 671	Thesis	3	ENMP 670
	Total	6	
	Tota Credit	**42**	

If enrolling in a bilingual program, please refer to AGMU US Placement Protocol.

Master of Science in Nursing with specialization in Executive Nursing
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

In the Master of Science in Nursing with a specialization of Executive Nursing, the graduate may exercise leadership in their role as administrator, in diverse health scenarios, in a precise, effective and ethically responsible manner. The graduate will be an administrator capable of assimilating the transformations in the health industry to convert current and future challenges into opportunities by making appropriate decisions, both for the administration and the patient. It will promote the union of thought and action of the members of the nursing or multidisciplinary team that it leads, around the projects and processes necessary to respond to the vision and business opportunities.

PROGRAM OBJECTIVES

1. Contribute to the training of leading executive nurses in the field of administration who assume with vision the direction of the health industry of the present and future.
2. Promote student interest in innovation, the use of technology as a management strategy and forms and styles of leadership in business management.
3. Develop in executive nurses the importance of integrity and ethics in the performance of their managerial functions, with special attention to the well-being of the company's human resources and the benefit of the community in general.
4. Train professionals with managerial abilities to optimally harmonize the talents and skills of human resources under their direction and leadership.
5. Develop the managerial role of executive nurses so that they can reach the highest levels of leadership in the health industry in private, public and third sector organizations with ethical integrity and technical professionalism.
6. Contribute to the training of professionals capable of establishing creative and cost-effective strategies in the search for alternatives that keep the organization at the highest levels of competence.
7. Prepare professionals with the necessary leadership that allows them to lead the development and improvement of the health programs in which they work.
8. Establish objectives and guidelines for the development of the projects and will manage the operative techniques for the fulfillment of the objectives of the projects.
9. Contribute to the formation of the administrator role in executive nurses so that they are able to increase the efficiency and profitability of the health industry, by improving processes, redesigning organizational structures and efficient use of information and communication technology.
10. Develop leaders with a high sense of ethics and respect for diversity, who represent cultural, social, generational differences, among others, in the global work environment.

Master of Science in Nursing with specialization in Executive Nursing
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

Course	Title	Credits	Prerequisite
Core Courses			
Course	**Title**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
HESM 520	Fundamentals of Accounting and Finance in Health Services	3	
HESM 560	Applied Biostatistics	3	
HESM 570	Fundamentals of Epidemiology	3	
MGMT 530	Human Resources Management and Handling Diversity	3	
HEMG 610	Ethical and Legal Aspects in Health Care Services Management	3	
	TOTAL	**21**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisite**
NURS 600	Health Policy, Finance and Regulatory Environments	3	
STMG 601	Strategic Management	3	
MANA 625	Total Quality Management	3	
NURS 601	Quality Assurance and Risk Management in Healthcare Organizations	3	
NURS 602	Management and Leadership in Nursing Seminar	3	
	TOTAL	**15**	
Electives (Choose one)			
Course	**Title**	**Credits**	**Prerequisite**
STMG 608	Strategies for Change, Professional and Entrepreneurial Development	3	
HEMG 600	Fundamentals in the Evaluation of Health Services	3	
PRMG 600	Operation Management	3	
	TOTAL	**3**	
	TOTAL CREDITS	**39**	

Master of Science in Nursing with specialization in Family Nurse Practitioner

51 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Science in Nursing with a Family Nurse Practitioner Specialization prepares students from a holistic perspective with a multidisciplinary and collaborative focus throughout the life span of the patient. Students are exposed to educational activities that will prepare them to increase health promotion, preventive health, and provide primary care services. Students will contribute to decreasing morbidity and mortality in medically underserved, low-income populations both globally and in the United States.

PROGRAM OBJECTIVES

1. Utilize national primary care guidelines and standards to promote high quality health care services.
2. Participate in the generation, application, and dissemination of research.
3. Participate in planning, development, and implementation of community health programs.
4. Utilize research to enhance the quality of health care.
5. Provide health promotion and disease prevention.
6. Maintain collaborative relationships with other health care professions.
7. Participate in continuing education through different methodologies, including online courses.
8. Maintain proficiency in computer skills and information technologies.
9. Participate in legislative and policy-making activities which influence health care.
10. Develop grant/proposal writing skills.

Master of Science in Nursing with specialization in Family Nurse Practitioner
51 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   English
The language of instruction and program delivery modality are subject to availability.

Core Courses (17 Credits)		
Courses	**CRS**	**Prerequisite**
NURS 500-O Theoretical Foundations of Advanced Practice Nursing	3	
NURS 501-O Public Health Policies, Ethics, and Systems	3	NURS 500-O
NURS 502-O Nursing Science and the Research Process	3	NURS 500-O
NURS 503-O Nursing Research Project: From Proposal to Publication	3	NURS 502-O HESC 500-O
NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations	2	NURS 501
HESC 500-O Statistics Applied to Clinical Research	3	3 undergraduate credits in statistics, (Concurrent with NURS 502-O)
Advance Practice Core Courses (15 Credits)		
Courses	**CRS**	**Prerequisite**
NURS 504-O Advanced History Taking and Physical Assessment	3	NURS 506-O, NURS 507-O
NURS 506-O Advanced Pathophysiology	3	Concurrent with NURS 507-O
NURS 507-O Advanced Pharmacology	3	Concurrent with NURS 506-O
NURS 508-O Diagnostic and Differential Diagnosis	3	NURS 504-O, NURS 506-O, NURS 507-
NURS 509-O Pharmacology for FNP's	3	NURS 506-O, NURS 507-O; Concurrent with NURS 511-O
Specialization Courses (19 Credits)		
Courses	**CRS**	**Prerequisite**
NURS 510-O Primary Care I	3	NURS 504-O, NURS 505-O, NURS 506-O, NURS 507-O, NURS 508-O
NURS 510-OL Primary Care I Laboratory	1	Concurrent with NURS 510-O
NURS 511-O Primary Care II	3	NURS 510-O Concurrent with NURS 509-O
NURS 511-OL Primary Care II Laboratory	1	Concurrent with NURS 511-O
NURS 512-O Primary Care III	3	NURS 511-O
NURS 512-OL Primary Care III Laboratory	1	Concurrent with NURS 512-O
NURS 513-O Residency	3	NURS 512-O
NURS 513-OL Residency Laboratory	1	Concurrent with NURS 513-O

NURS 529-O Pediatric Primary Care	3	NURS 504-O, NURS 508-O
Total	51	

Notes:
1. Students must abide with the minimum required hours and policies set by the state and accrediting agencies for the practicum experiences. Students must comply with state requirements to obtain an ARNP certification.

2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Business Administration with specialization in Finance
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master's in Business Administration with major in Finance will provide students with theoretical and practical concepts of management and in particular entrepreneurial management with a strong emphasis on finance based on global and regional case studies and contexts. This MBA in Finance, in general orientation, will prepare students for roles in financial risk management and in addition provides a choice of corporate finance study, all with a global perspective. Emphasis is given on developing a sound working knowledge of core disciplines and the analytical financial skills necessary to understand and direct the work of other functional and operational specialists in cross commercial or entrepreneurial settings.

PROGRAM OBJECTIVES

1. Serve the advanced management needs of local, national and global enterprises.
2. Produce knowledge and competencies for operational and strategic perspectives in accordance with new social and business trends.
3. Acquire a sound working knowledge of the core disciplines of business supplemented by an in-depth study of the latest financial tools and techniques.
4. Apply the conceptual frameworks and skills of critical analysis applicable to entrepreneurial operations in global economy.
5. Understand and apply financial concepts to a global and local context and within a business environment, with emphasis in PYMES (Small and Medium Enterprises) and non-profit organization.

Master of Business Administration with specialization in Finance
39 credits

Program Delivery Modality: Online
Language of Instruction: Spanish English

The language of instruction and program delivery modality are subject to availability.

Course	Title	Credits	Prerequisite
CORE COURSES (21 Credits)			
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods and Business Statistics	3	
SPECIALIZATION COURSES (6 Credits)			
FINA 702	Corporate Finance	3	FINA 505
FINA 706	Investments and Financial Markets	3	FINA 505
ELECTIVE COURSES (Select two for 6 Credits)			
FINA 704	Entrepreneurial Finance	3	FINA 505, FINA 702
FINA 705	Financial Derivatives	3	FINA 505, FINA 706
FINA 707	Risk Management in Financial Institutions	3	FINA 702, FINA 705, FINA 706
FINA 708	Financial Management in Public, SME's and Non-Profit Organizations	3	FINA 505, FINA 702, FINA 706
FINA 709	Global Corporate Finance and Sustainability	3	FINA 505, FINA 702
FINA 715	International Finance	3	FINA 505, FINA 702, FINA 706
FINA 716	Money, Banking and Investment Markets	3	FINA 505, FINA 702
FINA 717	Advance Investment Knowledge	3	FINA 702, FINA 705, FINA 706
DEGREE REQUIREMENT (Select one for 3 Credits)			
FINA 721*	Advance Finance Seminar	3	27 credits or more
MANA 742*	Simulation	3	27 credits or more
MANA 740*	Thesis for Business Administration	3	27 credits or more
FREE ELECTIVE (3 Credits)			
	Free Elective	**3**	
	Total Credits	**39**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. *Full semester course.

Master of Business Administration with specialization in Finance
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

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

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

PROGRAM OBJECTIVES

1. Develop and form new highly skill professionals in the area of Finance with high quality standards in the areas of management and business administration that can take the challenges in the finance field to follow the path and vision of present and future companies.
2. Graduates from the MBA in Finance program will be able to acquire the knowledge and experiences necessaries to become leaders in the finance field with high values and ethics.
3. Graduates will be able to function in an environment full of uncertainties and growing competition and will have the ability to identify and develop the opportunities in the finance area to adapt and change.
4. Graduates will be capable to excel in a constantly changing business world full of new technologies with an increasing demand for globalization as part of a national and international community operating in a dynamic and multi-cultural society.
5. Graduates will be able to effectively communicate, analyze, and make decisions to solve problems and implement solutions.
6. The program will create professionals with the vision to implement financial techniques to take advantage of new opportunities for the development and growth of a company in the local and global economy.
7. Graduates will have the knowledge to incorporate technology and the latest communication tools and techniques to operate and be competitive in the global economy.

8. Graduates will know the importance of integrity and ethics in the performance of their functions with special attention to the company's human resources and the social responsibilities for the entire community.
9. The program will provide the knowledge and skills necessary in the finance area to develop and start a new business and achieve the maximum level of success in either the private, public, or non-profit sectors with the highest levels of technology and ethic integrity.

Master of Business Administration with specialization in Finance
39 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Course	Title	Credits	Prerequisite
CORE COURSES (24 Credits)			
HURE 501-O	Human Capital Management	3	
MANA505-O	Management Information Systems	3	
MANA 600-O	Business Policy and Ethics	3	
MANA 720-O	Operation and Production Management	3	
ACCO 503-O	Managerial and Financial Accounting	3	
FINA 555-O	Applied Managerial Statistics	3	FINA 505
ECON 519-O	Managerial Economics	3	
MARK 511-O	Marketing Management	3	
SPECIALIZATION COURSES (15 Credits)			
FINA 635-O	Investment Analysis and Portfolio Management	3	ACCO 503-O
FINA 650-O	Financial Market, Currency and Banking	3	ACCO 503-O
FINA 670-O	Risk and Insurance	3	ACCO 503-O
FINA 691-O	Financial Modeling	3	ACCO 503-O
FINA 735-O	Mergers and Acquisitions	3	ACCO 503-O
	Total Credits	**39**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
3. This program is only available for students transferring from this same program from another UAGM institution.

Master of Business Administration with specialization in Global Executive
39 credits

Program Delivery Modality: Campus   Online   Hybrid

Language of Instruction: Bilingual   Spanish   English

The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Business Administration with specialization in Global Executive is designed to provide a collaborative learning environment to professionals who are pursuing an executive in a local or global setting. The program prepares to contribute to global management via evidence-based knowledge of business theory and practice. The program develops strategies that encompasses and relates inter-generational and cross-cultural market. The student will learn about the domestics and international economic trends, including fiscal effects on politics, infrastructure and re-alignment of strategic planning, research and development.

PROGRAM OBJECTIVES

1. Promote the formation of an executive with the capacity to understand organizations as entities in themselves and as an integral part of the community aware of the company's social responsibility
2. Contribute to the formation of a new group of leading professionals in the field of management who assume with vision the direction of companies in the present and future
3. Promote student interest in innovation, the use of technology as a management strategy and forms and styles of leadership in business management
4. Emphasize in future professionals the importance of integrity and ethics in the performance of their managerial functions, with special attention to the well-being of the company's human resources and the benefit of the community in general
5. Train professionals with managerial capacity to optimally harmonize the talents and abilities of the human resources team under their direction and leadership
6. Contribute with knowledge and development of necessary skills so that they can develop their own companies and reach the highest levels of management in private, public and third sector organizations with ethical integrity and technical professionalism.

Master of Business Administration with specialization in Global Executive
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods & Statistics for Business	3	
	Total	**21**	
SPECIALIZATION COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
EXEC 601	Global Negotiation	3	ADMI 500
EXEC 602	Executive Leadership	3	
EXEC 603	Global Legal Issues	3	
EXEC 604	Global Economics	3	ECON 505
	Total	**12**	
ELECTIVE COURSES (Select one)			
Title	**Course Description**	**Credits**	**Prerequisite**
STMG 604	Organizations in a Global Economy	3	
STMG 608	Strategies for Change, Professional and Entrepreneurial Development	3	
STMG 603	Entrepreneurial Communication	3	
	Total	**3**	
RESEARCH/CAPSTONE COURSE			
Title	**Course Description**	**Credits**	**Prerequisite**
EXEC 605	Global Executive Seminar	3	EXEC 601, EXEC 602, EXEC 603, EXEC 604
	Total	**3**	
	Total Credits	**39**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Health Services Management with specialization in Health Services Management and Evaluation
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master's in Health Services Management with specialization in Health Service Management and Evaluation provides the integrated development of a diverse student population through critical and creative thinking, the construction of knowledge and its application. The graduate of the MHSM Program is a professional academically prepared to perform successfully in middle management in health care organizations. What distinguishes this program and these professionals are their knowledge and holistic vision in the field, management, evaluation of services, quality of service and their ability to make healthy choices in the organization. In this way, it will ensure to maintain the proper balance between the provision of services, the management and the fiscal side.

PROGRAM OBJECTIVES

1. To provide an updated and cutting-edge curriculum within a framework of integral development of the individual and of the essential skills, as required by the levels of the intermediate management in the health organizations.
2. To develop specialists in the management of health services in an integral way with the knowledge, skills and competencies necessary to perform in a position at management level.
3. To contribute to the training of professionals, capable of developing innovative and cost-effective strategies with the purpose of improving the services of the health organization.
4. To have professionals with holistic vision that respond in a positive and proactive way to change and that contribute effectively and effectively to society.
5. To prepare professionals with the necessary skills to evaluate in a strategic way situation that affect the quality of the health services.
6. To provide observation and analysis experiences to strengthen and broaden the theoretical aspects of the curriculum based on obtaining specific and measurable results.
7. To develop professionals with an integrative vision in relation to the human behavior and the continuous change within the organizations.
8. To encourage research related to the field of health using appropriate bibliographic or informational resources.
9. Develop future ethical, dynamic and creative management leaders who add value to the health environment.
10. Develop professionals who have the skills of collaborative work and communication so that they can maintain group cohesion and optimal productivity with health sector organizations.
11. To prepare professionals with the necessary skills to strategically evaluate situations that affect the quality of the health services.

12. Develop future ethical, dynamic and creative management leaders who add value to the health environment.
13. To have professionals with holistic vision that respond in a positive and proactive way to change and that contribute effectively to society.

Master of Health Services Management with specialization in Health Services Management and Evaluation
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Professional Core Courses (24) Credits			
Courses	Title	Credits	Prerequisite
HESM 500	Leadership and organizational behavior in health services	3	
HESM 510	Strategic planning in health services organizations	3	
HESM 520	Fundamentals of accounting and finance in health services	3	
HESM 530	Economy in the healthcare market	3	HESM 520
HESM 540	Health services information systems	3	
HESM 550	Research methods in health services management	3	HEMG 600, HESM 560, HESM 570
HESM 560	Applied biostatistics	3	
HESM 570	Fundamentals of epidemiology	3	
Specialization Courses (18) Credits			
Courses	Title	Crs.	Prerequisite
HEMG 600	Fundamentals in the evaluation of health services	3	
HEMG 610	Legal and ethical issues in the evaluation of health services	3	
HEMG 620	Quality management in health services	3	
HEMG 630	Evaluation models analysis	3	HEMG 600, HESM 550
HEMG 640	Effectives strategies for the evaluation of health services	3	HEMG 600, HESM 550
HEMG 650	Final project: Development of an evaluation model for health services	3	All core and specialization courses and Program advisor authorization
	Total	**42**	

Note:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU US Placement Protocol.

Master of Management with specialization in Health Services Management

42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master's in Management Degree with Major in Health Service Management aspires to help develop in a diverse student population critical thinking skill, creativity, knowledge development and applied skills in Health Service Management. The graduate from the program will be a professional academically trained with the skills to perform successfully at the middle-level management of health service organizations. The program will distinguish itself by graduating fully bilingual professionals with a holistic view of the health services system. In addition, the program courses will include among other courses in health program evaluation, quality and cost control while developing decision-making skills in the context of a health services delivery. Finally, the student will obtain the ethical and legal knowledge to practice his profession in a highly ethical and legal health services environment.

PROGRAM OBJECTIVES

1. Provide a current and modern curriculum within a conceptual framework that will promote the integral development of the student and the basic skills necessary to perform at the middle level of management in health service organizations.
2. Develop specialists in health service management with a holistic view and the skills, competencies necessary to perform in a management in health services organizations.
3. Contribute in the education and training of professionals capable of developing creative and cost-effective strategies that improve the quality health services delivered by organizations.
4. Promote the education of professionals with a holistic vision and with the skills to adapt positively and proactively to changes in society.
5. Educate professionals with the necessary skills to evaluate environments strategically and assess the impact of changes in the quality of health services.
6. Develop in students the necessary research skills, specialized knowledge of information resources in the area of health services.
7. Provide observation and analytical skills necessary to apply theoretical knowledge to specific circumstances and obtain usable and practical information.
8. Foster the development of ethical, dynamic and creative management leaders that will add value to health service organizations and services.
9. Develop professionals that have the skills of collaborative work, communication and conflict resolution that will maintain group cohesion and productivity in the context of health service organizations.
10. Educate professionals with a clear and integrated vision of human behavior and its effects in organizational change.
11. The program will train professionals with the vision to implement innovative, ethical and creative leadership and management styles to take advantage of new opportunities for the

development and growth of health service organizations at the state, national, and international level.

12. Educate bilingual professionals capable of providing services in English and Spanish and on helping health service organizations serve culturally diverse populations.

Master of Management with specialization in Health Services Management
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core Component (24 Credits)		
Courses	**CRS**	**Prerequisite**
HESM 500-O Organizational Behavior	3	
HESM 510-O Strategic Planning in Health Services Organizations	3	HESM 520-O
HESM 520-O Fundamentals of Accounting and Finance in Health Services	3	Undergraduate accounting and finance course
HESM 530-O Economy in the Healthcare Market	3	HESM 520-O
HESM 540-O Health Services Information Systems	3	
HESM 550-O Research Methods in Health Services Management	3	HEMG 600-O HESM 560-O HESM 570-O
HESM 560-O Applied Biostatistics	3	Undergraduate Statistics Course
HESM 570-O Fundamentals of Epidemiology	3	
Specialization Courses (18 Credits)		
Courses	**CRS**	**Prerequisite**
HEMG 600-O Fundamental in Health Services Evaluation	3	
HEMG 610-O Legal and Ethical Issues in the Evaluation of Health Services	3	
HEMG 620-O Quality Management in Health Services	3	
HEMG 630-O Analysis of Models of Program Evaluation	3	HEMG 600-O HESM 550-O
HEMG 640-O Effective Strategies in the Health Services Evaluation	3	HEMG 600-O HESM 550-O
HEMG 650-O Final Project: Development of a Health Services Evaluation Model	3	All core and specialization courses and program advisor authorization
Total	42	
Note: If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.		

Master of Business Administration with specialization in Hispanic Marketing
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master's in Business Administration with specialization in Hispanic Marketing is designed with the intention of filling the need for marketing campaigns targeted to Hispanics alone, therefore identify their differences in cultures, demographics, ethnographies, consumer insights and behavior, segmentation, cultural archetypes, and media behaviors. It also offers students the tools and resources to learn about and work with one of the fastest emerging markets in the United States. Students will recognize a set of knowledge, attitudes, and behaviors that will allow them to gain knowledge on how to appropriately execute marketing campaigns directed to Hispanic populations. Hispanics are comprised of people from Cuba, Mexico, Puerto Rico, South or Central American among other Spanish cultures or origins regardless of race.

PROGRAM OBJECTIVES

1. Explain the issues that stand out in the Hispanic market, their trends and the practices that contribute to decision making.
2. Describe the historical roots of Hispanic culture, business, trade, and marketing in the U.S.
3. Distinguish clearly the definitions of Hispanic consumer, Hispanic market, and Hispanic marketing.
4. Justify key topics for Hispanic consumers, Hispanic markets, and Hispanic marketing in the light of culture, in particular language, acculturation, and the cultural drivers of Hispanic research.
5. Categorize the evolution, status quo, and future of Hispanic businesses and marketing.

Master of Business Administration with specialization in Hispanic Marketing
42 credits

Program Delivery Modality:　　Campus　　　　　Online　　　　　　Hybrid
Language of Instruction:　　　Bilingual　　　　Spanish　　　　　English
The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods and Business Statistics	3	
	Total	**21**	
SPECIALIZATION COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
MARK 564	Hispanic Marketing Evolution	3	
MARK 565	Comparative Marketing Communications	3	
MARK 566	Multicultural Marketing Strategy	3	
MARK 553	International Marketing	3	MARK 502
MARK 551	Marketing Research	3	MARK 502, QUME 507
	Total	**15**	
ELECTIVE COURSES (Select one)			
Title	**Course Description**	**Credits**	**Prerequisite**
MARK 561	Brand Management		All core courses
MARK 550	Integrated Marketing Communications	3	MARK 502, MARK 560
MARK 552	CRM: Trust and Loyalty Management	3	All core courses
MARK 560	Consumer Behavior	3	All core courses
	Total	**3**	
CAPSTONE COURSE			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 598	Knowledge Integration in Hispanic Marketing	3	MARK 564, MARK 565 & MARK 566
	Total	**3**	
	Total Credits	**42**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Business Administration with specialization in Human Resources

42 credits

Program Delivery Modality: Online
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The graduate of the HR Management graduate program will develop social conscience and ethics, as well as the knowledge, skills and abilities for being able to work professionally in a diverse, highly complex, changing and regulated organizational environment. The graduate of the program will also be prepared to continuously adapt to the complexities of the contemporary organizational world. Comprehensive and interdisciplinary educational gains will allow the graduate to efficiently exercise professional, managerial and business functions within local, national and global contexts.

PROGRAM OBJECTIVES

1. Demonstrate general knowledge of business administration and expertise in the management of human resources within an ethical and social framework.
2. Apply interdisciplinary knowledge and skills necessary for the effective management of human resources and demonstrating analytical, critical and conceptual ability in the process of decision-making process.
3. Assess the socio-economic, legal, cultural, technological, ecological and organizational context affecting productivity and the well-being of the human resources.
4. Adopt, support and promote HR management strategies with an integrated business vision.
5. Promote the transformation of human resources by identifying and facilitating processes aimed to improve communication, manage diversity and influence the success of individuals within organizations through their leadership, behavior, actions and personal example.
6. Design and organize strategies which increase productivity and encouraging continuing professional and technical improvement to achieve the strategic objectives of the organization.
7. Promote, facilitate and work in teams or working groups, coordinating or monitoring these activities, promoting and implementing modern strategies aimed to inspire, motivate and influence responsive behavior of members.
8. Offer advice and participates in the decision-making process in order to develop and implement strategies and effective techniques for planning, recruitment, selection, training, development, evaluation, motivation, compensation, supervision, discipline, and for the safety and occupational health of employees, among others.
9. Serve as facilitator for the effective management of conflicts between individuals in the organization.
10. Advices, participates and make decisions on management labor relations issues, settling labor disputes, and negotiating and administering labor agreements.
11. Monitors and analyze developments in local and global environments and understanding their relationship within the strategic planning for human resources.

12. Demonstrate the skills, knowledge and abilities through verbal and written communication in English and Spanish for the competitive advantage of the HR management function.

Master of Business Administration with specialization in Human Resources

42 credits

Program Delivery Modality: Online
Language of Instruction: Spanish English

The language of instruction and program delivery modality are subject to availability.

Professional - Core Courses (21 credits)			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods and Statistics for Business	3	
Major Courses (15 credits)			
HURM 550	International Human Resources Management	3	12 core credits
HURM 551	Compensation and Benefits	3	12 core credits
HURM 552	Quality Safety and Health in the Workplace	3	12 core credits
HURM 553	International Economics Labor	3	12 core credits
HURM 554	Conflict Management and Organizational Dynamics	3	12 core credits
Elective Courses (3)			
HURM 560	Employment in the Global Economy	3	
HURM 561	Labor and Industrial Relations in Human Resources	3	
HURM 562	Management Negotiation and Conflict Resolutions	3	
Capstone Course (3)		3	
ADMI 595	Knowledge Integration in Business Administration	3	Core courses and 9 credits in Specialization
	TOTAL	**42**	
Note: The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.			

Master of Business Administration with specialization in Human Resources Management
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

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

PROGRAM OBJECTIVES

1. To provide students with advanced concepts in the different management areas, such as: accounting, marketing, production, statistics, finance, organizational behavior, management information systems, and others which will help him/her in the performance of administrative positions.
2. Skills in decision-making, planning, organization, supervision and managerial controls.
3. Conceptual, psychomotor and affective skills related with the new managerial technology.
4. Written and verbal skills.
5. Attitudes, work habits and skills for interpersonal relations which guarantee personal and professional success.
6. Ethic and social conscience, such as to be a competent professional and exemplary citizen.
7. Skills in the research process and in the solution of administrative problems.
8. Communicate adequately in English and Spanish both orally and in writing.

Master of Business Administration with specialization in Human Resources Management
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
HURE 501-O	Human Capitol Management	3	
MANA 505-O	Management Information Systems	3	
MANA 600-O	Business Policy and Ethics	3	
MANA 720-O	Operations and Production Management	3	
ACCO 503-O	Managerial and Financial Accounting	3	
FINA 555-O	Applied Managerial Statistics	3	
ECON 519-O	Managerial Economics	3	
MARK 511-O	Marketing Management	3	
	TOTAL	**24**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
MANA 715-O	Supervision and Leadership	3	
HURE 640-O	Collective Bargaining	3	
HURE 700-O	Organizational Development and Design	3	
HURE 710-O	Human Resources Administration	3	
HURE 720-O	Training Design and Methodology	3	
HURE 725-O	Labor Legislation	3	
HURE 730-O	Compensation and Benefits Administration	3	
HURE 750-O	Human Resources Seminar (Mandatory Course)	3	
	TOTAL	**15**	
Elective Courses (Select one (1) course)			
Courses	**Title**	**Credits**	**Prerequisites**
FINA 620-O	International Finance	3	
FINA 670-O	Risk and Insurance	3	
FINA 740-O	Analysis and Structure of Investment Portfolios	3	
COIS 505-O	Information Systems for Managers	3	
COIS 710-O	Analysis and System Design	3	
BUSI 605-O	Business Research Methods	3	
	TOTAL	**3**	
	TOTAL CREDITS	**42**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
3. This program is only available for students transferring from this same program from another UAGM institution.

Master of Education with specialization in Instructional Design and Technology Integration with E-Learning

39 credits

Program Delivery Modality: Online
Language of Instruction: Spanish   English
            The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Education with a major in Instructional Design and Technology Integration with E-Learning is designed for students to learn the various models of instructional design and apply them in their work scenario, integrating technology, multimedia, e-learning and distance education.

PROGRAM OBJECTIVES

1. Temper the knowledge from the specialization in Instructional Design and Technological Integration and E-Learning to the educational reality with particular emphasis on the highest quality indexes in the exercise of the profession.
2. Contribute to the formation of a new group of leading professionals in the field of instructional design and educational technology with e-learning so that they effectively contribute to the technological integration of the institutions and companies of the present and the future.
3. Collaborate in the professional training of a specialist with an aptitude to understand and act according to the needs of their audience and of the corporation or educational institution; who has the ability to discover the opportunities and strengths of the institution and its educational programs and thus maximize its resources.
4. Promote among its graduates an interest in carrying out research that contributes to solving educational problems, that provides non-traditional alternatives to organizational challenges and that can function effectively in a globalized economy.
5. Contribute to the society, through the use of innovative educational strategies, assessment and evaluation activities, and graduates who are optimally prepared according to the most demanding professional quality standards.

Master of Education with specialization in Instructional Design and Technology Integration with E-Learning
39 credits

Program Delivery Modality: Online
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core Courses			
Code	**Course Description**	**Credits**	**Prerequisite**
ETEG 500	Applied Instructional Design Models	3	
ETEG 501	Fundamentals of Educational Technology	3	ETEG 500
ETEG 502	Fundamentals of Distance Education	3	ETEG 501
ETEG 503	Curriculum Design and Instructional Design for the Adult Learner	3	
ETEG 504	Technology Immersions	3	ETEG 503
ETRE 525	Applied Research	3	All core courses and ETEL 601, ETEL 602, ETEL 603 Concurrent with PRTE 630
	Total	**18**	
Specialization Courses			
ETEL 600	E-learning, Technology Integration and Multimedia	3	ETEG 504
ETEL 601	Development of Corporate Virtual Training	3	ETEL 600
ETEL 602	Distance Education Assessment	3	ETEL 600
ETEL 603	E-learning and Virtual Learning Communities	3	ETEG 504
PRTE 630	Instructional Design and Technological Project I	3	All core courses and ETEL 600, ETEL 602, ETEL 603, ETRE 525
PRTE 640	Instructional Design and Technological Project II	3	All core courses and ETEL 601, ETEL 602, ETEL 603, PRTE 630
	Total	**18**	
Elective Component (Choose one)			
ETEL 604	Applied Instructional Designs for the Corporate World	3	ETEG 502, ETEG 504
ETEL 605	Applied Instructional Designs for the Academy	3	ETEG 502, ETEG 504
	Total	**3**	
	Total Credits	**39**	

Master of Education with specialization in Instructional Design and Technology Integration with E-Learning
39 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Program in Instructional Design and Technology Integration with E-Learning is designed for the student interested in a career in the area of curricular development with technological integration in private, public and nonprofit educational organizations. The program will serve students with multiple professional interests in education and will provide the students with general and specific competencies that they could apply in their chosen career path. All students in the program will have to a common core of courses including: E-Learning, Technological Integration and multimedia, development of on-line trainings for businesses, virtual learning communities, assessment of on-line offerings and two final instructional design and technological projects. The students will have the option of taking courses that provide ample experiences to learn diverse models of instructional design and their applicability in real careers settings. In addition, the students will be able to choose between Instructional Design in the workforce based on the ADDIE model and Instructional Design for the academic area base on the Dick and Cary Model.

The M. Ed. in Instructional Design and Technology Integration with E-Learning will have 18 credit-hours in core requirements, 18 credit-hours in specialization courses with 3 credit-hours in electives for a total of 39 credit-hours.

PROGRAM OBJECTIVES

1. Contribute in the development of professionals in the area of instructional design and technological integration with E-Learning. That will assume, with vision and leadership, the management of organizations in the present and in the future.
2. Promote the education of a professional with the capacity to understand instructional design and technological integration as part of national and global perspective.
3. Train students in the use of technological and communication means for the purpose of integrating them in a strategic way in the development of technological processes in education.
4. Develop in students' skills of communications, analysis and synthesis and to apply those skills in the process of decision making in educational settings.
5. Develop in students a creative and visionary attitude and teach them how to interpret correctly organizational culture and anticipate and foster opportunities for their organizations.
6. Promote in students an interest in innovation and use of leadership skills in the integration of technology.
7. Collaborate in the development of a professional with technological and strategic vision, with a clear understating of the social responsibility of a leader.
8. Prepare students with the skills to identify and use institutional resources to guaranty de development and success of a program.

9. Teach students the skills necessary to identify partnerships with local, national and international enterprises that will help their organizations in the achievement of high standards.

10. Promote in students an interest of integrating their knowledge in instructional design, technological integration and e-learning into the highest professional standards in their careers.

11. Promote in students an interest in research that contribute in the solution of problems in non-traditional ways in the context of a globalize economy.

12. Apply their specialize knowledge in serving the educational needs of adults at all levels and points of their careers.

13. Develop in students the knowledge and skills necessary to start their own enterprises and rise in an ethical way to the highest levels of management in private and public enterprises.

14. Learn to adapt their knowledge in the field to diverse settings while maintaining the highest standards in the practice of their profession.

15. Develop in students the knowledge and skills to practice their profession in an ethical and conscientious way for the benefit of his business and the community in general.

16. Contribute in the education of professionals in the field of instructional design, technological integration and E-Learning that will serve effectively to our modern society at the local, national and international levels.

Master of Education with specialization in Instructional Design and Technology Integration with E-Learning

39 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core Professional Courses (18 Credits)		
Courses	**CRS**	**Prerequisite**
ETEG 500-O Applied Instructional Design Models	3	
ETEG 501-O Fundamental of Educational Technology	3	
ETEG 502-O Fundamentals of Distance Education	3	
ETEG 503-O Curriculum Design and Instructional Design for the Adult Learner	3	
ETEG 504-O Technology Immersions	3	
ETRE 525-O Applied Research	3	Core Courses
Major Courses (18 Credits)		
Courses	**CRS**	**Prerequisite**
ETEL 600-O E-Learning Technology Integration Multimedia	3	
ETEL 601-O Development of Corporate Virtual Training	3	
ETEL 602-O Distance Education Assessment	3	
ETEL 603-O E-Learning and Virtual Learning Communities	3	
PRTE 630-O Instructional Design and Technological Project I	3	Core Courses
PRTE 640-O Instructional Design and Technological Project II	3	Core Courses
Elective Courses (3 Credits)		
Courses	**CRS**	**Prerequisite**
ETEL 604-O Applied Instructional Designs for the Corporate World	3	
ETEL 605-O Applied Instructional Designs for the Academy	3	Core Courses
Total	39	

Notes:
1. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
2. This program is only available for students transferring from this same program from another UAGM institution.

Master of Business Administration with specialization in International Business with Focus on Latin America
48 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Business Administration specializing in International Business with a Focus on Latin America provides students with superior theoretical knowledge and practical skills for the creation and development of new international companies as well as effective management in multinational companies at the regional and international level.

PROGRAM OBJECTIVES

1. Demonstrate awareness and understanding of the global context in which international business operates.
2. Understand the growing impact of international competition and how to operate in the international business.
3. Evaluate relevant global factors that influence decision-making process.
4. Discuss current conceptual and theoretical models, issues, and concerns in international business administration.

Master of Business Administration with specialization in International Business with Focus on Latin America

48 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	Course Description	Credits	Prerequisite
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 703-O	Marketing Management	3	QUME 507 and 24 credits
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods and Statistics for Business	3	
	Total	**21**	
SPECIALIZATION COURSES			
INBU 610	International Business Environment	3	
INBU 709	International Business in Latin America and the Caribbean	3	INBU 610
INBU 710	Legal Environment of International Business	3	INBU 610
MANA 511	International Management	3	INBU 610
MARK 711	International Marketing	3	MARK 703-O
INBU 715	Managing Global Production	3	QUME 507, INBU 610
	Total	**18**	
ELECTIVE COURSES (Select two)			
FINA 610	International Finance	3	INBU 610, FINA 505, ECON 505
INBU 711	Exports and Imports	3	INBU 610
INBU 712	Contemporary Issues in International Business	3	INBU 610
ACCO 613	International Accounting	3	INBU 610, ACCO 504
MANA 612	International Strategic Management	3	INBU 610
	Total	**6**	
RESEARCH/CAPSTONE COURSE (Choose one)			
INBU 716*	International Business Seminar	3	27 credits, including MARK 703
MANA 742*	Simulation	3	27 credits
MANA 740*	Thesis for Business Administration	3	27 credits
	Total	**3**	
	Total Credits	**48**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not

included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.

2. *Research/Capstone courses are full semester courses (16 weeks of duration).
3. Please refer to Specific Admission Requirements section of this catalog.

Master of Business Administration with specialization in Leadership in Project Management
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The MBA program in Leadership in Project Management will develop professionals with the necessary skills to be effective project managers, capable of generating creative ideas in the development of projects. Particular emphasis will be given to the management and strategic leadership component of project management practice. The program will focus in the leadership component of developing human capital in organizations and promoting the innovation, differentiated assets management in achieving and maintaining competitiveness.

PROGRAM OBJECTIVES

1. Improve student's leadership skills so they can coordinate and harmonize the abilities and talent of their human resources team.
2. Learns to use resources in an effective and efficient way, within the time, cost and human resources available while achieving high quality standards.
3. Promote the formation of leaders capable of understanding their organizations as part of national and international environment in which they operate, while understanding the necessity of change, innovation created by accelerated technological change.
4. Develop professional leaders with the right management skills to deal with new challenges in the development of projects in public and private organizations.
5. Teach the skills necessary to identify, develop and manage strategic alliances with private, public and nonprofit sectors organizations.
6. Emphasizes in future leaders the importance of integrity in their dealings with the human resources of their business and the benefits to the general community in which they function.
7. Develop in students the abilities to communicate, analyze and synthetize information, in Spanish and English, that facilitate an efficient and understandable decision-making process.
8. Promote the use of technological resources in developing analytical skills that will maximize opportunities and minimize risks in global markets.
9. Foster the exchange of experiences, opinions and knowledge transfer in the development of organizational projects.
10. Communicate adequately in English and Spanish both orally and in writing.
11. Develop in students an ethical and social conscience, that will help him deal with the challenges of been a competent professional and exemplary citizen.

Master of Business Administration with specialization in Leadership in Project Management

42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core/Professional Courses (24 Credits)		
Courses	**CRS**	**Prerequisite**
HURE 501-O Human Capital Management	3	
MANA 505-O Management Information Systems	3	
MANA 600-O Business Policy and Ethics	3	
MANA 720-O Operations and Production Management	3	
ACCO 503-O Managerial and Financial Accounting	3	
ECON 519-O Managerial Economics	3	
MARK 511-O Marketing Management	3	
STAT 556-O Applied Managerial Statistics	3	
Major Courses (Students will select 5 courses to complete the required (15 Credits)		
Courses	**CRS**	**Prerequisite**
PRMG 600-O Operation Management	3	Stat 556-O
PRMG 601-O Project Scope and Time Management	3	
PRMG 602-O Project Cost Management	3	PRMG 601-O
PRMG 603-O Project Quality Management	3	
PRMG 604-O Project Human Resources & Risk Management	3	
PRMG 606-O Project Procurement Management	3	PRMG 601-O
PRMG 607-O Project Communication Management		
PRMG 608-O Using IT Applications in Project Management	3	
PRMG 605-O Project Integration Management (Internship)	3	All core and Major Courses
Elective Courses (Select 1 course – 3 Credits)		
Courses	**CRS**	**Prerequisite**
STGM 604-O Organizations and Global Economy	3	
PRMG 530-O Project Management I: Introduction to Project Management	3	
PRMG 640-O Project Management II: Project Planning	3	
STGM 608-O Strategies for Change, Professional, and Entrepreneurial Development	3	
Total	42	

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Notes:
1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
3. This program is only available for students transferring from this same program from another UAGM institution.

Master of Business Administration with specialization in Management
38 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

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

PROGRAM OBJECTIVES

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

Master of Business Administration with specialization in Management
38 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core/Professional Courses (24 Credits)		
Courses	**CRS**	**Prerequisite**
HURE 501-O Human Capital Management	3	
MANA 505-O Management Information Systems	3	
MANA 600-O Business Policy and Ethics	3	
MANA 720-O Operations and Production Management	3	
ACCO 503-O Managerial and Financial Accounting	3	
ECON 519-O Managerial Economics	3	
MARK 511-O Marketing Management	3	
STAT 556-O Applied Managerial Statistics	3	
Specialization Courses (14 Credits)		
Courses	**CRS**	**Prerequisite**
INBU 600-O International Business	3	
MANA 605-O Business at the Private- Public Intersection	3	
MANA 700-O Entrepreneurship	3	
MANA 709-O Managing Organizational Diversity	3	
MANA 755-O Global Management Practicum	2	Completion of all courses
Total	38	

Notes:
1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
3. This program is only available for students transferring from this same program from another UAGM institution.

Master of Business Administration with specialization in Management
42 credits

Program Delivery Modality: Online
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master's Degree in Business Administration with a specialization in Management allows the student to explore theoretical as well as practical elements of modern management, as well as changes in this field. Other objective of this concentration is to prepare the student to the different administrative jobs in commercial and industrial companies.

PROGRAM OBJECTIVES

The Master's in Business Administration with specialization in Management seeks to create a new breed of managers with the skills and understanding required to compete in a dynamic and global marketplace. Analytical skills are emphasized within the institutional study of the changing corporate structure found in the Puerto Rican and the U.S. economy. This supply of managers is created by incorporating the needs for training shown by different productive sectors of the economy, including the public sector.

To attain this goal, the objectives of the program may be summarized as follows:

- To provide students with the technical skills and the understanding of the socio-economic institutional framework within which businesses operate, enabling them to perform the responsibilities of leaders in executive positions.
- To improve and develop the technical skills required by persons currently holding positions in business administration.

Master of Business Administration with specialization in Management
42 credits

Program Delivery Modality: Online
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods and Business Statistics	3	
	Total	**21**	
SPECIALIZATION COURSES (Should have completed 12 credits of core courses)			
Title	**Course Description**	**Credits**	**Prerequisite**
MANA 550	Advanced Strategy Management	3	
MAMC 551	Project Management	3	
MANA 552	Industrial and Service Quality Management	3	
MANA 553	Human Behavior in the Organization	3	
MANA 554	International Management	3	
	Total	**15**	
ELECTIVE COURSES (Select one)			
Title	**Course Description**	**Credits**	**Prerequisite**
MARK 552	CRM: Trust and Loyalty Management	3	
MANA 561	Sales Force and Key Account Management	3	
MANA 562	Pricing and Value Management	3	
	Total	**3**	
CAPSTONE COURSE			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 595	Knowledge Integration in Business Administration	3	Core courses & 9 credits in Specialization Courses
	Total Credit	**42**	

Notes:
1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Business Administration with specialization in Management and Strategic Leadership
42 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

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

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

PROGRAM OBJECTIVES

1. Advanced concepts in the different management areas, such as: management, leadership, accounting, marketing, production, statistics, finance, organizational behavior, technology, management information systems, and wed business administration which help the graduate with performance in administrative positions.
2. Skills in decision-making, planning, organization, supervision and managerial controls.
3. Conceptual, psychomotor and affective skills related with the new managerial technology.
4. Written and verbal skills in the area of specialization.
5. Opportunities to develop attitudes, work habits and skills for interpersonal relations which guarantee personal and professional success.
6. Skills in the research process and in the solution of the administrative challenges of a global economy.
7. Opportunities to communicate adequately in English and Spanish both orally and in writing.
8. Communicate adequately in English and Spanish both orally and in writing.
9. Team building skills as they relate to the success of the business institution.
10. Practices for the business professional in developing and implementing a strategic vision aligned to the social responsibility of the institution.
11. Opportunities to develop as a visionary executive who understands organizations as individual entities and as part of the greater community that considers national and international perspectives.

Master of Business Administration with specialization in Management and Strategic Leadership

42 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core/Professional Courses (24 Credits)		
Courses	**CRS**	**Prerequisite**
MANA 501-O Organizational Behavior	3	
MANA 720-O Operation and Production Management	3	
MANA 600-O Business Policy and Ethics	3	18 core credits
ACCO 503-O Managerial and Financial Accounting	3	
STAT 556-O Statistics for Managerial Decision Making	3	
ECON 519-O Managerial Economics	3	
MARK 511-O Marketing Management	3	
FINA 503-O Corporate Finance I	3	ACCO 503-O STAT 556-O
Major Courses (15 Credits)		
Courses	**CRS**	**Prerequisite**
STGM 600-O Leadership and Entrepreneurial Vision	3	
STGM 601-O Strategic Management	3	
STGM 602-O Technological Applications and Information Systems	3	
STGM 603-O Entrepreneurial Communication	3	
BUSG 655-O Integration Seminar	3	12 Major Credits
Elective Courses (Select 1 course – 3 Credits)		
Courses	**CRS**	**Prerequisite**
STGM 604-O Organizations and Global Economy	3	
PRMG 530-O Project Management I: Introduction to Project Management	3	
PRMG 640-O Project Management II: Project Planning	3	PRMG 530
STGM 608-O Strategies for Change, Professional, and Entrepreneurial Development	3	
Total	**42**	

Notes:
1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
3. This program is only available for students transferring from this same program from another UAGM institution.

Master of Business Administration with specialization in Management and Strategic Leadership
39 credits

Program Delivery Modality: Online
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Business Administration with major in Management and Strategic Leadership is geared towards people aspiring to obtain leadership positions in business organizations. The students will learn the fundamentals of business, innovative management techniques and strategies in a global context. The curriculum emphasizes the development of leadership skills, development of vision and strategic planning, ethical values, written and oral communication skills and the effective application of new technology.

PROGRAM OBJECTIVES

1.   Promote the formation of an executive with the capacity to understand organizations as entities in themselves and as an integral part of the community aware of the company's social responsibility
2.   Contribute to the formation of a new group of leading professionals in the field of management who assume with vision the direction of companies in the present and future
3.   Promote student interest in innovation, the use of technology as a management strategy and forms and styles of leadership in business management
4.   Emphasize in future professionals the importance of integrity and ethics in the performance of their managerial functions, with special attention to the well-being of the company's human resources and the benefit of the community in general
5.   Train professionals with managerial capacity to optimally harmonize the talents and abilities of the human resources team under their direction and leadership
6.   Contribute with knowledge and development of necessary skills so that they can develop their own companies and reach the highest levels of management in private, public and third sector organizations with ethical integrity and technical professionalism.

Master of Business Administration with specialization in Management and Strategic Leadership

39 credits

Program Delivery Modality: Online
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

Core Professional Courses			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods and Business Statistics	3	
	Total	**21**	
Specialization Courses			
Title	**Course Description**	**Credits**	**Prerequisite**
STMG 600	Leadership and Entrepreneurial Vision	3	
STMG 601	Strategic Management	3	
STMG 602	Technological Applications and Information Systems	3	
STMG 603	Entrepreneurial Communication	3	
	Total	**12**	
Elective Courses			
Title	**Course Description**	**Credits**	**Prerequisite**
STMG 604	Organizations in a Global Economy	3	
STMG 608	Strategies for Change, Professional and Entrepreneurial Development	3	
	Total	**6**	
Capstone Course			
STMG 738	Management and Strategic Leadership Seminar	3	30 credits
	Total	**3**	
	Total Credits	**39**	
Note: The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.			

Master of Business Administration with specialization in Marketing and Sales Management
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Business Administration with major in Marketing and Sales presents the student with the function, theory and modern practices of the element of trade within organizations. It also develops technical competencies and the ability to make market investigations, marketing planning, sales forecast, and promotion campaigns.

PROGRAM OBJECTIVES

1. Apply sales skills that guide the client to select the best products on the market that the company offers.
2. Solve situations and document decision making based on market research and projected sales movement.
3. Recognize the basic characteristics of consumer behavior and establish good relationships and develop persuasion strategies to meet their needs.
4. Study possible market problems and identify suitable strategies to solve them.
5. Develop logical-mathematical reasoning skills, database maintenance and programming management, to facilitate the task of product sales and marketing.
6. Select the most suitable marketing strategies to enter a particular market.
7. Establish effective marketing strategies to position the products offered by the company in the market.
8. Apply marketing management skills by strategically researching, planning, selecting, and positioning a product.
9. Utilize different marketing strategies for various services, including the concept of extended marketing mix.
10. Evaluate their performance and improve execution continuously, keeping updated in the field of specialization.
11. Identify the role of targeted market selection and segmentation, positioning and marketing mix concepts in brand development.
12. Develop empathy with company staff, customers and friends by working collaboratively as a team.
13. Use technology as a work tool, knowledge, information search, research and documentation in their work.
14. Communicate with the client and with his team in a clear, precise and effective way, respecting their differences and following the basic rules of courtesy and correction in English and Spanish.
15. Apply the principles and elements of marketing through "networking" to market, sell and establish adequate and effective distribution channels.
16. Communicate with intermediaries clearly, precisely and effectively, respecting the rules and differences of marketing in different places or countries.
17. Assume at all times acceptable ethical-moral attitudes when confronting possible conflicts

that require the application of norms, policies or established laws when managing distribution channels.

18. Demonstrate leadership, competitiveness and security through their actions and interpersonal relationships, both to work independently and as a team.

19. Satisfy consumer needs by demonstrating skill in handling techniques, strategies, negotiations and closing sales.

Master of Business Administration with specialization in Marketing and Sales Management
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods and Business Statistics	3	
	Total	**21**	
SPECIALIZATION COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
MARK 550	Integrated Marketing Communications	3	MARK 502, MARK 560
MARK 551	Marketing Research	3	MARK 502, QUME 507
MARK 552	CRM: Trust and Loyalty Management	3	All core courses
MARK 555	Sales Management	3	ADMI 500, MARK 502
MARK 560	Consumer Behavior	3	All core courses
	Total	**15**	
ELECTIVE COURSES (Select one)			
Title	**Course Description**	**Credits**	**Prerequisite**
MARK 553	International Marketing	3	MARK 502
MARK 554	Services Marketing	3	MARK 502
MARK 561	Brand Management	3	All core courses
MARK 562	Supply Chain Management for Marketing	3	All core courses
	Total	**3**	
CAPSTONE COURSE			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 595	Knowledge Integration in Business Administration	3	Core courses and 9 credits in Specialization
	Total	**3**	
	Total Credits	**42**	
Note: The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.			

Master of Arts with specialization in Multimedia Journalism
33 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master's in Communication with specialization in Multimedia Journalism prepares journalists capable of producing journalistic products in tune with the requirements of the digital era and with the knowledge to use the new digital platforms that are present in the field of communications. It offers students the knowledge to understand the new tendencies and requirements of journalism in a changing and global world. The curriculum focuses on theory and practice of journalism.

The students will master diverse areas in the field of communications and will be able to develop new products in numerous multimedia platforms, that will transcend territorial frontiers and have a global reach. They will master the traditional news formats but will focus on the use of multimedia formats. At the same time, they will understand the needs of the modern communication markets and the legal, ethical foundations that protects freedom of speech and press.

PROGRAM OBJECTIVES

1. Maintain academic excellence through study, teaching and social research.
2. Promote the knowledge and preservation local, nation and universal cultural values.
3. Develop the understanding that collaboration is necessary to achieve the sharing of ideas within disciplines, institutions, communities and nations.
4. Develop the capacity to analyze problems and seek solutions.
5. Promote understanding of the human condition, helping students to view the world with compassion and promoting responsible and ethical behavior.
6. Provide the student with interdisciplinary knowledge that makes it possible to understand modern society and its primary social problems.
7. Help the student to obtain a scientific and philosophic education, analytical and observant of human and organizational behavior.
8. Foster critical analysis and research of the economic, social and political situation in United States today, and encourage interest in searching for alternative models and solutions.
9. Prepare the student to pursue graduate studies in the social sciences and communication fields.
10. Apply the principles and laws that protects freedom of speech, press and assembly both at the national and international level.
11. Analyze the history and development of communications in society and the role of professionals that work in the field.
12. Apply the principles of social respect and diversity that permeates society and understand its relation to communications and diversity of cultures in a global society.
13. Apply the principles, theories, concepts and fundamental models of social communications in the presentation of written and audio-visual news stories.
14. Apply the ethical principles of the profession, respecting truth, accuracy, impartiality and diversity.
15. Demonstrate critical thinking, creativity and independent thinking skills and use them to solve conflicts and problems in a creative form in the field of multimedia journalism.

16. Apply investigative techniques to obtain the necessary information to identify problems in the journalistic field and establish the strategies needed to solve them.
17. Write correctly and clearly in forms and styles appropriate in the field of multimedia journalism.
18. Apply the most recent tools and technologies of communications and recognize its impact in today's digital era.
19. Critically evaluate their own work and that of others for accuracy, precision and clarity in the use of English and Spanish.

Master of Arts with specialization in Multimedia Journalism
33 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English

The language of instruction and program delivery modality are subject to availability.

Core Professional Courses (15 Credits)		
Courses	**CRS**	**Prerequisite**
COMM 51O-O Contemporary Theories of Communications	3	
COMM 511-O Development and Management of Media Enterprises	3	
COMM 515-O Research Methods in Communication	3	
COMM 517-O Communications and New Media	3	
COMM 520-O Advanced Writing for the Media	3	
Major Courses (15 Credits)		
Courses	**CRS**	**Prerequisite**
COMM 540-O Journalism and Globalization	3	COMM 510-O
COMM 541-O Fundamentals of Multimedia Journalism	3	COMM 510-O COMM 520-O
COMM 542-O Journalistic Writing for Multimedia	3	COMM 510-O
COMM 545-O Investigate Journalism for Multimedia	3	COMM 510-O COMM 515-O COMM 520-O
COMM 550-O Project	3	All Courses
Elective Courses (Students will select one of the following courses) (3 Credits)		
COMM 512-O Legal and Ethics Aspects of Communications	3	
COMM 543-O Journalism and Public Affairs	3	
COMM 544-O Environment, Conflict and Crisis News	3	

Notes:

1.   If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
2.   This program is only available for students transferring from this same program from another UAGM institution.

Master of Arts with specialization in Nutrition Sciences
36 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The program Master of Sciences with a specialization in Nutrition Sciences is designed for students who are interested in advanced academic training in food and nutrition in order to enhance their health-related profession. Program graduates will be able to assume a variety of careers in health care, community, entrepreneurship, as well as education.

PROGRAM OBJECTIVES

1. Professional capable of undertaking PYMES business development in the nutrition industry.
2. Professional capable of applying nutrition principles, standards and guides focusing on human development, its physiological changes and nutritional requirements.
3. Professional capable of applying nutrition principles, standards and guidelines focusing on the role of nutrition for different lifestyles.
4. Professional capable of promoting and educating in health at individual, family, professional, organizational and social levels.
5. Professional capable of analyzing the theoretical foundations of Public Health, the epidemiology and etiology of diseases from the role of nutrition.
6. Professional capable of applying nutrition as part of complementary and alternative medicine.

Master of Arts with specialization in Nutrition Sciences
36 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

Core Courses			
Course	**Title**	**Credits**	**Prerequisite**
MSNT 500	Sports and Exercise Nutrition	3	
MSNT 510	Lifecycle Nutrition	3	
MSNT 520	Health Communication	3	
MSNT 530	Nutrition for Health	3	
ENTR 602	Business Plan Development	3	
	TOTAL	**15**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisite**
ENTR 603	Design and Organizational Structure for Business	3	
MSNT 550	Epidemiology of Public Health for Health Professionals	3	
MSNT 560	Nutrition and Disease Prevention	3	
MSNT 570	Nutrition in Alternative and Complementary Medicine	3	
MSNT 592	Research Methodology	3	
MSNT 540	Nutritional Problems: A Global Perspective	3	
	TOTAL	**18**	
Elective (Choose one)			
Course	**Title**	**Credits**	**Prerequisite**
PSYC 510	Motivation and Learning	3	
MHSA 674	Human Development	3	
	TOTAL CREDITS	**36**	

Master of Public Affairs with specialization in Public and Non-Profit Management
36 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master's in Public and Non- Profit Management is a professional course of study for individuals pursuing careers in government, public service and non-profit organizations. Our students develop knowledge and skills in the management process in areas related to: human resources; management of financial resources; organizational strategies, and the analytical techniques applied to maximizing effectiveness and efficiency in public service and in the third sector.

The Graduate Program in Public and Non-Profit Management will offer courses in the various areas: Management and Leadership in both sectors; Human Resources and Labor Relations Administration; Accounting and Finance; Legal and Ethical Issues, E- Government Projects, and Research Methods applied to public and non-profit sectors. (21 credit hours).

Also, students will have the opportunity to select 4 courses (12 credit hours) among the following: Development and Management of Strategic Alliances with Non-Profit Organizations; Development of Grant Proposals for Public Sector; Topics and Cases in Urban Policy and Planning; Urban Affairs and Public Policy; Community Organizations and Public Policy; Special Topics, and Legislative Process.

There is also a Capstone Course (3 credit hours).

PROGRAM OBJECTIVES

1. Satisfy the need for sophisticated managers with organizational acumen, technical skills, and an in-depth understanding of what it means to work in both public and nonprofit world.
2. Provide excellent graduate professional education for individuals preparing for, or already in, public service or non-profit careers.
3. Create the academic environment for students to develop competencies necessary to manage information, people and money in an environment driven by the desire to make a difference in their communities, their nation, and their world.
4. Provide students with a framework for understanding and analyzing the changing role of the third sector in society and its increasing involvement in policy development, advocacy and service delivery.
5. Foster in students a commitment to social purpose and the public interest
6. Provide students with analytical and practical and research skills that they will require in the workforce whether they pursue a career in government, the third sector
7. Create the conditions for students to acquire extensive knowledge of public policy, political systems, administrative practices, research methods, and computer applications as preparation for significant professional careers in the public sector or non-profit sectors.
8. Prepare students to apply current theories of management and analysis, thereby helping them to master their current ethical and working responsibilities as public administrators and preparing them for exemplary leadership and management in the increasingly complex urban environment of future years.

Master of Public Affairs with specialization in Public and Non-Profit Management
36 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

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Core/Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
PUAG 502	Public and Nonprofit Organizations: Management and Leadership	3	
PUAG 625	Human Resources and Labor Relations Administration in Public Sector and Nonprofit Programs	3	
PUAG 512	Public and Nonprofit Accounting and Finance	3	
PUAG 524	Legal, Ethical and Governance Issues in Public and Nonprofit Organizations	3	
PUAG 640	Development and Management of E-Government Projects	3	
PUAG 515	Research Methods Applied to Public Affairs	3	
PUAG 535	Strategic Management and Public Policy	3	
	TOTAL	**21**	
Elective Courses (Select four courses -12 credits)			
Course	**Title**	**Credits**	**Prerequisites**
PUAG 630	Development and Management of Strategic Alliances with Nonprofit Organizations	3	
PUAG 605	Topics and Cases in Urban Policy and Planning	3	
PUAG 604	Urban Affairs and Public Policy	3	
PUAG 608	Community Organizations and Public Policy	3	
PUAG 615	Development of Financial Proposals for Public Sector	3	
PUAG 626	Special Topics	3	
PUAG 632	Legislative Process	3	
	TOTAL	**12**	
Research / Capstone Course			
Course	**Title**	**Credits**	**Prerequisites**
PUAG 665	Capstone Course	3	9 credits of specialization courses
	TOTAL	**3**	
	TOTAL CREDITS	**36**	

Notes:

1. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Business Administration with specialization in Project Management
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Business Administration with a specialization in Project Management prepares students with knowledge, skills, tools and techniques in order to meet the expectations of a project, achieving the benefit of increasing the efficiency of processes, of work groups , and companies. The program integrates concepts related to the design, evaluation, measurement, control and adaptation of projects from the beginning to their completion. Additionally, students will develop skills for decision-making, strategic planning, human resource management, and project risk management.

PROGRAM OBJECTIVES

1. Promote the formation of a leader with the capacity to understand organizations as entities in themselves and as an integral part of the national and international community; meeting the need for changes and innovation of companies by the accelerated growth of technological development.
2. Establish strategic alliances with members of the business and educational sector.
3. Make efficient and effective use of resources within the timeframe, costs, scope, and human resources to achieve high-quality standards.
4. Improve the student's leadership skills in such a way that it optimally harmonizes the talents and skills of the human resources team under his direction.
5. Highlight in the future professionals the importance of integrity in the performance of their duties, with special attention to the welfare of the company's human resources and the benefit of the community in general.
6. To train leading adult professionals with management skills to face the new challenges of project management in both public and private organizations.
7. Develop students' communication, analysis, and synthesis skills in order to make the decision-making process efficient and easily understood.
8. Promote the use of technological resources to develop analytical skills and capitalize on opportunities and threats from globalized markets.
9. Promote the exchange of experiences, criteria and knowledge transfers in the management of projects of organizations.

Master of Business Administration with specialization in Project Management
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core/Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
	TOTAL	**18**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
PRMG 600	Operations Management	3	
PRMG 601	Project Scope and Time Management	3	
PRMG 602	Project Cost Management	3	PRMG 601
PRMG 603	Project Quality Management	3	PRMG 601
PRMG 604	Project Human Resources and Risk Management	3	PRMG 601, PRMG 602
	TOTAL	**15**	
Electives (Select one course)			
Course	**Title**	**Credits**	**Prerequisites**
PRMG 606	Project Procurement Management	3	PRMG 602, PRMG 604
PRMG 607	Project Communication Management	3	PRMG 601
PRMG 608	Using a Project Management Information System	3	PRMG 601, PRMG 602
	TOTAL	**3**	
Research/Capstone Course (Select one course)			
Course	**Title**	**Credits**	**Prerequisites**
PRMG 605	Project Integration Management	3	All specialization courses
MGMT 655	Integration Seminar	3	All core courses, elective and specialization courses
	TOTAL	**3**	
	TOTAL CREDITS	**39**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Communications with specialization in Public Relations
33 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Communications with specialization in Public Relations prepares comprehensive public relations, able to build and maintain relationships between organizations and their audiences, with the knowledge about the new digital platforms existing in the field of communications. It offers students the knowledge of new trends in the field of public relations, focused on a globalized and changing world. Curriculum design focuses on theory and practice.

PROGRAM OBJECTIVES

1. Apply the principles and laws that defend freedom of expression, to meet in assembly and press, both locally and globally.
2. Know the history of the development of communications in society, as well as the role of the professionals who exercise them.
3. Recognize and respect the diversity that permeates society and its relationship with communications, as well as the diversity of cultures and their impact in a globalized world.
4. Apply the principles, theories, concepts, and fundamental models of social communication in the creation of both editorial and audiovisual content.
5. Apply the ethical principles of the profession, respecting the truth, accuracy, impartiality, and diversity.
6. Demonstrate critical, creative, and independent thinking skills and use them to creatively resolve conflicts and crises in the field of public relations.
7. Use different investigative techniques to obtain the information necessary to identify public relations problems and establish strategies to solve them.
8. Write appropriately the genres and formats typical of the field of public relations.
9. Apply the latest tools and technologies typical of the field of communications, as well as learn about the impact of the current digital age.
10. Critically and objectively evaluate own work and that of others, identifying the precision, clarity, and precision required by Spanish grammar.

Master of Communications with specialization in Public Relations
33 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

Core/Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
COMM 510	Contemporary Theories of Communication	3	
COMM 515	Research Methods in Communication	3	COMM 510
COMM 517	Communications and New Media	3	
COMM 511	Development and Management of Media Enterprise	3	
COMM 520	Advanced Writing for the Media	3	
	TOTAL	**15**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
COMM 530	Identity and Corporate Image	3	COMM 510
COMM 535	Crisis Communication	3	COMM 510
COMM 537	Strategic Communication in Public Relations	3	COMM 510, COMM 520
COMM 538	Strategic Management of Public Relations and Digital Convergence	3	COMM 510, COMM 520
COMM 550	Project	3	All courses of the program
	TOTAL	**15**	
Electives (Select one course)			
Course	**Title**	**Credits**	**Prerequisites**
COMM 543	Journalism and Public Affairs	3	COMM 510
COMM 531	Strategies for Public Relations	3	COMM 510, COMM 520
COMM 512	Legal and Ethics Aspects of Communications	3	COMM 510
TOTAL		**3**	
TOTAL CREDITS		**33**	

Notes:

1.   If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Education with Specialization in School Counseling
48 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

This program is designed to prepare professional school counselors in a school setting with the knowledge, skills, and practices necessary to address the developmental, multicultural, social, academic, and career needs of school children and adolescents. The Master's training leads the graduate to acquire the competencies needed to be able to develop, implement and evaluate a school counseling program according to state standards with an emphasis of a collaborative, preventive and responsive approach. The graduates from this program will be able to address effectively and support a diverse student population through proficient bilingual communication in conflict management, problem solving, and decision making. It provides school counselors with a foundation in the principles, theories, and practices of guidance and counseling in a PK-12 school setting. The program is designed to prepare students to meet the requirements of School Counselor credentialing articulated by the national and state standards.

Students in the School Counseling program must meet all state and local requirements to obtain certification in the area of educational school counseling. The program meets state requirement for certification by requiring the completion of 48 hours in a master's degree with a major in school counseling, including 3-semester hours in a supervised counseling practicum experience that is a minimum of 100 clock hours over a semester. In practicum, students will complete at least 40 clock hours of direct service with actual clients. After completion of counseling practicum, students will complete minimum of 600 clock hours of supervised counseling internship. Internship students must complete at least 240 clock hours of direct service. The internship will require students to work in a PK-12 school setting for a full semester, minimum 40 hours per week, for a minimum total of 600 hours. Students must arrange to comply with the school clinical observation and internship requirements during a regular school day schedule. Students must abide by all rules and procedures set by the school district to meet program requirements. Students must also show evidence of a passing score in state certification exams prior to assignment of the practicum/internship. The student must refer to the Internship Handbook for specific requirements and procedures.

The School Counseling program meets the educational eligibility criteria for certification in the state in which the program is offered. Graduates of the program who wish to teach in another U.S. state or country may require additional eligibility criteria to qualify for licensure and/or certification in those locations. We are unable to confirm the licensure and/or certification requirements of other states or countries. Therefore, if you intend to pursue such credentialing in another state or elsewhere, it is advised that you to contact the applicable state or country credentialing authority to familiarize yourself with its specific requirements and determine if this program meets the applicable eligibility criteria.

PROGRAM OBJECTIVES

1. Demonstrate the knowledge, skills, and abilities necessary to become state certified as a school counselor.
2. Demonstrate knowledge and understanding of the educational theories in school counseling.
3. Practice of individual and group counseling techniques.
4. Demonstrate knowledge and understanding of the process of school counseling.
5. Demonstrate knowledge of human development theories, and career development issues.
6. Demonstrate knowledge and understanding of major counseling theories and the relevant skills and their application in counseling relationships with students and groups with a variety of settings.
7. Demonstrate knowledge of ethical issues in the school counseling process.
8. Apply specific strategies for the counseling of students and consultation skills and techniques for conferring with groups such as agencies, teachers and parents
9. Demonstrate knowledge of the legal aspects of the practice of school counseling in public schools.
10. Demonstrate understanding of assessment techniques in counseling.
11. Understand specific cultural idiosyncrasies of different populations.
12. Apply principles and procedures of educational research and its relevance to the counseling process.
13.

Master of Education with Specialization in School Counseling
48 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 576-O	Introduction to School Counseling	3	
EDUC 580-O	Education Psychology: Human Growth and Development	3	
EDUC 582-O	Legal and Ethical Issues in Professional Counseling	3	EDUC 576
EDUC 588-O	Instruments and Techniques for Measurement and Assessment	3	EDUC 576
EDUC 584-O	Individual Counseling Techniques	3	EDUC 588
EDUC 585-O	Group Counseling Techniques	3	EDUC 588
EDUC 632-O	Multicultural Counseling	3	EDUC 576
EDUC 633-O	Counseling Theories	3	EDUC 576
EDUC 635-O	Educational Research Methods	3	All core professional courses
	TOTAL	**27**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 645-O	Counseling in Schools	3	EDUC 635
EDUC 618-O	Counseling for Children and Adolescents	3	EDUC 635
EDUC 636-O	Development and Management of Counseling Programs	3	EDUC 645
EDUC 586-O	Career Counseling	3	EDUC 576
	TOTAL	**12**	
Guided Elective			
Course	**Title**	**Credits**	**Prerequisites**
TESL 523-O	Understanding English Language Learners for School Counselors	3	
	TOTAL	**3**	
Research Courses / Capstone			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 637-O	Practicum in School Counseling	3	EDUC 636
EDUC 638-O	Internship in School Counseling	3	All core and specialization courses
	TOTAL	**6**	
	TOTAL CREDITS	**48**	

Notes:
1. Students in the School Counseling program must meet all state and local requirements to obtain certification in the area of educational school counseling. The program meets state requirement for certification by requiring the completion of 48 hours in a master's degree with a major in school counseling, including 3-semester hours in a supervised counseling practicum experience that is a minimum of 100 clock hours over a semester. In practicum, students will complete at least 40 clock hours of direct service with actual clients. After completion of counseling practicum, students will complete minimum of 600 clock hours of supervised counseling internship. Internship students must complete at least 240 clock hours of direct service. The internship will require students to work in a PK-12 school setting for a full semester, minimum 40 hours per week, for a minimum total of 600 hours. Students must arrange to comply with the school clinical observation and internship requirements during a regular school day schedule. Students must abide by all rules and procedures set by the school district to meet program requirements. Students must also show evidence of a passing score in state certification exams prior to assignment of the practicum/internship. The student must refer to the Internship Handbook for specific requirements and procedures.
2. The School Counseling program meets the educational eligibility criteria for certification in the state of Florida. Graduates of the program who wish to teach in another U.S. state or country may require additional eligibility criteria to qualify for licensure and/or certification in those locations. We are unable to confirm the licensure and/or certification requirements of other states or countries. Therefore, if you intend to pursue such credentialing in another state or elsewhere, it is advised that you to contact the applicable state or country credentialing authority to familiarize yourself with its specific requirements and determine if this program meets the applicable eligibility criteria.
3. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum/internship experiences.
4. Students are required to demonstrate mastery of the necessary basic skills, content, and pedagogical knowledge by obtaining qualifying scores on all state examinations required for certification.   If student is seeking professional (standard) level certification upon graduation, all certification examinations must be passed prior to practicum, internship, or graduation.   If any of the aforementioned requirements are not met prior to practicum or graduation, student will acknowledge professional (standard) certification will not be met and may have to pursue a conditional or temporary certification while completing certification professional requirements.
5. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Education with Specialization in Social and Community Services
36 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The program provides preparation and development for professionals to advise individuals in post-secondary institutions, businesses and community organizations in the advancement of their education, professional development and career planning. The program provides graduates with the background in principles, theories, and practice of advising and general counseling. Graduates from this program will be able to interact and establish relationships allowing them to work in situations that require skills in effective communication, career development, conflict management, problem solving and decision-making. Graduates will have the opportunity to apply interdisciplinary knowledge about human needs and social, economic, and cultural impacts to advise individuals in their life transitions in educational, profit, non-profit, and government settings. The graduates will be prepared to collaborate with diverse stakeholders; manage programs to best meet needs of individuals, and communicate recommendations regarding care, resources, and services.

This program is not designed to meet licensure requirements for the social work and counseling professions.

PROGRAM OBJECTIVES

1. Apply knowledge and understanding of fundamental theories in guidance, counseling, career, and adult development to help students and adults with their education, career and professional development.
2. Use advising and counseling theories, techniques, and skills to analyze client's needs, develop goals and implement a plan of action that promote life planning towards academic success, career, and adult development
3. Use skills in conflict management, problem solving, and decision-making to support and guide individuals through life transitions and efficacy.
4. Demonstrate effective oral and written communication in English and Spanish for relationship building with individuals and stakeholders, administrative professional duties, and disseminate and present materials to promote civic engagement.
5. Apply knowledge of ethical issues and legal aspects of advising in post-secondary institutions, profit, non-profit, and government settings.
6. Design and implement programs for diverse populations understanding human needs, addressing collected data and using best practices to advise on educational goals and career advancement to help resolve underemployment or unemployment.
7. Use assessment techniques to inform advising.

8. Understand the context and role of diversity to establish and implement culturally relevant and inclusive professional advising practices for students and adults in post-secondary institutions, community service and businesses.
9. Use educational research to maintain high quality performance in practice.
10. Understand the range and characteristics of community resources and their conceptual models for direct care, resource sharing, and services.
11. Evaluate interventions most appropriate to help students and adults in overcoming educational and social barriers to improve their performance garnering support and resources in their community.
12. Offer individual advising to develop personal exploration, decision-making, and goal-setting skills needed to actualize educational, career, or professional goals.
13. Offer group advising in post-secondary, career, and professional development.
14. Administer and interpret diverse assessments and results.
15. Offer guidance and advisement in career selection.
16. Design educational and career advising plans for individuals.
17. Conduct workshops with different students and adult populations.
18. Engage diverse stakeholders to develop and implement schools-college-business-community partnerships to promote advocacy and collaboration.
19. Provide guidance and resources needed for life transitions for students and adults.
20. Coordinate programs that are reflective of the developmental and demographic profiles of individuals served.
21. Communicate information about programs and services to individuals using varied methods of delivery.

Master of Education with Specialization in Social and Community Services
36 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
ESCS 578	Introduction Social and Community Services	3	
EDUC 580	Education Psychology: Human and Growth Development	3	
EDUC 582	Legal and Ethical Issues in Counseling	3	ESCS 578
EDUC 588	Instruments and Techniques for Measurement and Assessment	3	ESCS 578
EDUC 584	Individual Counseling Techniques	3	EDUC 588
EDUC 585	Group Counseling Techniques	3	EDUC 588
EDUC 635	Educational Research Methods	3	All core professional courses
	TOTAL	**21**	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 636	Development and Management of Counseling Programs	3	EDUC 635
EDUC 586	Career Counseling	3	
ESCS 601	Service Delivery Systems and Access	3	
ESCS 602	Student Affairs	3	
ESCS 652	Practicum in Social and Community Services	3	Core professional and specialization courses
	TOTAL	**15**	
	TOTAL CREDITS	**36**	

Notes:
1. The curriculum includes 100 hours of practicum experience in the field. Practicum locations will be based on student's area of interest and must be approved.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. The practicum full-time hours during a full semester. The student must refer to the Internship Handbook available for specific requirements and procedures.
3. Students should plan for this fieldwork to be during the daily hours of operation of site placement. Practicum may require full time work hours in the field; students are advised that full time employment may not be compatible with successful completion of the practicum.
4. This degree does not lead to teacher licensure or certification in any state. Students seeking to become a classroom teacher must contact the state's department of education to determine what state-specific requirements are needed for teacher certification. Graduates seeking teacher licensure or certification may be subject to additional requirements on a state-by-state basis that could include student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

5. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Social Work
54 credits

Program Delivery Modality: Campus Online Hybrid
Language of Instruction: Bilingual Spanish English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The professional in the Social Work Program promotes social and economic equity and justice and the well-being of human and social systems. Social workers utilize theories of human behavior and social systems to intervene at the points where people interact with their environments. Human rights and social justice are fundamental tenants of social work. Social workers offer a variety of services to individuals, families, groups, organizations and communities.

Social workers understand both the public and the private social service systems and how it serves its clientele. Among the services performed by social workers are appropriate referrals, direct services, short term therapies, crisis interventions, information gathering, planning, administration and evaluation of social services. Social workers analyze legislation and social policies in order to make recommendations for improving the quality of life of all citizens. Graduates of Social Work must seek professional licensing from the Social Work Board of Examiners at the State Department of Florida.

PROGRAM OBJECTIVES

The Department of Social Work goals are:

Goal 1: To prepare students for beginning and advanced social work practice and careers.
Goal 2: To promote social justice and social change
Goal 3: To advance the knowledge base of social work
Goal 4: To serve as a resource for the communities close to our main campus and off-campus sites

Social Work Program has identified twelve (12) competencies that will be central to the professional development of the students. These competencies are:

8. Identify as a professional social worker and conduct as one accordingly
9. Apply social work ethical principles to guide professional practice
10. Apply critical thinking to inform and communicate professional judgments
11. Engage diversity and difference in practice
12. Advance human rights and social and economic justice
13. Engage in research-informed practice and practice-informed research
14. Apply knowledge of human behavior and the social environment
15. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
16. Respond to contexts that shape practice
17. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities
18. Offer mental health trans-disciplinary holistic services to individuals, families and small groups.
19. Promote the quality and the accessibility of mental health services for underserved populations

Master of Social Work
54 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Bilingual   Spanish   English
The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 504	Social Policy Analysis	3	
SWGR 505	Human Diversity and Social Justice	3	
SWGR 506	Social Work with Individuals and Families	3	
SWGR 507	Social Work with Groups and Communities	3	SWGR 506
SWGR 510	Research Design	3	
SWGR 601	Theories and Models of Human Development and Behavior I	3	
SWGR 606	Theories and Models of Human Development and Behavior II	3	SWGR 601
SWGR 555	Social Work with Seminar and Field Practicum I	6	SWGR 504, SWGR 505, SWGR 506, SWGR 507, SWGR 510, SWGR 601, SWGR 606
SWGR 670	Comprehensive Exam (1st part)	0	Concurrent with SWGR 555
	TOTAL	**27**	
Major Courses			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 602	Clinical Intervention I	3	27 credits (core professional/foundational courses)
SWGR 607	Clinical Intervention II	3	SWGR 602
SWGR 511	Research Analysis	3	27 credits (core professional/foundational courses)
SWGR 655	Social Work with Seminar and Field Practicum II	6	SWGR 555, SWGR 511, SWGR 602
SWGR 665	Social Work with Seminar and Field Practicum III	6	SWGR 655
SWGR 671	Comprehensive Exam (2nd part)	0	SWGR 670
	TOTAL	**21**	
Guided Elective Courses			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 608	Psychopathology, Human Behavior and Social Environment	3	SWGR 670
SWGR 623	Drug and Substance Abuse	3	SWGR 670
	TOTAL	**6**	
	TOTAL CREDITS	**54**	

Notes:

1. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree, as applicable.

Master of Business Administration with specialization in Supply Chain Management and Logistics
42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Master of Business Administration with major in Supply Chain and Logistics provides to the student with the necessary knowledge to work with the management of materials and its functions of planning, purchasing, control of production and inventory.

PROGRAM OBJECTIVES

1. Develop in the student the knowledge, skills, attitudes, and values necessary for the formulation, implementation, and evaluation of strategies that allow you to create and maintain a competitive advantage and at the same time continuously improve the quality of the organization.
2. To develop in the student skills and attitudes that allow him to self-educate and self-manage so that his continuous professional and personal learning can continue.
3. Develop professionals in Business Administration who have the knowledge and skills necessary to communicate effectively and efficiently in different scenarios.
4. Encourage the student an attitude towards research and search for new ideas and technologies that allow him to compete in a globalized world, through innovations in processes, products or administrative services.
5. Share and document research on various topics that train the staff of your work team in their functions of planning, organizing, directing and monitoring organizational functions.
6. Encourage students to have a positive attitude towards constant change, so that they can implement new technological advances that allow them to manage the organization better, achieving its effectiveness and efficiency.
7. Encourage students to develop values so that they can practice their profession as ethical, conscientious and respectful professionals of diversity.
8. Motivate the student of Business Administration to design and administer work teams capable of maintaining an ethical, legal environment aimed at achieving and obtaining results consistent with the objectives of the organization.

Master of Business Administration with specialization in Supply Chain Management and Logistics

42 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	FINA 505
QUME 507	Quantitative Methods & Statistics for Business	3	
	Total	**21**	
SPECIALIZATION COURSES			
Title	**Course Description**	**Credits**	**Prerequisite**
MAMC 552	Operations Management	3	ADMI 500, QUME 507
MAMC 553	Enterprise Resources Planning	3	QUME 507
MAMC 554	Supply Chain Design and Management	3	MAMC 552
MAMC 561	Logistics Management and Strategy	3	MAMC 552, MAMC 553
MAMC 562	International Logistics and Global Supply Chain Management	3	MAMC 554, MAMC 561
	Total	**15**	
ELECTIVE COURSES (Select one)			
Title	**Course Description**	**Credits**	**Prerequisite**
MAMC 551	Project Management Fundamentals	3	All core courses
ADMI 506	Business Ethics	3	
MARK 552	CRM: Increasing Customer Value	3	All core courses
	Total	**3**	
RESEARCH/CAPSTONE COURSE			
Title	**Course Description**	**Credits**	**Prerequisite**
ADMI 595	Knowledge Integration in Business Administration	3	Core courses and 9 credits in Specialization
	Total	**3**	
	Total Credit	**42**	

Notes:

1. The course ACCO 500 Financial Accounting is recommended for those students who do not possess background knowledge in business administration. Although this course is worth 3 credits; these are not included in the total amount of credits for the degree. If recommendation is not accepted, students must sign a release form.
2. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

Master of Education with specialization in Teaching of English as a Second Language
39 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: English   Bilingual
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

This specialization is designed to provide candidates with educational experiences in the principles, theories, and practice of English second language acquisition, learning, and teaching. It seeks to prepare educators to assume positions of leadership in ESOL education as teachers in public schools. Students must comply with state and local requirements or limitations to practice the ESOL profession in Florida. Graduate students must achieve a passing score on the ESOL subject area test to be certified. The program focuses on the Florida State ESOL Performance Standards.

PROGRAM OBJECTIVES

1. Knowledge and understanding of the theories, goals, and research on ESL/Bilingual education.
2. Knowledge and understanding of curriculum development, theories and applications.
3. Knowledge and understanding of the process of language development and language acquisition.
4. Knowledge of the classroom-based language assessment strategies and will demonstrate application of those strategies.
5. Knowledge and understanding of methods of teaching ESL.
6. Knowledge of specific strategies for teaching reading in a bilingual setting to LEP students and demonstrate application of these strategies.
7. Knowledge and understanding of brain-based research and cognitive psychology as it relates to language learning and acquisition.
8. Knowledge of specific strategies for developing communicative competencies in LEP students.
9. Knowledge and understanding of strategies to integrate cognitive and affective learning based on expanded awareness of one's approach to diversity.
10. Understanding of specific cultural idiosyncrasies and knowledge of basic functional Spanish.
11. Knowledge of writing strategies.
12. Knowledge and understanding of principles and procedures of educational research and its relevance to the instructional process.

Master of Education with specialization in Teaching of English as a Second Language

39 credits

Program Delivery Modality: Campus   Hybrid
Language of Instruction: English   Bilingual

The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 501-O	Principles and Development of Curriculum	3	
EDUC 512-O	Innovations and Educational Strategies	3	
	TOTAL	6	
Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 550-O	Second Language Acquisition	3	
EDUC 551-O	Reading Processes in a Second Language Setting	3	EDUC 550
EDUC 553-O	ESOL Curriculum and Materials Development	3	
EDUC 555-O	Development of Communication Skills	3	
EDUC 564-O	Applied Linguistics for ESOL Teachers	3	
EDUC 566-O	Methods of Teaching English as a Second Language	3	
EDUC 567-O	Cross-Cultural Communication and Understanding	3	
EDUC 569-O	Testing and Evaluation of ESOL	3	
EDUC 604-O	Knowledge Integration Seminar in ESOL	3	All core and specialization courses
	TOTAL	27	
Research Courses / Capstone			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 600-O	Educational Research Methods (mandatory course)	3	All core and specialization courses
EDUC 602-O	Lecture Seminar	3	EDUC 600-O
EDUC 617-O	Seminar in a School Setting	3	EDUC 600-O
	TOTAL	6	
	TOTAL CREDITS	39	

Notes:

1. The practicum in teaching lasts 12 weeks, 20 hours a week, providing students with field experiences to demonstrate mastery of the Florida Educator Accomplished Practices in a school

setting during the regular school year. Students must make arrangements to comply with the internship requirements during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing. The student must refer to the Internship Handbook for specific requirements and procedures.

2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.

3. Students must comply with state and local education certification requirements for the degree, as applicable.

4. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.

5. This program is only available for students transferring from this same program from another UAGM institution.

Master of Education with specialization in Teaching of English as a Second Language
39 credits

Program Delivery Modality: Online
Language of Instruction: English
> *The language of instruction and program delivery modality are subject to availability.*

PROGRAM DESCRIPTION

This specialization is designed to provide candidates with a background in the principles, theories and practice of second language acquisition, learning and teaching. It seeks to prepare educators who can assume positions of leadership in ESL education as teachers or English supervisors in public or private schools and as professors in institutions of higher education.

PROGRAM OBJECTIVES

1. Prepare professionals who can integrate and apply their knowledge to the design, teaching, and evaluation of a program of study of English as a Second Language.
2. Develop professionals to search for innovative alternatives to the demands presented by a dynamic and changing society for the teaching and learning of English as a Second Language.
3. Facilitate experiences that stimulate the development of goals common to the components of curricular development and evaluation related to the Teaching of English as a Second Language.
4. Provide these professionals with a theoretical background, solid practice, and adequate mastery of research skills, and knowledge in curriculum and teaching in the area of English as a Second Language.
5. Stimulate an interest in research in the field of Teaching English as a Second Language, and as a result, become researchers of remarkable investigations and projects in the area.
6. Develop the capacity to analyze problems, focus, and modern techniques present in the area of the Teaching of English as a Second Language.
7. Develop the necessary skills that will permit these professionals to present alternatives for problems related to the Teaching of English as a Second Language that will have an impact on the global society of the 21st century.
8. Develop communicative skills in order to improve their performance as professionals.
9. Improve the quality of the educational experience from the scientific, individual, and social dimensions of the professionals through the development of their creativity in the Teaching of English as a Second Language.
10. Stimulate in these educators a positive attitude toward learning as a continuous
11. process, and the development and improvement of their professional and personal well-being.

Master of Education with specialization in Teaching of English as a Second Language
39 credits

Program Delivery Modality: Online
Language of Instruction: English
The language of instruction and program delivery modality are subject to availability.

CORE COURSES			
Course		**Credits**	**Prerequisite**
EDUC 501	Principles and Development of Curriculum	3	
EDUC 512	Educational Innovations and Strategies in ESL	3	
	Total	**6**	

SPECIALIZATION COURSES			
Course		**Credits**	**Prerequisite**
EDUC 550	Second Language Acquisition	3	
EDUC 551	Reading Processes in a Second Language Setting	3	
EDUC 553	ESOL Curriculum and Materials Development	3	
EDUC 555	Development of Communication Skills in English	3	
EDUC 566	Methods of Teaching English as a Second Language	3	
EDUC 567	Cross-Cultural Communication and Understanding	3	
EDUC 564	Applied Linguistics for ESOL Teachers	3	
EDUC 569	Testing and Evaluation of ESOL	3	
EDUC 604	Knowledge Integration Seminar in ESOL	3	All Core and Specialization Courses
	Total	**27**	

REQUIREMENTS FOR DEGREE			
Course		**Credits**	**Prerequisite**
EDUC 600	Educational Research Methods	3	All Core and Specialization Courses
EDUC 617	Research Seminar	3	EDUC 600
	Total	**6**	
	Total Credit	**39**	

Notes:

1. It is strongly recommended that students review and become familiar with the teacher certification requirements established by the State of Florida, the Commonwealth of Puerto Rico, or any other state in which they intend to seek employment as teachers.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree, as applicable.
4. Students are responsible of verifying the requisites or test required by the state or country of origin.
5. Students that reside in the State of Florida must provide evidence of a passing score on the Florida Basic General Knowledge Test prior to registering for EDUC 617.

Master of Science with specialization in Telecommunications and Networks Systems Administration
30 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The program provides students with an in-depth knowledge of the principles of a Converged Networks including design, implementation, security and management with a strong hands-on approach.

PROGRAM OBJECTIVES

1. Ability to perform effectively in their profession.
2. Ability to design telecommunications systems and data networks.
3. Ability to implement telecommunications systems and data networks.
4. Ability to design voice or telephony telecommunications systems.
5. Ability to implement and maintain voice or telephone telecommunications systems.
6. Ability to design, implement and maintain voice and data communication systems in the wireless mode.
7. Ability to administer and participate in the decision-making process and business strategic management in the telecommunications area.
8. Ability to keep their competition levels up to date, using continuous training techniques.
9. Ability to solve technical problems within the telecommunications and networks area.
10. Ability to submit plans and produce strategic analyzes in the area of convergence of technologies that contribute to the effective positioning of the company.
11. Demonstrate ability to manage telecommunications and network projects.
12. Promote change and development in the specialization area.
13. Establish direction in the development of activities and projects associated with his specialization in the organizations where he works.
14. Assist the company in the preparation of the strategic and financial plans associated with the establishment of the telecommunications and network infrastructure.

Master of Science with specialization in Telecommunications and Networks Systems Administration
30 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

Required Courses (21 crs)			
Course	**Title**	**Credits**	**Prerequisite**
TCOM 500	Applied Mathematics in Telecommunications (admission req.)	3	
TCOM 513	IT Project Management	3	Admission to program
TCOM 503	Introduction to TCP/IP	3	Admission to program
CYBR 501	Network Security I	3	
CYBR 502	Computer Security I	3	
TCOM 514	Telecommunications Governance I	3	
TCOM 606 or TCOM 609	Network Design Project Thesis II	3	Permission of Project Advisor
	TOTAL	**21**	
Elective Courses (9 crs) (Select one area)			
Course	**Title**	**Credits**	**Prerequisite**
Internet (9crs)			
TCOM 511	Internet Technologies	3	TCOM 503
TCOM 512	Introduction to Networks	3	TCOM 511
TCOM 521	Networking Fundamentals	3	As required by advisor
TCOM 556	IP Tel & Design and Implementation of Voice Networks	3	TCOM 503
TCOM 523	Wireless Networks	3	TCOM 503
Network Securities (9crs)			
CYBR 521	Network Security II	3	CYBR 501
CYBR 522	Computer Security II	3	CYBR 502
CYBR 600	Cyber Security Forensics	3	CYBR 502
Telecommunications Governance & Auditing (9 crs)			
TCOM 515	Telecommunications Governance II	3	TCOM 514
TCOM 522	Telecommunications Management and Policy	3	TCOM 513
TCOM 524	Technological & Scientific Innovation	3	
	TOTAL CREDITS	**30**	

Notes:

1. If enrolling in a bilingual program, please refer to AGMU Language Placement Protocol.
2. Refer to Specific Admission Requirements of this catalog.

Doctor of Education with specialization in Curriculum, Teaching and Learning Environments
60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The Doctoral program in Education with specialization in Curriculum, Teaching and Learning Environments has the purpose to prepare a professional with the theoretical and practical knowledge that will allow him to apply the principles and foundations of the curriculum in the design, implementation and evaluation of educational programs. The learning environments in this doctoral program provide an approach to the curricular aspects that affect the training of the curriculum specialist in the selected study environment.

PROGRAM OBJECTIVES

1.   Develop and enhance a body of knowledge and skills that will enable the student to study and analyze the social context of educational organizations.
2.   Examine theoretical and empirical research on human learning and information processing.
3.   Analyze current research on learning styles and models of teaching.
4.   Study and analyze principles and theoretical assumptions underlying curriculum and instructional design.
5.   Identify, examine and analyze the influence of interest groups on curriculum planning and development.
6.   Study current and emerging theories and applications for the evaluation of instructional programs.
7.   Utilize theory and applications of instructional systems design in the planning of instructional programs.
8.   Acquire new knowledge and skills that will enhance the graduate's educational practice in a particular learning environment.
9.   Develop knowledge and skills that will enable the graduate to successfully utilize research for the resolution of educational situations in their organizations.
10.   Develop the skills to conceptualize, initiate, develop and carry out research related to his/her area of expertise.
11.   Develop knowledge and skills that will enable the graduate to become an effective educational practitioner in a particular learning environment.
12.   Develop knowledge and skills that will enable the graduate to successfully utilize research for the resolution of educational situations in their organizations.
13.   Use statistics and methods of data collection for the interpretation of analysis of information.
14.   Develop the disposition to collaborate with the community, educational institutions and agencies to promote the highest quality of education for children and adults.
15.   Use technology and information systems to improve educational processes.
16.   Develop the disposition to respect and address individual differences and diverse learning environments as integral parts of the educational experience.
17.   Develop the dispositions to act deliberately, ethically and skillfully within the evolving realities of contemporary educational institutions.

Doctor of Education with specialization in Curriculum, Teaching and Learning Environments
60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: Spanish   English

The language of instruction and program delivery modality are subject to availability.

Social Context of Education Component (Select 9 credits)			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 714	Historical and Philosophical Perspectives in Education	3	
EDUC 715	Social, Cultural and Political Dimensions of Educational Organizations	3	
EDUC 716	Contemporary Problems and Issues	3	
EDUC 717	Legal Issues in Education	3	
EDUC 718	Ethics and Education	3	
	TOTAL	**9**	
Specialization Courses (30 credits)			
Teaching (12 credits)			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 812	Teaching, Learning, and Cognition	3	
EDUC 813	Models and Styles of Teaching and Learning	3	
EDUC 809	Instructional Systems Design		
EDUC 805	Instructional Leadership	3	
Curriculum (9 credits)			
EDUC 814	Curriculum Theory and Design	**3**	
EDUC 815	Curriculum Planning and Development	**3**	
EDUC 803	Evaluation of Instructional Programs: Theory and Application	**3**	EDUC 814, EDUC 815
Learning Environments (9 credits) Must select one of the tracks			
Course	**Title**	**Credits**	**Prerequisites**
Learning Environment: Special Education			
EDUC 816	Creating Learning Environments for Diverse Students	**3**	
EDUC 817	Behavior Modification in the Classroom	**3**	
EDUC 818	Early Identification of At-Risk Students	**3**	
Learning Environment: Second Language Acquisition			
EDUC 819	Language Development Issues in the Curriculum of Puerto Rico's Public and Private Schools	3	
EDUC 820	Teaching in Multicultural Environments	3	
EDUC 821	Research on Second Language Acquisition and Bilingualism	3	
Learning Environment: Technology and Education			
EDUC 808	Educational Technology	3	
EDUC 810	Technology and Media in Education and Training	3	
EDUC 811	Theory and Practice of Distance Education	3	
Learning Environment: Library and Information Systems			
EDUC 822	Electronic Databases and Information Systems	3	
EDUC 823	Advanced Organization of Bibliographic Resources	3	
EDUC 824	Seminar: Special Topics in Librarian and Information systems	3	
Learning Environment: Arts, Culture and Education			
EDUC 825	Anthropological and Cultural Concepts in the Puerto Rican Curriculum	3	

EDUC 826	Educational Research on the Teaching of Fine Arts and Popular Arts	**3**	
EDUC 827	Artistic and Cultural Expressions in Latin America and the Caribbean	**3**	
Learning Environment: Children, Families and Society			
EDUC 720	Contemporary Theories of Child Development	3	
EDUC 721	Teaching at the Pre-School/Primary Level 3 Trends and Innovations	3	
EDUC 722	Qualitative Research in Children's Education	3	
Learning Environment: Higher Education			
EDUC 723	Organization and Governance on Higher Education	3	
EDUC 724	Student Services on Higher Education Institutions	3	
EDUC 800	Higher Education Leadership and Administration	3	
Optional Course Learning Environments			
EDUC 828	Seminar and Practicum in University Curriculum and Teaching	3	
	TOTAL	**9**	

Research Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 901	Research Methods in Education	3	
EDUC 902	Statistical Methodology in Education	3	
EDUC 903	Qualitative Research Methods	3	EDUC 901, EDUC 902
EDUC 904	Quantitative Research Methods	3	
EDUC 900	Research Seminar	3	
EDUC 905*	Dissertation I	3	Comprehensive Test
EDUC 906*	Dissertation II	3	Comprehensive Test
	TOTAL	**21**	
	TOTAL CREDITS	**60**	

Notes:

1. * Dissertation courses are one semester duration each one. To enroll in these courses, student must have approved the Comprehensive Test.

Doctor of Nursing Practice
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Bilingual   Spanish
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

A Doctor of Nursing Practice (DNP) program is designed to prepare experts in nursing practice. It is the pinnacle of practice-focused nursing degrees, building upon master's programs by providing an educational foundation in quality improvement, evidence-based practice, and systems leadership, among others. According to the American Association of Colleges of Nursing (AACN), DNP nurses possess a blend of clinical, leadership, economic, and organizational skills that puts them in a unique position to deftly critique nursing practice and design programs of care delivery that are economically feasible, locally acceptable, and that significantly impact healthcare outcomes. The DNP nurses are prepared to perform nursing interventions that influence healthcare outcomes for individuals or populations by: providing direct patient care, managing the care of patients and patient populations, administrating in nursing and healthcare organizations and developing and implementing health policy. The program consists of a 1,000 hour clinical component that may be combined with up to 500 hours from a master's degree in clinical practice nursing.

PROGRAM OBJECTIVES

1. Utilize the scientific underpinnings and the national practice guidelines and standards to provide high quality health care services.
2. Lead changes and promote innovations in organizational and health systems for quality improvement.
3. Apply clinical scholarship in the generation, application and dissemination of the research findings and the evidence-based practice.
4. Utilize the technology, information system and patient care technology for the improvement and transformation of health care.
5. Participate, develop and implement health care policies for advocacy in health care.
6. Demonstrate leadership and interprofessional collaboration for improve nursing practice and patient outcomes.
7. Utilize the advanced nursing practice knowledge for the clinical prevention and population health for improving the Nation's health.
8. Practice as an expert in advanced nursing practice demonstrate leadership to strengthen practice and health care delivery.

Doctor of Nursing Practice
39 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Bilingual   Spanish
The language of instruction and program delivery modality are subject to availability.

SPECIALIZATION COURSES (24 CREDITS)			
Title	**Course Description**	**Credits**	**Prerequisite**
NURS 700-O	Nursing Theories, Conceptual Models and Philosophies	3	
NURS 701-O	Advanced Epidemiology for Nursing Practice	3	NURS 700-O
HESC 700-O	Applied Biostatistics	3	
NURS 702-O	Evidenced-based Practice	3	HESC 700-O
NURS 703-O	Health Care Policy, Ethics and Advocacy	3	
NURS 704-O	Scholarship Project I: Mentorship	3	NURS 702-O HESC 700-O
NURS 705-O	Nursing Science for Clinical Practice	3	
NURS 706-O	Scholarship Project II: Project Plan	3	NURS 704-O
NURS 707-O	Transcultural and Global Health Disparities	3	NURS 700-O NURS 703-O
NURS 708-O	Scholarship Project III: Implementation	3	NURS 704-O, NURS 706-O
PRACTICUM COURSES (15 CREDITS)			
NURS 709-O	Nursing Technology and Health Care Information Systems	3	
NURS 710-O	Scholarship Project IV: Evaluation	3	NURS 704-O, NURS 706-O, NURS 708-O
NURS 711	Scholarship Project Practice Matriculation*	3	
	Total Credits	**39**	

Notes:

1. * NURS 711 Scholarship Project Practice Matriculation (3 credits) (for the student who does not have 500 clinical hours from the MSN).
2. The student may have to take the course up to 2 times to complete 500 practicum hours. Must be completed before starting NURS 704.
3. This program will be accepting students for the term that starts in October 2021.

Doctor of Education with specialization in Educational Leadership
60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION
The Doctoral program in Education with a specialization in Educational Leadership aims to prepare a professional with the theoretical and practical knowledge that allows him to apply organizational processes and leadership theories that promote the development of strategies, mental habits and values for creative leadership and highly effective in an educational institution.

PROGRAM OBJECTIVES
1. Develop and enhance a body of knowledge and skills that will enable the student to study and analyze the social context of educational organizations.
2. Develop the knowledge and skills to manage an educational project from the conception of an idea to its completion.
3. Acquire financial knowledge and skills needed to manage an educational institution's income and expense accounts appropriately.
4. Study the current and emerging theories and applications used for the evaluation of instructional programs.
5. Identify, examine and analyze different leadership styles, models and strategies.
6. Study and examine current practices of instructional leadership in different types of educational organizations.
7. Develop knowledge and skills that will enable the student to take a leadership role in the process of transforming educational systems.
8. Develop the disposition to collaborate and establish community relations and strategies that will result in developing collaborative partnerships to transform educational organizations.
9. Enrich and enhance educational technology skills to be applied in leadership roles as well as for personal development.
10. Develop knowledge and skills that will enable educational leaders to successfully utilize research for solving educational situations in their organizations.
11. Use statistics and methods of data collection for the interpretation and analysis of information.
12. Develop the skills to conceptualize, initiate, develop and carry out research related to educational leadership.
13. Use technology and information systems to improve educational processes.
14. Develop the disposition to act deliberately, ethically and skillfully within the evolving realities of contemporary educational institutions.
15. Develop the disposition to motivate and facilitate others to achieve educational excellence.

Doctor of Education with specialization in Educational Leadership
60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish
The language of instruction and program delivery modality are subject to availability.

Social Context of Education Component (Select 9 credits)			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 714	Historical and Philosophical Perspectives in Education	3	
EDUC 715	Social, Cultural and Political Dimensions of Educational Organizations	3	
EDUC 716	Contemporary Problems and Issues	3	
EDUC 717	Legal Issues in Education	3	
EDUC 718	Ethics and Education	3	
	TOTAL	9	
Specialization Courses (21 credits)			
Organizational Processes (9 credits)			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 801	Project Management in Education	3	
EDUC 802	School Finance	3	
EDUC 803	Evaluation of Instructional Programs: Theory and Application	3	
Leadership (12 credits)			
EDUC 804	Leadership: Models and Strategies	3	
EDUC 805	Instructional Leadership	3	
EDUC 806	Leading Organizational Change	3	
EDUC 807	Leadership, Community Relations and Partnerships	3	EDUC 804, EDUC 805, EDUC 806
	TOTAL	21	
Elective Courses (Select 9 credits)			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 720	Contemporary Theories of Child Development	3	
EDUC 721	Teaching at the Pre-School/Primary Level 3 Trends and Innovations	3	
EDUC 722	Qualitative Research in Children's Education	3	
EDUC 808	Educational Technology	3	
EDUC 810	Technology and Media in Education and Training	3	
EDUC 811	Theory and Practice of Distance Education	3	
EDUC 816	Creating Learning Environments for Diverse Students	3	
EDUC 817	Behavior Modification in the Classroom	3	
EDUC 818	Early Identification of At-Risk Students	3	
EDUC 819	Language Development Issues in the Curriculum of Puerto Rico's Public and Private Schools	3	
EDUC 820	Teaching in Multicultural Environments	3	
EDUC 821	Research on Second Language Acquisition and Bilingualism	3	
EDUC 824	Seminar: Special Topics in Librarian and Information systems	3	
EDUC 825	Anthropological and Cultural Concepts in the Puerto Rican Curriculum	3	
EDUC 826	Educational Research on the Teaching of Fine Arts and Popular Arts	3	
EDUC 827	Artistic and Cultural Expressions in Latin America and the Caribbean	3	
EDUC 723	Organization and Governance on Higher Education	3	
EDUC 724	Student Services on Higher Education	3	

	Institutions		
EDUC 800	Higher Education Leadership and Administration	3	
EDUC 828	Seminar and Practicum in University Curriculum and Teaching	3	
	TOTAL	**9**	
Research Courses			
Course	**Title**	**Credits**	**Prerequisites**
EDUC 901	Research Methods in Education	3	
EDUC 902	Statistical Methodology in Education	3	
EDUC 903	Qualitative Research Methods	3	EDUC 901, EDUC 902
EDUC 904	Quantitative Research Methods	3	
EDUC 900	Research Seminar	3	
EDUC 905*	Dissertation I	3	Comprehensive Test
EDUC 906*	Dissertation II	3	Comprehensive Test
	TOTAL	**21**	
	TOTAL CREDITS	**60**	

Notes:

1. * Dissertation courses are one semester duration each one. To enroll in these courses, student must have approved the Comprehensive Test.

Doctor of Business Administration with specialization in Management of Information Systems
60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The doctoral program in Management Information Systems is designed to provide a theoretical basis used to improve the knowledge of management information systems. This specialization allows students to concentrate on the meaning of information systems in various management scenarios. The program encourages theoretical and applied research, which results in the improvement of services in computers and information systems company. The program is designed to prepare students for careers in performance management, teaching and research, involving the design, analysis, implementation and operation of computerized information systems associated with economic and organizational issues.

PROGRAM OBJECTIVES

1. Stimulate theoretical and applied research that will result in the improvement of services to the institution and the community at large, while maintaining the institution's emphasis on quality learning and teaching.
2. Develop competent professionals at the graduate level who will satisfy the business faculty needs at university level
3. Promote the use of technology and non-traditional educational delivery systems.
4. Establish partnerships between the University and the external community, by promoting research, cultural and community development projects that will enhance the quality of life.

Doctor of Business Administration with specialization in Management of Information Systems

60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish

The language of instruction and program delivery modality are subject to availability.

Code	Course name	Credits	Prerequisites
Core Course (18 Credits)			
ECON 760	Economic Analysis	3	STAT 555 or equivalent
MANA 750	Advanced Statistical Methods	3	STAT 555 or equivalent
MANA 754	Business Research Methods	3	
MANA 762	Management Science	3	
INBU 764	International Business Management	3	
MAIS 835	IT Policy & Strategy	3	
Specialization Required* (15 Credits)			
MAIS 810	Information Systems Modeling	3	
MAIS 815	Telecommunications Management	3	
MAIS 820	Decision Support Systems	3	
MAIS 825	Information Security Management	3	
MAIS 830	Web-Based Information Architectures	3	
Specialization Elective Courses (Choose three courses – 9 Credits)			
MAIS 827	Data Warehousing Management	3	
MAIS 832	Knowledge Management	3	
MAIS 842	Web Services	3	MAIS 830
MAIS 847	Special Topics in Information Security	3	
MAIS 852	Multimedia Systems	3	MAIS 830
MAIS 857	Special Topics in Computer Information Sys.	3	
MAIS 858	Data Mining	3	
MAIS 859	Service Oriented Architecture	3	
Research Courses (18 Credits)			
RESM 850*	Seminar in Information Systems I	3	Advisor approval
RESM 860*	Seminar in Information Systems II	3	Advisor approval
RESM 866**	Dissertation I	6	Comprehensive Test
RESM 867***	Continuation Dissertation I	3	RESM 866
RESM 868 **	Dissertation II	6	RESM 866
RESM 869***	Continuation Dissertation II	3	RESM 868
	TOTAL CREDITS	**60**	

Notes:

1. *Enrollment in the research seminars require advisor approval.
2. **Dissertation courses are one semester courses (16 weeks).
3. *** RESM 867 and RESM 869 are optional courses for those students requiring more time for the dissertation.

Doctor of Business Administration with specialization in Management
60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish

The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The doctoral program in Management is designed to provide a theoretical basis applied to enhance managerial decision making. The program encourages theoretical and applied research on the fundamental aspects of business management. It is designed to prepare students for careers in performance management, teaching and research and consulting. It encourages research and publication of articles focused on solving organizational problems. The student has the opportunity to be exposed to a variety of international management models allowing them an overview of management.

PROGRAM OBJECTIVES

1. Stimulate theoretical and applied research that will result in the improvement of services to the institution and the community at large, while maintaining the institution's emphasis on quality learning and teaching.
2. Develop competent professionals at the graduate level who will satisfy the business faculty needs at university level
3. Promote the use of technology and non-traditional educational delivery systems.
4. Establish partnerships between the University and the external community, by promoting research, cultural and community development projects that will enhance the quality of life.

Doctor of Business Administration with specialization in Management
60 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish

The language of instruction and program delivery modality are subject to availability.

Core Course (18 Credits)			
Code	**Course name**	**Credits**	**Prerequisites**
ECON 760	Economic Analysis	3	STAT 555 or equivalent
MANA 750	Advanced Statistical Methods	3	STAT 555 or equivalent
MANA 754	Business Research Methods	3	
MANA 762	Management Science	3	
INBU 764	International Business Management	3	
MAIS 835	IT Policy & Strategy	3	
Specialization Required* (15 Credits)			
Code	**Course name**	**Credits**	**Prerequisites**
MANA 800	Business Data Analysis	3	STAT 555 or equivalent
MANA 802	Corporate Finance	3	
MANA 804	Strategic Management	3	
MANA 806	Organizational Design	3	
ENTR 842	Entrepreneurship Management	3	
Specialization Elective Courses (9 Credits) (Choose three courses)			
MANA 808	Business Consulting	3	
MANA 810	Negotiations Strategies	3	
MANA 820	Management of Innovations and Technology	3	
MANA 822	Project Management in Business	3	
MANA 824	Risk Management	3	
MANA 830	Advanced Human Resources Management	3	
MANA 832	Training & Human Resources Management	3	
MANA 834	Seminar in Leadership	3	
MANA 840	Service Management	3	
MANA 844	Managing Professional Service Organization	3	
MANA 850	Strategic Planning in Public Organizations	3	
MANA 852	Project Planning and Programming	3	
MANA 854	Management and Budgeting in Government	3	
MANA 857	Special Topics in Entrepreneurship & Management	3	
Research Courses (18 Credits)			
RESM 862*	Seminar in Management I	3	Advisor approval
RESM 864*	Seminar in Management II	3	Advisor approval
RESM 866**	Dissertation I	6	Comprehensive Test
RESM 867***	Continuation Dissertation I	3	RESM 866
RESM 868**	Dissertation II	6	RESM 866
RESM 869***	Continuation Dissertation II	3	RESM 868
	TOTAL CREDITS	**60**	

Notes:

1. *Enrollment in the research seminars require advisor approval.
2. **Dissertation courses are one semester courses (16 weeks).
3. *** RESM 867 and RESM 869 are optional courses for those students requiring more time for the dissertation.

Doctor of Philosophy with specialization in Administration of Social Programs and Social Policy

45 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish
The language of instruction and program delivery modality are subject to availability.

PROGRAM DESCRIPTION

The program provides preparation and development for professionals in advanced social work administration practice in social change and innovation for institutions, community leaders, and entrepreneurs. The student will develop characteristics of both practitioners and scholars by applying practical solutions to large-scale social challenges that directly affect vulnerable, marginalized or otherwise disadvantaged populations. The graduate student will become an effective social change leader through rigorous inquiry and the use of methodological tools associated with leading, managing, social policy integration, innovation and change. The graduates will have competencies that would allow them to seek management or executive leadership positions that advance their careers in social work, human services, and social policymaking scenarios.

PROGRAM OBJECTIVES

1. Analyze and integrate the competencies and ethical principles of social work into professional practice.
2. Use advance social work theories into the administration practice and social policymaking.
3. Apply advance knowledge in the conceptualization, design, development and evaluation of social programs and social policies.
4. Demonstrate effective leadership management and planning skills in the administration of social work programs.
5. Generate new knowledge through the research process and apply findings in social work practice and social policy.
6. Demonstrate social work competencies:
   a. Ethical and Professional Behavior Competency
   b. Diversity and Difference in Practice
   c. Advance Human Rights and Social, Economic, and Environmental Justice Competency
   d. Engage in Practice-informed Research and Research-informed Practice
   e. Engage in Policy Practice
   f. Engage with Individuals, Families, Groups, Organizations, and Communities
   g. Assess Individuals, Families, Groups, Organizations, and Communities
   h. Intervene with Individuals, Families, Groups, Organizations, and Communities
7. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Doctor of Philosophy with specialization in Social Work with Administration of Social Programs and Social Policy
45 credits

Program Delivery Modality: Campus   Online   Hybrid
Language of Instruction: English   Spanish

The language of instruction and program delivery modality are subject to availability.

Core / Professional Courses			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 801	Philosophical Foundations of Social Work	3	
SWGR 802	Justice and Social Policy	3	
SWGR 803	Social Policy and Organizational Behavior in North and Latin America	3	SWGR 802
SWGR 804	Social Work Theory and Practice: Programs Administration and Social Policy	3	SWGR 801
	TOTAL	**12**	

Specialization Courses			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 820	Social Services Management	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
SWGR 821	Human Resources Management	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
SWGR 822	Management and Budgeting in Government and Social Organizations	3	SWGR 801 SWGR 802, SWGR 803, SWGR 804
SWGR 823	Executive Leadership: Models and Strategies	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
	TOTAL	**12**	

Research Courses			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 811	Epistemology in Social Work Research	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
SWGR 812	Social Work Quantitative Research	3	SWGR 811
SWGR 813	Social Work Qualitative and Mixed Methods Research	3	SWGR 812
	TOTAL	**9**	

Guided Elective Courses (Select two (2) courses)			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 830	Compendium for Social Work Practice with Individuals, Families, Groups and Communities	3	
SWGR 831	Strategic Planning in Organizations and Community	3	SWGR 820
SWGR 832	Social Programs Evaluation: Theory and Practice	3	SWGR 813
	TOTAL	**6**	

Comprehensive Exam and Dissertation			
Course	**Title**	**Credits**	**Prerequisites**
SWGR 840	Dissertation Seminar	3	SWGR 813, SWGR 820, SWGR 821, SWGR 822, SWGR 823 Concurrent with SWGR 841
SWGR 841	Comprehensive Exam	0	SWGR 813, SWGR 820,

			SWGR 821, SWGR 822, SWGR 823, Concurrent with SWGR 840
SWGR 842	Doctoral Dissertation	3	SWGR 841
SWGR 843	Doctoral Dissertation Continuation*	3	SWGR 842
	TOTAL	**6**	
	TOTAL CREDITS	**45**	

Notes:

1. * SWGR 843 is an optional course for those students requiring more time for the dissertation.
2. Students must comply with state and local education certification requirements for the degree, as applicable.
3. This program will be accepting students for the term that starts in October 2021.

Course Descriptions

ACCO 500-O Financial Accounting

Credits - 3

This course is an introduction to financial and managerial accounting for non-business graduate students. It gives the student an overview of transaction analysis and basic elements of the accounting cycle for service and merchandising business. It also covers the preparation of financial elements: income statement, balance sheet, cost of manufacturing and cash flows, and inventory costing methods.

ACCO 503-O Managerial and Financial Accounting

Credits - 3

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

ACCO 504 - Accounting for Decision Making

Credits - 3

The course studies the accounting of the managerial processes of planning, control, and decision making, financial requirements in businesses and the analysis of financial states and decisions related to investments. Special topics in cost accounting, capital investments, budget formulation, benefit controls, taxes, and inventory will be examined.

ACCO 504-O Accounting for Decision Making

Credits - 3

The course studies the accounting of the managerial processes of planning, control, and decision making, financial requirements in businesses and the analysis of financial states and decisions related to investments. Special topics in cost accounting, capital investments, budget formulation, benefit controls, taxes, and inventory will be examined.

ACCO 505-O Accounting Information Systems

Credits - 3

This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Topics to be covered include the software development life cycle, contemporary technology and applications, control concepts and procedures, auditing of information systems, internets, intranets, electronic commerce, and the role of information systems in a business enterprise. This course will cover accounting information systems—both computerized and non-computerized—with particular emphasis on internal controls.

ACCO 506-O Cost Accounting

Credits - 3

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

ACCO 515-O Managerial Accounting

Credits - 3

This course engages students in the study of the world financial requirements, the analysis of financial statements and investment decisions. It also examines related topics such as cost accounting, budgets, and control of benefits, taxes, and inventory.

ACCO 602-O Taxation

Credits – 3

Students will be exposed to the various types of federal taxes and learn the basics of federal income taxation as it applies to businesses and individuals. Emphasis is placed on the study of the basic income tax formula, including income inclusions, exclusions, deductions, and the tax consequences of property transactions.

ACCO 605-O International Accounting

Credits - 3

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

ACCO 606-O Governmental and Non-Profit Accounting

Credits - 3

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

ACCO 610-O Financial Accounting and Reporting I

Credits - 3

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

ACCO 612-O Fraud and Forensic Accounting

Credits - 3

Students will identify the resources for detecting fraud, evaluate the conditions that encourage fraud, and design effective fraud detection and prevention plans. Focus is on the perspectives of public, internal, and private accountants. Discussion covers the principles and standards for proactive and reactive investigation, as well as detection and control of fraud.

ACCO 613 - International Accounting

Credits - 3

This course deals with a comparative analysis of accounting concepts and practices in different countries and the convergence of international accounting standards. It focuses on the problems associated with accounting in multinational corporations, including the transfer of funds and income measurements, consolidation problems, issues in transfer pricing, and policies appropriate for international mergers and company valuation for acquisitions.

ACCO 615-O Corporate Financial Reporting: Operations

Credits - 3

This course focuses on financial accounting rules for corporations. It includes application and use of financial accounting in a decision-making framework and. emphasizes corporate financial reporting strategies, preparation of financial statements, and interpretation of financial statements by external users. The course examines issues related to the environment and theoretical structure of accounting, the accounting cycle, financial statements and disclosures, income determination, valuation and accounting for current and non-current assets, and current liabilities and contingencies. Within these content areas, the course also explores the differences between financial statements prepared in accordance with U.S. Generally Accepted Accounting Principles (GAAP), and those prepared in accordance with International Financial Reporting Standards (IFRS).

ACCO 616-O Corporate Financial Reporting: Financial Transactions

Credits - 3

This course focuses on financial accounting rules for corporations. It includes application and use of financial accounting in a decision-making framework and emphasizes corporate financial reporting strategies, preparation of financial statements, and interpretation of financial statements by external users. The course examines issues related to investments, non-current liabilities, equities, the statements of cash flows, and the accounting for changes and error corrections. Within these content areas, the course also explores the differences between financial statements prepared in accordance with U.S. Generally Accepted Accounting Principles GAAP), and those prepared in accordance with International Financial Reporting Standards (IFRS).

ACCO 620-O Financial Accounting and Reporting II

Credits - 3

This course focuses on the analysis of current financial accounting issues and accounting for non-profit institutions. It studies interim and business segment reporting, financial statement consolidation of multinational companies, estates and trusts, accounting for government, universities, hospitals, and other nonprofit institutions.

ACCO 627-O Advanced Auditing

Credits - 3

A study of the concepts, assumptions, standards, and issues related to contemporary auditing theory and practice.

ACCO 628-O Advanced Accounting

Credits - 3

Accounting for business combinations and mergers, preparation of consolidated financial statements, home office/branch relationships, foreign operations and transactions, partnerships. Application of different methods of accounting for investments on the books of a parent company. Topics include consolidation procedures of non-controlling interests, intercompany sales, intercompany debt, ownership patterns and income taxes.

ACCO 629-O Federal Taxes

Credits - 3

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

ACCO 630-O Special Issues in Taxation

Credits - 3

A study of special taxation situations, regulations, policies and the law. The course will deal with inheritance, gifts and donations, and trusts, among others.

ACCO 631-O Health and other Non-Profit Institutions Accounting

Credits - 3

In-depth study of information presented in financial statements and other reports of health and other non-profit institutions and the state and federal laws that apply.

ACCO 633-O Internal Auditing

Credits - 3

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

ACCO 635-O Information Systems Accounting

Credits - 3

The course explains the various control and accounting procedures used in collecting, measuring, summarizing and reporting financial data generated by an organization's units. The course emphasizes procedural techniques and studies the flow of financial data through the institution's accounting systems.

ACCO 702 - Financial Accounting and Reporting I

Credits - 3

The content of the course will cover the basic theory of accounting and practice, as well as the discussion of standard procedures established in the accounting profession. Study of the bodies that produce the generally accepted principles of accounting, the regulations of the Securities and Exchange Commission, the "Company Accounting Oversight Board" (PCAOB) and other governmental entities that establish procedures and reports. The course will emphasize the understanding and preparation of financial statements. In addition, it will include a detailed analysis of assets, liabilities, income, expense and capital accounts; as well as: cash and cash equivalents, accounts receivable, inventory, plant and equipment property, investment, intangible assets, goodwill, current liabilities, long-term debt, capital accounts, income and expense recognition, compensation and benefits and accounting for income taxes.

ACCO 703 - Financial Accounting and Reporting II

Credits - 3

The course will cover complex accounting transactions, the difference between accounting principles generally accepted in the United States and international financial reporting standards. The rules and principles of government accounting and non-profit institutions will be discussed. On the other hand, complex accounting transactions will be studied like accounting changes and error corrections, business combinations, contingencies, derivatives and hedge accounting, international monetary exchanges, leases, research and development, programming costs, subsequent events and fair market value.

ACCO 706 - Auditing and Attestation

Credits - 3

In the course the processes of planning, risk assessment will be discussed and will include the study and evaluation of the internal control structure. In addition, we will study how the audit will be conducted and how the auditor obtains and documents the evidence. The formation of the auditor's opinion will be analyzed, according to the different types of reports required. The aspects of professional ethics will be discussed.

ACCO 706-O Advanced Auditing

Credits - 3

This course is an introduction to auditing from the perspective of the professional manager. It studies the environment opinion formulation process and reporting activities of the public auditor. It covers acquisition and management of auditing

services as an aspect of managerial control. The course involves the use of audit software to enhance the application of knowledge in the accounting field.

ACCO 707 - Federal Income Tax
Credits - 3

Discussion and analysis of the federal income tax law and the practices of the federal Internal Revenue Service and its procedures. Discussion of income tax principles for individuals and business entities. Application of legal provisions to prepare tax returns and how to represent clients before the Federal Internal Revenue System.

ACCO 707-O Federal Income Tax
Credits - 3

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

ACCO 710-O Advanced Auditing II
Credits - 3

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

ACCO 711 - Forensic Accounting and Fraud Examination
Credits - 3

Include the study of investigative accounting procedures and techniques used in litigation support. Covers the basic theories and principles of forensic accounting and their application. Topics to be covered include financial reporting fraud, employee fraud, income reconstruction methods, testifying as an expert witness, evidence management, cybercrime, and business valuations. Forensic accountants help prevent and investigate corporate fraud. From tracking terrorist funding, to helping organizations stay compliant with Sarbanes-Oxley, to exposing money laundering, tax evasion and embezzlement.

ACCO 711-O Contemporary Assurances and Audit Services
Credits - 3

This course defines and discusses the role of the audit and assurance services in financial markets. It focuses on the ethical and legal obligations of audit professionals, practice standards, risk assessment and the evaluation of internal controls, audit evidence, levels of assurance, attestation requirements, and the impact of information technology on audit practice.

ACCO-712-O IFRS and Governmental Non-profit Entities
Credits - 3

This course introduces core concepts and tools of IFRS and accounting and financial reporting including governmental and nonprofit organizations. Topics include transaction analysis, financial statement analysis and interpretation, compliance issues, and operational and cash budgeting. In addition, the impact of standards such as those promulgated by the IASB, GASB, and the Federal Accounting Standards Advisory Board (FASAB) are investigated and evaluated.

ACCO 720-O Accounting Capstone
Credits - 3

This content area capstone course applies advanced Accounting concepts to improve organizational effectiveness within the framework of financial and accounting regulations. Students apply existing professional standards and theories to an applied topic.

ACCO 721-O Accounting Seminar
Credits - 3

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

ACCO 724 - Accounting Research and Communication
Credits - 3

Discussion and analysis of the techniques, strategies and basic tools of investigation in the area of accounting, auditing and taxes. Development of oral and written communication skills in the business environment.

ACCO 728 - Business Environment and Concepts
Credits - 3

This course provides and overview of all the knowledge and skill that and professional accountant and auditor must demonstrate when performing professional services. This course will present five diverse subject areas. These content areas are corporate governance, economic concepts and analysis, financial management, information technology, operations and cost management.

ACCO 730 - Business Law and Regulations
Credits - 3

Discussion of legal aspects of the business including the effect and implications of the principal and agent, contracts, relationship of debtor and creditor, business regulations and the different legal alternatives of the business structure. In addition, the principles of ethics and the duties of the accountant will be discussed.

ACCO 731 - Internal Auditing
Credits - 3

The course will introduce the students to the Internal audit field. They will be able to understand the internal audit function as a trusted advisor to management as well as and assurance and compliance professional. The course will discuss in detail the Institute of Internal Auditors International Professional Practice Framework, the Internal Control—Integrated Framework of the Committee of Sponsoring Organizations of the Treadway Commission, Enterprise Risk Management.

ACCO 733 - Information Systems Auditing
Credits - 3

The course covers management's role in controlling information technology and addressing the major risks related to technology. Topics include information security, contingency planning, desktop computer controls, systems development controls, computer center operation controls, assurance of information related to on-line, client-server, web-based, internet, and other advanced computer systems. Students will learn approaches to evaluating and addressing technology risk throughout the organization from the perspective of internal and external auditing in addition to the view of every end user.

ADMI 500 - Managing Organizations
Credits - 3

This course studies the evolution of diverse perspectives on management and introduces the student to basic philosophies, techniques, policies, structures and operations of businesses. The course emphasizes the dynamics and complexity of establishing, handling and developing a competitive business.

ADMI 506 - Business Ethics

Credits - 3

The course Ethics in Business Administration discusses the ethical values that should guide management. It explains how ethics impacts the planning, organization and management processes of a company, and in turn the environment in which it is located. It presents management cases with the purpose of developing the student's analysis and decision-making skills.

ADMI 595 - Knowledge Integration in Business Administration

Credits - 3

This course is designed to provide students the opportunity to review the approaches, practices, and trends used in the formulation, establishment, evaluation and control of the actions needed to develop and sustain the competitive advantage of an organization. Practical, interdisciplinary and integrated application of business concepts using case studies and other research methods that allow the integration of knowledge of functional areas of the company. The student will have the opportunity to develop leadership, decision making, and teamwork skills in a multidisciplinary and multicultural environment with a strategic vision. Will use research techniques developed through the program to analyze complex situations that enable the organization to maintain a competitive stance.

ADMI 598 - Knowledge Integration in Hispanic Marketing

Credits - 3

This course will help students contextualize all of their learning throughout the program, offering students a practical overview of marketing to Hispanics. Participants will deepen their analytical skills by applying the knowledge acquired in previous courses, skills and values to specific business topics.

BUSG 505-O Research Techniques in Business Administration

Credits - 3

This course focuses on the application of various research techniques in businesses and the relationship between investigation and practice. It also covers the examination of the utilization of data analysis and the statistical applications to solve business problems. Additionally, this course also includes the use quantitative and qualitative research designs (Eight Week course).

BUSG 525-O Fundamental Ethics in Business Administration

Credits - 3

This course covers the study of the conceptual and philosophical fundaments of the businesses emphasizing the study of ethics in decision-making process. It analyzes the values and how they are integrated to influence the organizational culture. The main discussion topics will be ethics and free commerce.

BUSG 650-O Action Research in Business

Credits - 3

This course includes an analysis of real and simulated case studies for the appropriate application of the planning, decision making, and problem-solving processes. It includes a comparative analysis of patterns and managerial problems. The seminar is geared towards the application of related principles, concepts, and theories. This course includes the development of an individual research project.

BUSG 651-O Business Research

Credits - 3

Presentation of a research in the area of the student's specialization. The research will be based on a previously developed research proposal. The candidate will use computerized technology and show evidence of adequately mastering

communication and research skills. A minimum of 30 hours of scheduled meetings with the assigned professor will be needed to prepare for the presentation.

BUSG 655-O Integration Seminar

Credits - 3

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

BUSI 600-O Federal Business Law

Credits - 3

This course studies state and federal business laws. It also studies contracts, agencies, partnerships, corporations, bankruptcy, and property laws. The main focus is the application of the main topics to accounting and auditing situations.

BUSI 605-O Business Research Methods

Credits - 3

This course is an introduction to concepts and procedures of business research. It covers the nature and purpose of investigation, types of design, instruments of investigation methods of data analysis, and interpretation. The course emphasizes on the search of truth by empirical means and on the contribution of research to the business administration field.

COIS 505-O Information Systems for Managers

Credits - 3

This course covers fundamental concepts in computerized systems of information and the application to business administration. It gives students an insight and an adequate technical base in the analysis of programming and administration of information systems.

COIS 600-O Computers as Instructional Resources

Credits - 3

In this course students will study the diverse applications of computers in education. Students will study the different computer models, their internal basic structure, and the needed hardware. Students will also analyze all the factors teachers need to take into consideration when incorporating computers as an instructional mean in the classroom. The fundamentals of learning through the use of computers and the design of instruction are also topics to be discussed through this course. Students will review computer programs for instruction purposes at different curriculum levels. The use of internet for instructional purposes will be a part of the learning experience, as part of the computer laboratory experience.

CMHC 600 Introduction to Mental Health Counseling

Credits - 3

This course is an introduction to current practices and trends in the clinical mental health counseling profession. Learners analyze the effects of current issues and public policy on the practice of clinical mental health counseling. The students examine professional counselors' roles in a variety of health service delivery modalities within the continuum of care. In addition, the students review models and strategies of professional consultation and supervision.

CMHC 601 Psychopathology and Diagnosis

Credits - 3

This course is a study of abnormal psychological processes across the lifespan including behavior, etiology, symptomology, diagnosis, assessment, and treatment planning. The students are prepared to use the DSM-5 and other appraisal measures and tools for understanding and responding to client needs in varying settings.

CMHC 602 Advanced Mental Health Counseling Approaches and Interventions

Credits - 3

This course provides advanced study in the use of empirically supported counseling techniques and interventions used in the treatment of diverse pathologies. Students will learn how to synthesize diagnostic, case conceptualization, and treatment planning skills while also becoming familiar with best practices for measuring client outcomes. Digital recordings of practice counseling sessions with "volunteer clinics" will be used to monitor student progress. Learners engage to prepare themselves for the residency experience.

CMHC 603-A Applied Neuroscience and Psychopharmacology for Counselors

Credits - 3

This overview and introduction to the role and function of the central nervous system in psychopathology, and its pharmaceutical treatment, prepare the mental health professional to both have a basic understanding of psychopharmacology, and to work with prescribing physicians to maximize the effectiveness of medication, and to quickly detect adverse effects.

CMHC 603-B: Human Sexuality

Credits - 3

This course study sexuality within the broad context of human experience. The student examines a systemic psychosexual approach to development across the lifespan and evaluate the functionality of sexual behavior in individuals, couples, and families. In addition, student explores theory, assessment, treatments, and interventions for various issues associated with sexuality, as well as sexuality-related concerns of diverse populations. Throughout the course, the student is challenged to expand personal awareness of limitations and biases that could impact the therapeutic relationship.

CMHC 604 Counseling Children and Adolescents

Credits - 3

The course is designed to address both theoretical and practice aspects of counseling children. The course will synthesize concepts from research and practice and will involve students in current methods for helping children and adolescents with specific developmental, social, or behavioral problems. Special issues relative to counseling exceptional children, as well as children attempting to contend with divorce, death, abuse, homelessness, alcoholism, and AIDS will also be addressed.

CMHC 605 Couples and Family Counseling

Credits - 3

The course introduces to the principles of family systems theory and their applications in family therapy practice. Included are family life cycle development, stages of relationships, premarital assessment, marriage enrichment, intervention strategies, divorce adjustment, and issues such as codependency, single-parent families, and child, spouse, and elderly abuse. Specific techniques for conducting marriage and family therapy will be presented along with considerations of current issues and ethical practices.

CMHC 606 Addictions Counseling

Credits - 3

The course provides an overview of the strategies, methods, and knowledge necessary for the effective identification and treatment of a broad range of addictive behaviors. The course will examine the biological, psychological, sociological, and behavioral components of addiction. As such, the course will focus on such issues as drug effects, assessment and diagnosis, counseling interventions, effects on family functioning and family interventions, relapse prevention, change maintenance strategies, primary prevention programming, and the related research.

CMHC 607 Practicum in Clinical Mental Health Counseling

Credits – 3 (100 hours)

The Practicum in Clinical Mental Health Counseling is designed to function as the student's first clinical skills-building experience with particular emphasis on helping each student develop his/her therapeutic skills with a range of client presenting concerns within a clinical mental health setting. Candidates are required to complete a supervised clinical experience that totals a minimum of 100 clock hours, including 40 hours of direct client contact.

CMHC 608 Internship I in Clinical Mental Health Counseling

Credits – 3 (300 hours)

Internship I in Clinical Mental Health Counseling is a tutorial form of instruction designed to be completed in a counseling facility outside of the university. The internship provides an opportunity for the candidate to perform, within a clinical mental health setting, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. This class requires completion of a 300 hour clinically supervised internship.

CMHC 609 Internship II in Clinical Mental Health Counseling

Credits – 3 (300 hours)

Internship II in Clinical Mental Health Counseling is a tutorial form of instruction designed to be completed in a counseling facility outside of the university. The internship provides an opportunity for the candidate to perform, within a clinical mental health setting, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. This class requires completion of a 300 hour clinically supervised internship.

COMM 510 – Contemporary Theories of Communication

Credits - 3

Study of concepts, models and communication epistemology and the history of the theories of communication as foundations of contemporary communication. Application of contemporary paradigms of theories of communication to the communication disciplines. Study of the principal theories of communication in organizations and analysis of applications of the theories studied in multimedia journalism and / or public relations.

COMM 511 – Development and Management of Media Enterprise

Credits - 3

The course provides students with the theoretical frameworks on management of mass media; organization and behavior of firms (newspapers, magazines, radio, television, film, music); industry analysis and market structure, and business challenges presented by the Internet and media convergence.

COMM 512 – Legal and Ethics Aspects of Communications

Credits - 3

The course addresses the relationship between law, ethics and communications in the context of the Information Society. The course presents the theory about information rights, intellectual property and communication rights.

COMM 512-O Legal and Ethics Aspects of Communications

Credits - 3

The course addresses the relationship between law, ethics and communications in the context of the Information Society. The course presents the theory about information rights, intellectual property and communication rights.

COMM 515 – Research Methods in Communication

Credits - 3

Study of scientific knowledge and research and its applications to communication sciences. Analysis and application of different types of communication research. Development of the theoretical framework for communication research. Study of the quantitative and qualitative communication research, and the design and implementation of these techniques.

Analysis of the concepts of universe, reliability and representativeness of the samples. Application of different methodologies to conduct communications research. Design of communication research projects, principally in multimedia journalism and public relations.

COMM 515-O Research Methods in Communication
Credits - 3

Study of scientific knowledge and research and its applications to communication sciences. Analysis and application of different types of communication research. Development of the theoretical framework for communication research. Study of the quantitative and qualitative communication research, and the design and implementation of these techniques. Analysis of the concepts of universe, reliability and representativeness of the samples. Application of different methodologies to conduct communications research. Design of communication research projects, principally in multimedia journalism and public relations.

COMM 517 - Communications and New Media
Credits - 3

Study of the concepts of globalization, the information society and that of the postindustrial society as the social context of the new media. Study of the INTERNET as a communication's new media and of postmodernism as the cultural logic of the information society, its postindustrial expression, globalization and the new media. Presentation of the history of the society of information and the turn of the XX Century as the catalytic of the new media and its cultural and social logics.

COMM 517-O Communications and New Media
Credits - 3

This course studies the concepts of globalization, information society, and postindustrial society as the social context of new media. It also studies the Internet as a new media of communication. It also presents postmodernism as the cultural logic of the information of society, its postindustrial expression, globalization, and the new media. This course also discusses the history of the society of information and the turn of the 20th century as the catalyst of new media and its cultural and social logistics.

COMM 520 - Advanced Writing for the Media
Credits - 3

The course studies the particularities of traditional and new media and its impact on writing for the media. The new demands in the digital era are also explored. The course studies the structures for news, press releases, speeches and messages for social networking. It also discusses the changes in the distribution and consumption of these products by the audience.

COMM 520-O Advanced Writing for the Media
Credits - 3

The course studies the particularities of traditional and new media and its impact on writing for the media. The new demands in the digital era are also explored. The course studies the structures for news, press releases, speeches and messages for social networking. It also discusses the changes in the distribution and consumption of these products by the audience.

COMM 530 - Identity and Corporate Image
Credits - 3

The course studies the components of identity and corporate image, as well as steps for developing the brand that distinguishes the organization are studied. The socio-historical development of the image, identity and reputation like its evolution in the digital era is analyzed. The interaction of different disciplines that interact and collaborate in the process of building identity and corporate image is also studied.

COMM 531 – Strategies for Public Relations

Credits - 3

The course studies the strategies and techniques for public communication. Also analyzes the platforms that exist to disseminate and project messages and efforts of the organizations, their advantages and disadvantages.

COMM 535 – Crisis Communication

Credits - 3

The course studies the public relations crisis experienced by organizations. Also, analyze the causes and steps to create a communication plan to run during crisis and how to learn from past crisis. The course also studies strategies to prevent crisis, including the use of digital platforms as part of the plan.

COMM 537 – Strategic Communication in Public Relations

Credits - 3

The course studies the components for the development of a strategic communications plan for an organization, using research and selecting targets and precise tactics to various audiences, including the media. Also studies how to identify a spokesperson for the organization as well as the skills necessary to be an effective communicator for the entity.

COMM 538 – Strategic Management of Public Relations and Digital Convergence

Credits - 3

Study of the components of public relations and digital convergence. Audits of public relations as a basis for conventional and digital strategic direction. Application of digital techniques and traditional communication in public relations. Design and development of a strategic public relations plan, with emphasis on digital convergence.

COMM 540-O Journalism and Globalization

Credits - 3

This course provides graduate students with the knowledge and appropriate skills to work as journalists in a globalized world. Explore this profession in global context; analyze the impact of the digital era in news and the distribution for domestic and international audiences.

COMM 541-O Fundamentals of Multimedia Journalism

Credits - 3

The course studies the main theories about the origins of multimedia journalism, concepts and current purposes. Also studies practical concepts of multimedia journalism; converge of text and audiovisual in cyber platforms; the essential elements of ethics and law; the evolution of journalism; and the different journalistic genres applied to multimedia.

COMM 542-O Journalistic Writing for Multimedia

Credits - 3

This course provides students with the skills to write with fluency, conciseness and coherence that require multimedia. Also studies research concepts for multimedia, development of contacts and sources, and the techniques for the emerging social media.

COMM 543 – Journalism and Public Affairs

Credits - 3

This course studies the media coverage of public policies of the government . Also studies the Constitution and the political and democratic development. Explore the current challenges for the reporter who covers government sources.

COMM 544-O Environment, Conflict and Crisis News

Credits - 3

The course studies the practical concepts for media coverage of crisis, such as environmental disasters, strikes, war, terrorism, conflict and similar situations. Also studies the ways in which journalists should report this type of news with responsibility and ethics; the limitations and security measures.

COMM 545-O Investigative Journalism for Multimedia

Credits - 3

The course studies the theoretical and practical concepts of investigative journalism and its history and evolution in the digital world. Studies this journalistic genre in traditional media and multimedia; and the skills required for the performance of this product.

COMM 550 – Project

Credits - 3

In the course, students will conduct a research project according to their specialty area (Multimedia Journalism or Public Relations), integrating the knowledge, abilities and skills acquired at the University during his graduate studies.

COMM 550-O Project

Credits - 3

In the course, students will conduct a research project according to their specialty area (Multimedia Journalism or Public Relations), integrating the knowledge, abilities and skills acquired at the University during his graduate studies.

COUN 500 The Counseling Profession

Credits- 3

Overview of the philosophy, organization, administration, and roles of counselors in various work settings.

COUN 501 Ethical, Legal, and Professional Issues in Counseling

Credits- 3

Studies of ethical standards and legal issues in counseling and other human service professions.

COUN 502 Theories of Counseling and Psychotherapy

Credits- 3

The philosophy and theories of counseling, the roles and responsibilities of counselors, ethical practices of counselors and current issues in counseling are covered as well as issues related to the therapeutic atmosphere. The course survey into psychoanalytic, Adlerian, existential, person-centered, Gestalt, behavioral, cognitive-behavioral, reality, feminist, post-modern, and general family systems theories. In addition, the students identify how their own personal experiences, biases, and preferences impact theory selection, while developing their own personal style of counseling.

COUN 503 Research Methods and Statistics

Credits- 3

This course introduces applied research methods including qualitative, quantitative, and mixed-methods research designs. Students will develop skills related to formulating research questions, program evaluation, and utilizing research professionally. This course addresses knowledge and skills for becoming critical consumers of research in educational and clinical mental health settings.

COUN 504 Human Growth and Development

Credits- 3

The course is designed to broaden understanding of human growth and development across the life span with emphasis on the interwoven domains of development (physical, cognitive, social, and emotional) and the contextual factors influencing each. Theoretical, practical, and research perspectives will be examined as they apply to the profession of counseling.

COUN 505 Counseling and Advocacy with Diverse Populations
Credits- 3

This course introduces theory, research, and models that inform ethical and culturally competent counseling, as well as social justice advocacy, in a variety of settings. The students assess how biopsychosocial characteristics and concerns of diverse populations impact access to and utilization of community-based resources, optimal development across the lifespan, and equity. The students also present strategies to address the influence that their own heritage, attitudes, beliefs, and acculturative experiences has on the counseling process. In addition, students identify effective counseling and advocacy strategies with diverse individuals, couples, families, and groups, and explore the role of the counselor and advocate in promoting social justice at multiple levels.

COUN 506 Theories and Counseling in Career Development
Credits- 3

This course introduces theory, research, and models of career development, methods of developing a career information program; and procedures for providing personal, social, educational, and vocational information through career counseling.

COUN 507 Comprehensive Assessment in Counseling
Credits- 3

This course will introduce the use of comprehensive assessment in counseling. Students will become familiar with various approaches used when conducting comprehensive assessments including, but not limited to- standardized tests, projective methods, self-report, behavioral observation, and clinical interviews. Students will also learn how to select, administer, score, interpret, report, and utilize assessment data in a variety of counseling settings.

COUN 508 Communication Skills, Consultation and Collaboration in Counseling
Credits- 3

This course study the core dimensions of counseling practice that include verbal and non-verbal skills aimed at establishing an empathic relationship that facilitates the client's exploration of developmental problems and assists the client's transition to awareness and initiating steps toward cognitive/behavioral change. The theory and practice concerning consultation and management is covered to provide the skills needed for clinical consultation to schools, community agencies, and organizations.

COUN 509 Group Counseling: Dynamics and Practice
Credits- 3

Examines theories of small-group dynamics and membership, and the various roles counselors play in diverse group models, according to the makeup of the group, its setting, and its goals/purposes. Topics include group structure, development of norms, conflict resolution, roles, therapeutic factors and dimensions of group leadership. A significant aspect of this course is found in students' ongoing participation in a group experience. Additional experiential exercises in which students learn group leadership skills are conducted throughout the course.

COUN 510: Crisis Intervention Counseling
Credits- 3

This course is designed to prepare students to respond effectively in critical situations, and to help individuals, groups, and/or families who are experiencing crisis or traumatic events in their lives. Students will learn that crises interventions are

founded on theory and be able to apply that theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crisis in the context of recovery orientation.

CRJU 500 - Foundations, Practice and Changes in the Administration of the Criminal Justice System

Credits - 3

Theoretical, judicial and practical principles inherent in the criminal justice system. Students will be involved in problem-solving situations which will permit them to analyze, evaluate and propose alternative solutions to practical administrative problems.

CRJU 500-O Foundations, Practice and Changes in the Administration of the Criminal Justice System

Credits - 3

This course has been designed to familiarize the student with the theoretical, judicial and practical notions, that permeate the administrative process in the criminal justice system in general and the state. The course will provide the student with knowledge so they may not only execute in a practical, concrete and immediate manner, but analyze and resolve the varied and complex problematic situations.

CRJU 505 - Fundamental Principles of Law

Credits - 3

Constitutional rights with an emphasis on civil rights, penal rights and criminal procedures. It will also include the sources of positive right, the Constitution and jurisprudential decisions.

CRJU 505-O Fundamental Principles of Law

Credits - 3

The course deals with issues in the area of procedural and constitutional law with an emphasis on civil rights, criminal law, criminal procedure, and evidence rules and regulations in the United States. It promotes the study of the sources of positive law, the Constitution, and the United States Supreme Court judicial decisions and precedents.

CRJU 510 - Law and Society

Credits - 3

The course deals with the relationship between law and society. It centers a theoretical and investigative vision of our legal systems and procedural and substantive aspects of the legislative process. A discussion of the influence of social factors in the approval process of the law, vis-a-vis the influence of the law on societal changes will be included.

CRJU 510-O Law and Society

Credits - 3

This course covers the relationships between rights and society; focusing on the theoretical vision and investigative approach to the legal system. The course encompasses legislative procedural and substantive aspects, as well as the influence of social factors in the legal development of society while analyzing the relationship between law and social change.

CRJU 520 - Philosophy of Punishment

Credits - 3

Meaning on punishment throughout history, theories on its origin, its cultural relativity and dominant philosophies. Students will view the different arguments proposed historically to defend or reject punishment, social protection and rehabilitation, among others, and the alternative methods of punishment.

CRJU 520-O Philosophy of Punishment

Credits - 3

This course analyzes the meaning of punishment throughout history, theories on its origin, its cultural relativity and dominant philosophies. Students will view the different arguments proposed historically to defend or reject punishment, social protection and rehabilitation, among others, and the alternative methods of punishment.

CRJU 540 – The Police and Juridical Changes
Credits - 3

Study of the dynamics involved in the functioning of the police as it is impacted by changes operating at the legislative level and subsequent judicial interpretations. The course will analyze the effects that these have on criminal investigations and how they affect the rights of delinquent persons.

CRJU 540-O The Police and Judicial Changes
Credits - 3

Study of the dynamics surrounding the role of the police and the operational changes caused by the legislative and judicial interpretations. It will analyze the effect this has on the criminal investigation and the way they affect the rights of people who commit crimes.

CRJU 565 - Seminar: Program Design and Evaluation in the Criminal Justices Systems
Credits - 3

Various aspects of administrative programing and evaluation will be examined. The course involves theoretical and research concepts and problems analysis related to programming and program evaluation in the criminal justice system. It also includes design and study of evaluation instruments for police correctional and criminal justice administration programs. Students will engage in analysis and management of strategies for operationalizing objectives, decision-making and problem-solving.

CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System
Credits - 3

This course will familiarize the students with the different aspects of the evaluation of administrative programs. General knowledge of the theory and practical applications of analytical problems as it relates to programmatic areas in the criminal justice system. The students will study and design evaluation instruments for law enforcement, corrections and criminal justice programs. Study, analyze and develop operational strategies towards objectives, decision making and problem solving.

CRJU 575 - Criminal Treatment and Rehabilitation Programs
Credits - 3

Analysis of the corrective philosophy and existing public policy regarding the rehabilitation of criminals and the relevant legal and constitutional dispositions. It will also analyze the different treatment and rehabilitation programs currently in effects at the various penal institutions in response to public policy. Treatment and rehabilitation models proposed and or currently operating in Puerto Rico, the United States and other countries; their expectations, findings, and scientific groundings. Students will also look at trends and reforms in rehabilitation programs for inmates.

CRJU 575-O Rehabilitation and Delinquent Treatment Programs
Credits - 3

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

current employees in addition to experts in the correctional field through guest speakers, seminars, symposiums and conferences.

CRJU 600 - Crime Victims and Society
Credits - 3

Analysis of the responsibility of the state in protecting the life and property of its citizens. It will examine the possibility of the state compensating the victim of a crime for damages resulting from the criminal act. It will also look at the doctrine of restitution, compensation for damages by the offender, as part of a sentence intended to alleviate the impact of the damages and as part of the rehabilitation process of the criminal. Policies and practices regarding this issue in other jurisdictions will be comparatively analyzed.

CRJU 600-O Seminar: Crime, Victims and Society
Credits - 3

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

CRJU 630 – Organization and Administrative Techniques of the Police System
Credits - 3

Study of the organization and administration of the Puerto Rican police force. Emphasis is given to organizational theory, administrative techniques, procedures, and police administration and supervision programs. It analyzes the alternative objectives, strategies, programs, institutional approaches, roles, perspectives and interagency relations of the police.

CRJU 630-O Organizations and Administrative Techniques of the Police System
Credits - 3

Study of the organization and administration of the police in the United States of America. Emphasis is given to organizational theory, administrative techniques, procedures, and police administration and supervision programs. It analyzes alternative police models, strategies, programs, institutional approaches, roles, perspectives and interagency police relations.

CRJU 635 – Mental Health and the Law
Credits - 3

The course centers on analysis of the relationship between the mental health system and the law. It includes an in-depth look at the application of behavioral sciences techniques to the legal framework. Discussion concerning such as diagnosis, risk, treatment, hospitalization, and mental disability viewed from a psycho-legal perspective, as well as the rights and responsibilities of institutional clients, their employees and the state, will also be included.

CRJU 635-O Mental Health and the Law
Credits - 3

This course will provide a critical analysis of the association between the criminal justice system and mental health. It is based on current Florida legal standards and its application in the administrative processes of justice. It will then proceed to the analysis of the scientific theory utilized in the investigation of human behavior and the development of psychopathology. The student will develop a project in which he or she will implement the acquired knowledge in the course.

CRJU 640 – Addiction: Legal and Psych- Social Problem
Credits - 3

Study of the medical-legal aspects of drug addiction and alcohol abuse. It includes an analysis of the legal structure, from the framework of state and federal laws in the use and abuse of drugs and alcohol. It also discusses legislation, treatment and prevention programs.

CRJU 640-O Addiction: Legal and Psycho-Social Aspects
Credits - 3

Study of the medical-legal of drug addiction and alcohol abuse problem. It includes an analysis of the legal structure, from the framework of state and federal laws in the use and abuse of drugs and alcohol. It also discusses legislation, treatment and prevention programs.

CRJU 645 – Comparative Correctional Systems
Credits - 3

The course consists of a comparative study of correctional systems in Europe, United States, Canada, Latin America and Japan. The study will be carried out from the perspectives of historical development, administrative organization, correctional development, administrative organization, correctional philosophy, human resources, and treatment and rehabilitation programs for inmates. It will also consider the administrative and judicial mechanism to protect the rights of inmates as well as post- prison assistance. Trends and prison reforms in each country will also be reviewed.

CRJU 645-O Comparative Correctional Systems
Credits - 3

This course offers a comparative study of the correctional systems in Europe, United States, Canada, Latin America and Japan. The study will be conducted from the perspectives of historical development, administrative organization, correctional, philosophy, human resources, and treatment and rehabilitation programs for inmates. It will also consider the administrative and judicial mechanism to protect the rights of inmates as well as post-prison assistance. Trends and prison reforms in each country will also be reviewed.

CRJU 650 – Special Law in Criminal Justice Administration
Credits - 3

Analysis of the special laws which regulate our legal conduct, including the basis for their creation, enforcement techniques, and jurisprudence. Students will discuss laws relating to weapons, confiscation, explosives, controlled substances, illegal numbers games electoral law, transit vehicles, and mortgage institutions, among others.

CRJU 650-O Special Laws in Criminal Justice Administration
Credits - 3

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

CRJU 715 – - Seminar: Special Situations in the Administration of Correctional Programs
Credits - 3

The course focuses on an analysis of the correctional scenario including the psychological, administrative, and disciplinary perspectives. Students will explore the subculture of the penitentiary and how it is manifested. This course will focus on themes, situations, controversies, and problems inherent this scenario, scientific findings, programs dynamics and decisions or legislation which impacts the correctional system.

CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs
Credits - 3

This seminary course analyses the correctional system from different perspectives, including psycho-social, ecological, legal and disciplinary, among others. The course examines the subculture of the prison, how it forms, its developments and the effect in the inmates and the correctional personnel, producing a unique social system. This seminar covers subjects, situations, controversies and particular problems of the correctional system, in addition to the examination of scientific findings, dynamics, as well as decisions or legislation of impact with respect to the correctional system. It examines and weights the different factors that incline to the good development of the programs as well as those that prevent their development. This course welcomes the participation of key players within the correctional system, including inmates and ex-inmates, as well as officers and employees of the correctional system, besides experts in the correctional field, through guest speakers, conferences and symposiums.

CRJU 730 – Criminality, Crime Control and Criminal Justice

Credits - 3

Critical analysis of criminality from a sociological perspective. Particular emphasis is placed on the relationship of public policy, and the criminal justice administration: decision-making; programs implementation and evaluation of police participation. Students discuss different strategies and models to reduce crime as well as the new tendencies toward privatization of criminal justice services.

CRJU 730-O Criminality, Crime Control and Criminal Justice

Credits - 3

The course focuses on a critical analysis of criminality from a sociological perspective. Particular emphasis is placed on the relation of public policy, criminal justice administration: decision-making, program implementation, and evaluation of police participation. Students discuss different strategies and models to reduce crime as well as the new tendencies towards privatization of criminal justice services.

CYBR 501 - Network Security I

Credits - 3

Introduces basic concepts of network security with a strong emphasis on cryptography and cryptographic techniques. Topics to be covered include classical encryption, data encryption standard, advanced encryption standard, symmetric key ciphers, public and private key cryptography and key management. Introduction to number theory concepts needed to understand public key cryptograph.

CYBR 502 - Computer Security I

Credits - 3

The fundamental tools and techniques for computer security are discussed in the context of the pervasive role and impact that computer technology has over the individual, the enterprise and on society-at-large. Topics covered include computer viruses, operating systems, program security, database security, legal, privacy and ethical issues.

CYBR 521 - Network Security II

Credits - 3

Introduces advanced concepts of network security with an emphasis on hashing functions and algorithms and their applications to network security. Topics to be covered include message authentication, digital signatures, kerberos, electronic mail security, pretty good privacy, s/mime, IP security (IPSEC), secure socket layer (SSL), transport layer security (TLS), wireless security (WEP,WPA,WPA2), intrusion detection systems (IDS), intrusion prevention systems (IPS) and firewalls.

CYBR 522 - Computer Security II

Credits - 3

Selected advanced topics in computer security are discussed in the context of the pervasive role and impact that computer technology has over the individual, the enterprise and on society-at-large. Core topics to be covered include penetration

testing with Kali Linux which will take up the first half of the course. Other selected topics will vary from time to time and will typically include information assurance, data backup and redundancy, digital rights management, botnets, risk analysis and identity theft.

CYBR 600 - Cyber Forensics

Credits - 3

Introduction to computer forensics. Overview of evidence acquisition and archiving. Locard's Exchange Principle and the order of volatility (rfc 3227). Preservation of volatile and non-volatile data. Analysis of data files including graphics files, email, executable and non-executable files. Report writing, expert testimony and ethics. Case studies and forensic software tools. Overview of DOS File System.

ECON 505 - Business Economics

Credits - 3

Study of the application of microeconomic theory and the tools of analysis of decision sciences to achieve efficient solutions in an organization. In order to understand the dynamics of a business and to project its future operations, it is necessary to understand the nature and mechanisms of economic processes. Microeconomics theory provides tools for analysis that integrate the knowledge of statistics, mathematics, and economic theory. These tools are particularly useful in the decision-making process.

ECON 519-O Managerial Economics

Credits - 3

This course studies the use of economic tools in management decision-making to maximize the company's profit. It covers the analysis of demand, income, production, cost, markets, and the relationship between companies and the public sector.

ECON 520-O Business Economics and Finances

Credits - 3

This course covers a comprehensive study of the principles in macro & micro-economy and finances applied to businesses. In the area of economics, it will discuss and analyze the following topics: economic indexes, Federal Reserve Rules, international commerce, commercial exchange rate, unemployment causes and effects, inflation, consumer's demand and costs structure. In the area of finances: business planning, long-term investments, financial planning for the management of taxes and human resources, financial planning for international markets and the decision-making processes necessary to project the financial vision of the company.

ECON 530-O Business Economics

Credits - 3

Comprehensive course that studies the principles of macroeconomics and microeconomics applied to companies. Participants will discuss and analyze economic aspects associated with the following: economic indices, Federal Reserve policies, National Fiscal Policy, causes and effects of unemployment, inflation, consumer's demand and cost structure in business. As part of the macroeconomic and microeconomic theories, the economic analysis tools mentioned above will be discussed; the dynamics of enterprises and the way of projecting their operations into the future. The understanding of these aspects will provide the basis for the economic analysis that integrated the knowledge of statistics, mathematics and the economic theory that are useful in the decisional process of companies.

ECON 760 – Economic Analysis

Credits - 3

In the first part basic concepts of international macroeconomics will be discussed. Specifically, topics such as national accounts, balance of payments, exchange rate, capital mobility, monetary policy, and fiscal policy will be explained. The second part of the course discuss will discuss the decision-making under Asymmetric Information and Uncertainty and

discuss basic notions of Game Theory. The third part will discuss the Optimization Theory using the Linear Programming. The fourth part of the course will discuss The Gravity, Comparative Advantage, and Economies of Scale Models.

EDAG 640-O Development of Leadership in Education, Theories, and Application
Credits - 3

This course studies the origin and development of the theories and focal points of administrative and general supervision practices. Theories are applied to the complexity of education systems as learning communities. It also covers the general principles that define form and develop leaders and their influence on educational institutions. The study of the current leadership concepts in the state is an integral component of the course. The course covers the study the differences between various leadership styles. It also covers the importance of vision, communication, motivation, teamwork, and partnerships with community and stakeholders. Strengthen leadership by standards and of work plans.

EDAG 641-O The Leader and the Learning Communities
Credits - 3

This course is an analysis of the formation and development of leaders in learning communities of educators. It also covers a discussion of the theories and current models of leadership and supervision. It includes a comparison and contrast of theoretic framework. Emphasis on change, interpersonal relationships, collaborating with problem-solving and decision-making is incorporated and applied to real-life scenarios. Students will be involved in the development of a shared educational vision. Students will also develop a leadership theme in consensus with the professor with direct application to education. Students will be involved in case studies and clinical field experiences projects.

EDAG 644-O Technology for School Administrators
Credits - 3

This course prepares students to apply technology to the areas of administration, instruction, and educational institutions. Students will evaluate various computer hardware and software components which are appropriate to the management of schools.

EDAG 650-O Human Relations, Organizational Climate and the Learning Environment In Educational Institutions
Credits - 3

This course studies the development and evolution of the framework and theories of behavior and organizational conduct to the present. It covers explanations of the challenges and trends that affect educational organizations as open systems. It also includes analysis of individual, interpersonal, group and organizational behavior and how these influence performance of effective academic leadership. It differentiates between organizational climate and culture. It covers strategies for the development of positive community and organizational climates. Students engage in discussion of the importance of human resources in organizations. Applications of critical issues in the environment of education are addressed in the course.

EDAG 651-O Public School Law, Labor Relations, and Ethical Leadership Education
Credits - 3

This course studies the legal aspects, regulations, and legislation developed and approved for education and public and private educational organizations, in the United States. Topics are framed in the context of the history of education in Florida. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making are incorporated in the course. Description of the history, of human rights; unionization, unions, collective bargaining and the struggles of professionals in the field of education to improve working conditions and their professional performance. Analysis of legal cases and corresponding jurisprudence, in Florida as well as in the United States are addressed.

EDAG 652-O Budget and Financial System Educational Organizations at the School Level
Credits - 3

This course studies the concept, methods, practices, and systems of financing and budget in public and private educational organizations. Analysis of the budget as a useful means to implement educational planning is studied. Design of a budget for a program or organization is required as part of course requirements. Identify and evaluate methods of financing in public and private education. Competence in financial planning cost control, accountability of income and expenses, and management of cash flow. Simulate management of a budget.

EDAG 657-O Human Resources Management and Development in Educational Leadership
Credits - 3

This course is designed to introduce students to the area of school personnel administration. The course emphasizes reflective thinking that would help the students in making ethical decisions and a planning recruitment selection retention evaluation and termination within the school climate.

EDAG 662-O Multicultural Education for School Administrators
Credits - 3

This course explores the cultural biases in the existing theories and current research in the area of multiculturalism. Students will actively participate in experiential approaches designed to develop a higher skill base when working with individuals from different cultural/ethnic and religious backgrounds. This course is designed to maximize their effectiveness through the identification of differences and similarities of multicultural populations within the school climate.

EDAG 663-O Conflict Resolution for Educational Leaders
Credits - 3

This course assesses the issues involved with problem identification, problem-solving, change enabling, and accountability in relation to theoretical approaches to conflict resolution within the operation of a school. It also examines the systemic issues involved in interpersonal and organizational change.

EDAG 670-O Internship-Practice in Educational Leadership: K–12
Credits - 3

This course covers the application of the knowledge, skills, and values in an environment of real practice for leaders in education at level K-12. Design of organizational structures is studied in the course. Discussion for the development of a portfolio and other evaluative instruments is a critical component of the course. This course requires mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. It also studies the surrounding geographic-community conditions that affect learning. It requires a discussion between the professor and the student of a structured plan for practice.

EDBE 502-O Bilingual-Bicultural Curriculum Development
Credits - 3

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

EDBE 504-O Language, Literacy, and Culture
Credits - 3

This course examines the interdisciplinary study of language and literacy in their cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human developmental processes. It explores the social and political conditions that endorse different language and literacy practices and doctrines and create anti-bilingual

education ideologies in the U.S. Topics include language and literacy and ethnicity, identity, social class, and gender, among other related topics. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

EDBE 506-O Sociopolitical and Historical Perspectives in Bilingual Education
Credits - 3

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

EDBE 510-O Introduction to Research: Purposes, Issues, and Methodologies Research Course (6 hours)
Credits - 3

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

EDBE 520-O Research Methods in Bilingual and Second Language Education
Credits - 3

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

EDBE 524-O Methods of ESOL Literacy and Language Development Applied to Content Areas
Credits - 3

This course examines the relationship of reading and writing development to second language acquisition in ESL contexts as it is approached in content courses. Discusses various learning and teaching approaches that effectively extend English Language Learners' Literacy and language skills in content areas. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development and by the use of

learning activities that promote oral and written communication, use of technology, in cooperative group settings, research, and observation of classroom experience.

EDBE 525-O Biliteracy, Language, and Content in Bilingual Education
Credits - 3

This course analyzes and evaluates methods and materials used in bilingual education and ESL programs for content teaching. It also stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language and how it is approached in content areas. This course presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues by the use of discussions, cooperative learning, research and observation of classroom experience.

EDBE 526-O Theoretical Foundations of Bilingual Education and ESOL
Credits - 3

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

EDBE 566-O First and Second Language Acquisition
Credits - 3

This course addresses the relationship between language development and use and social, emotional, cognitive, and physical development of children. It also introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. It includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

EDBE 697-O Field Experiences in Bilingual and Second Language Education
Credits - 3

Observations and classroom participatory internship experience (12 weeks, 20 hours a week) with second language learners and youth in a public school at the grade level the student has specialized in are required in this course. Students will follow the Internship Handbook requirements to comply with internship State law mandates.

EDUC 501 - Principles and Development of Curriculum
Credits - 3

ESL Study of relationships and differences between the foundations of education and the domains of curriculum. Discussion of theory, practice and the roles of the major participants in the design and development of curriculum. Analysis of

curriculum development theories according to different philosophical viewpoints. Study of different models of curriculum development.

EDUC 501-O Principles and Development of Curriculum
Credits - 3

This course covers a critical analysis of curriculum development theories departing from the various educational philosophies and their relation to the practical aspects of curriculum development. Various models which exemplify the different curriculum theories are presented and analyzed. The course also examines the curriculum model presently being used in the Department of Education. Students will have the opportunity to examine and evaluate specific curriculum projects.

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

This course provides students with a critical study and analysis of classroom management in the context of a learning community. This course includes the discussion of topics such as: Restructuring the Education System, the Classroom as a Laboratory, the Total Quality Philosophy, School Autonomy, Open School Systems, and Instructional Leadership.

EDUC 503-O Evaluation of Curriculum and Instruction
Credits - 3

This course studies and analyzes the principles that guide the different evaluation strategies of curriculum and instruction, taking into consideration both the formative and summative aspects. The course also covers methodology, selection and application of research-based strategies, and models for curricular evaluation.

EDUC 504-O Learning Theories and Cognitive Development
Credits - 3

This course studies and analyzes theories of cognitive development and learning with emphasis in the investigation and discussion of teaching styles. The expectation is for students to understand that these teaching styles have been scientifically proven as successful instructional models. Through this course, students examine and discuss the instructional models and identify the theoretical foundations that support educators. This review is done utilizing the pedagogical of application concepts studied in classroom practice.

EDUC 505-O Research Methods
Credits - 3

This course is an introduction to the concepts and procedures of educational investigation. This course studies the nature and purposes of investigation; types of design, investigation analysis methods, and interpretation of data. Emphasis is placed on the contributions made by investigation to the education field. This is an 8-week course.

EDUC 507-O Philosophy, Critical Thinking, and Education
Credits - 3

This course provides students with a framework on critical analysis of the philosophical and ethical thought process. The course focuses on the practices related to the development of critical thinking and the impact in student achievement.

EDUC 512 - Educational Innovations and Strategies in ESL
Credits - 3

The graduate student will analyze and evaluate educational innovations and best practices in teaching and learning English as a second language in the context of ESL students' needs in the 21rst century. The course will explore innovations and new strategies in the areas of curriculum, assessment and evaluation, instructional design, teaching techniques and strategies, and technology while the course reviews valuable tried-and-true foundational knowledge in each area. The student will also

create a course project where field research will be designed to implement and evaluate an innovative strategy in the classroom setting.

EDUC 512-O Educational Innovations and Strategies
Credits - 3

This course covers the study and analysis of educational innovations in school administration, supervision, teaching, and the learning process. It focuses on innovations and new educational strategies being implemented in the United States and other countries. Emphasis is also given to current practices implemented in the public and private educational systems in the state.

EDUC 513-O Evaluation, Measurement, and Assessment
Credits - 3

This course studies the assessment, measurement, and evaluation techniques applied to the teaching-learning process. Emphasis is placed on the adequate planning of evaluation, the preparation, analysis of tests and other pedagogical evaluation instruments.

EDUC 526-O Curriculum Planning and Design
Credits - 3

This course focuses on the study and analysis curricular design. Emphasis is placed on diverse curricular approaches, strategies, techniques, and aspects that pertain to the teaching-learning process in the state. The course also studies curricular planning as the basic tool to accomplish the different aspects of curricular design. Students will be familiarized with new theories and principles related to curricular design.

EDUC 543-O Culture and Education
Credits - 3

This course explores the sociological concepts that frame the cultural development of students in the state and its implications to the educational system. This course also covers the functions of the educational system as the responsible agency for transmitting the cultural values and the educational elements that identify people as a community member.

EDUC 545-O Instructional Technology and Society
Credits - 3

This course covers the practical tendencies and the effect of the socio-scientific and technological changes as they apply to the search of information. This course also studies the impact information has on economic and social organizations. It also studies the educational implications that information sciences have on the school curriculum and learning styles.

EDUC 550 - Second Language Acquisition
Credits - 3

This course covers and analysis the theories related to the process of language development, language learning, language acquisition and the application of classroom practice to impact student achievement. It also includes the study of the influence of language acquisition in learning and literacy to reflect Florida requirements.

EDUC 550-O Second Language Acquisition
Credits - 3

The course Second Language Acquisition focuses on the process of acquiring a second language. Issues in second language acquisition are discussed based on recent relevant research. It also includes aspects of the research process in second language acquisition. A critical examination of the theories and models in second language acquisition and their implications for second language teaching, are the fundamental bases of the course.

EDUC 551 - Reading Processes in a Second Language Setting

Credits - 3

This course includes the study and analysis of current theories on the reading processes in a second language. The different approaches to the teaching of reading and their application to the ESL Classroom will be discussed. Students will also be acquainted with the different skills involved in the reading process and with various teaching and evaluating strategies that can be used in the ESL classroom strategies on "Teaching the Transfer" approaches from the native language to the English language are the main focus of the course.

EDUC 551-O Reading Processes in a Second Language Setting

Credits - 3

This course provides an overview of learning to read and reading comprehension as cognitive processes. Emphasis is given to the application of brain-based learning theory and the Whole Language Approach as a foundation for developing decoding skills. Likewise, metacognitive and schema theories are examined as the basis for developing reading comprehension skills. Implications for the teaching of ESL reading are also discussed.

EDUC 553 - ESOL Curriculum and Materials Development

Credits - 3

This course includes the review of the relationship between language and related issues in curriculum and instruction for students learning in a second language. Students will investigate recent research studies from a linguistics philosophical and psychological perspective. A thorough review of explanatory curriculum practices and materials available is the main focus of the course.

EDUC 553-O ESOL Curriculum and Materials Development

Credits - 3

The course, ESOL Curriculum and Materials Development, is divided into three basic areas: (a) a general overview of how the brain functions regarding major learning aspects and how the brain uses its intricate and delicate cell structure to learn and effect change, especially in the acquisition of language; (b) an overview of learning theories as they relate to language learning, beginning with skinner's behaviorism, cognitive psychology, and ending with brain-based learning; and (c) Implications for the ESL teacher in the design of effective second language learning and the use of appropriate second language learning strategies and techniques.

EDUC 555 - Development of Communication Skills in English

Credits - 3

This course will focus on the identification of activities that promote second-language acquisition, emphasizing the active language skills of listening comprehension, speaking and writing. The first part of the course will be dedicated to the discussion of the different acquisition models and their implications and applications in the classroom. The second part of the course will focus on the identification, selection and development of instructional materials and strategies for the teaching of the skills. Some of the areas to be studied will be aural discrimination, attention and recall; vocabulary development, oral production and pronunciation; the mechanics and process of writing.

EDUC 555-O Development of Communication Skills in English

Credits - 3

The course is based on theoretical and practical aspects of developing communication skills for English Language Learners (ELLs) who have different cultural and linguistic needs. The course will focus on the identification of activities that promote second language acquisition, emphasizing the active language skills of listening comprehension, speaking, reading and writing. The first part of the course will be dedicated to the discussion of the different acquisition models and their implications and applications in the classroom. The second part of the course will focus on the identification, selection and

development of instructional materials and strategies for teaching academic skills. The role of the teacher and the social cultural aspects will also be addressed. Some of the areas to be studied will be aural discrimination, attention and recall; vocabulary development, oral production and pronunciation; the mechanics and process of writing.

EDUC 564 - Applied Linguistics for ESOL Teachers
Credits - 3

This course focuses on linguistics aspects as they apply to second language acquisition and learning. It also includes the application of phonology, morphology, syntax, semantics and pragmatics of the first and second language. The course focuses on contrasting requirements.

EDUC 564-O Applied Linguistics for ESOL Teachers
Credits - 3

"Applied Linguistics for ESL Teachers" provides the student with a substantial knowledge of the key concepts, issues, insights, and pedagogical implications of research in some of the issues related to ESL and applied linguistics. Some of the applied linguistic issues that will be examined in the course include: the use of phonics and phonemic awareness in learning to read, factors in teaching oral communication in social contexts, irregularities in English orthography and implications for teaching, word formation in vocabulary development and writing, and language proficiency in ESL.

EDUC 566 – Methods of Teaching English as a Second Language
Credits - 3

This course examines the various methods for teaching a second language, as well as its principles & foundations. It reviews the evaluation, design and adaptation of materials for teaching English as a second language. Fundamental to this course is the critical analysis of research on methods for teaching a second language.

EDUC 566-O Methods of Teaching English as a Second Language
Credits - 3

This course examines the various methods for teaching a second language, as well as its principles and foundations for teaching a second language. It reviews the evaluation, design and adaptation of materials for teaching English as a Second Language. Fundamental to this course is the critical analysis of current research on methods for teaching a second language to impact a second language.

EDUC 567 - Cross-Cultural Communication and Understanding
Credits - 3

In this course, the sociological and cultural issues that impact the development and implementation of both, curriculum and teaching of students will be examined. Emphasis is given to the examination of the results of research conducted in this area. Best practices to embrace multiculturalism and its role in student achievement are integrated in the course.

EDUC 567-O Cross-Cultural Communication and Understanding
Credits - 3

In this course, the sociological and cultural issues that impact the development and implementation of both, curriculum and teaching of students will be examined. Emphasis is given to the examination of the results of research conducted in this area. Best practices to embrace multiculturalism and its role in student achievement are integrated in the course.

EDUC 569 – Testing and Evaluation of ESOL
Credits - 3

This course introduces future teachers to second language acquisition and learning classroom-based assessment methodologies to determine proficiency in listening speaking, reading and writing skills. State assessment requirements on integrated in the course.

EDUC 569-O Testing and Evaluation of ESOL

Credits - 3

The course examines the types, techniques, and procedures of assessing language learning in the classroom. It provides the students with the theoretical and practical tools to design effective Classroom – Based ESL Assessment (ESL/CBA) based on language learning theories, standards, and assessment principles. This course also examines issues related to the assessment of English Language Learners (ELLs). Course content includes: definitions of terms, foundations and principles of CBA, ESL CBA strategies and techniques, design of rubrics, use of learning taxonomies to design assessment instruments, design of CBA systems, administration and interpretation of ESL CBA results, and the design of an assessment – result based remedial lesson plan.

EDUC 576-OA Teaching Models and Systems

Credits - 3

This course analyses instructional systems and teaching models. It also studies some of the major innovative teaching strategies and their adaptation according student's aptitudes as required in the state. Emphasis is placed on cognitive development, learning styles, teaching models, and the application of Deming's philosophy of Total Quality Management. Application to the classroom practice is integrated in the curriculum and activities in the course.

EDUC 576-OB Introduction to School Counseling

Credits - 3

This course offers a professional orientation to the counseling field including history, and philosophy, functions, roles, and operations of a comprehensive school counseling program in elementary and secondary schools. It will also introduce the students to theories, approaches and stages of process to meet national and state standards accordingly.

EDUC 578-O Introduction to Social and Community Services

Credits - 3

This course is designed to introduce students to the theory, practice and research of guidance to enhance their knowledge and ability to work with adults in a collaborative partnership using a holistic and developmental approach in defining, clarifying and achieving academic, personal and career goals. This course's framework emphasizes development of professional skills and understanding of interpersonal relations, needs of specific individuals, groups, or communities, learning principles, and multicultural aspects of advising. Students will be able to recognize the impact of varied institutional programs and services can exert upon learning and development. Students will also identify professional development resources to stay current, knowledgeable and well-trained to fulfill responsibilities and performance expectations of an advisor.

EDUC 580-O Education Psychology: Human Growth and Development

Credits - 3

This course covers the study of theories of human development as seen from different perspectives: biological, social, philosophical, historical, and psychological dimensions. It examines the physical, moral, sexual, social, and cognitive development of individuals from conception through the aging process. Human development is analyzed as a continuous process throughout a lifespan, given special attention to the social and cultural contents in which human development occurs.

EDUC 581-O Introduction to Guidance and Counseling Services

Credits - 3

This course offers a professional orientation to the counseling field including history, and philosophy, work setting, and roles. It will also introduce the students to theories, approaches and stages of the guidance and counseling process requirements in Texas.

EDUC 582-O Legal and Ethical Issues in Counseling

Credits - 3

This course covers the study of the ethical and legal issues related to the guidance and counseling process. Emphasis is given to legal dispositions related to the services, procedures and the rights of individuals involved in the process. The course also provides the student with knowledge of ethical codes and standards for the counseling profession.

EDUC 583-O Instruments and Techniques for Diagnosis and Assessment

Credits - 3

This course will study the historical perspectives concerning instruments, and techniques used for assessment, measurement, and evaluation. The purpose of assessment, its characteristics, and the different kinds of standardized test, scales, observations and obtained records will be analyzed and discussed in class. A greater emphasis is going to be placed on the discussion of the administration, scoring, and interpretation of aptitude, achievement, intelligence and personality assessments.

EDUC 584-O Individual Counseling Techniques

Credits - 3

Study and analysis of theories, techniques, and the process of Guidance and Counseling will be explored. This course includes the study and discussion on establishing effective counseling relationship with clients. Interaction processes, ethical and professional issues. This course is designed to prepare students as a school counselor. Introduce didactic experiences of participation and observation.

EDUC 585-O Group Counseling Techniques

Credits - 3

Study and analysis of theories, techniques and process of group work in Counseling and Guidance, focused in the understanding and development of leadership and facilitation skills. This course includes the study and discussion of group formation stages, purposes and goals of counseling and guidance in group work, participants and leadership roles, interaction processes, group dynamics, ethical legal and professional issues and applications for diversity and multicultural populations. This course works on the student preparation as a leader and group work facilitator. Introduce didactic experiences of participation, observation and practice that stimulate student's consideration of ethical and legal issues in group work development and dynamics.

EDUC 585-0 Group Counseling Techniques

Credits – 3

This course includes the study and analysis of theories, techniques, and procedures used in group guidance and counseling. Discussion of topics such as purposes and goals of group guidance and counseling, advantages/disadvantages, selection of members, roles, and leadership as well as the different phases of the process.

EDUC 586-O Career Counseling

Credits - 3

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

EDUC 587-O Counseling and Guidance Internship

Credits - 3

The Internship experience in counseling and guidance gathers within its experiential supervised component in a counseling center (Internship), and its academic component (Seminar), an opportunity in which the Prospect Counselor is able to apply

within a real scenario his/her knowledge, skills, theories approaches and professional counseling competencies developed through the introductory counseling educative period. Through the experiential and practice component of this Internship, the student is required to complete a minimum of 300 hours of supervised practice offering professional counseling services to real clients. Through the Academic component or Internship Seminar, the experiential internship experience will be complemented with case discussion sessions, procedures analysis, complementary study of counseling themes that help student performance at internship, techniques updates and information actualization in themes or issues found by students in case management. All documentation and Internship reports will be collected and updated in the Seminar.

EDUC 588-O Instruments and Techniques for Measurement and Assessment
Credits - 3

This course includes the study of instruments and techniques used for assessment, measurement, and evaluation. The purpose, characteristics, types of standardized tests, scale observations, and records will be analyzed. Emphasis is placed on aptitude, achievement, intelligence, and personality tests. Ethical test use, diversity and inclusion issues are also addressed in serving student populations.

EDUC 589-O Consultation in Schools
Credits - 3

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

EDUC 600-O - Educational Research Methods in ESOL
Credits - 3

This course is a study of educational research methodologies and theories in ESOL. It places emphasis on practical applications of research findings and teacher conducted research to classroom practice.

EDUC 600-O Educational Research Methods
Credits - 3

This course covers the study of the nature of scientific investigation and its application to the educational research process. It also studies the different research methods and its investigative phases. Emphasis will be given to the proposal design: problem identification, hypothesis or guide questions, literature review and the investigation methodology. The student will present a research proposal at the end of the course.

EDUC 601-O Educational Research Methods
Credits - 3

This course covers the study of the nature of scientific investigation and its application to the educational research process. It also studies the different research methods and its investigative phases. Emphasis will be given to the proposal design: problem identification, hypothesis or guide questions, literature review and the investigation methodology. The student will present a research proposal at the end of the course.

EDUC 603-O Lecture Seminar
Credits - 3

This course is oriented towards the research of literature on a topic related to the student's major. The student submits a written work for the primary purpose of promoting the analysis of a problem based on the review of recent literature and research. Students enrolled in this course have up to one semester to complete the written research application project. If

they do not complete course requirements in one semester, they will need to enroll in the continuation of the seminar for 2 credits.

EDUC 604 - Knowledge Integration Seminar in ESOL

Credits - 3

This course has been designed to provide students the opportunity to revise, examine, and critically discussed knowledge integration related with the educational system in the United States of America. Emphasis will be given to the evolution of the educational system during the end of the 20th century and the beginning of the 21st century. Challenges and concerns affecting today's educational system and their impact to academic achievement will be the prime focus to classroom discussion.

EDUC 604-O Knowledge Integration Seminar in ESOL

Credits - 3

This course has been designed to provide students the opportunity to revise, examine, and critically discussed knowledge integration related with the educational system in the United States of America. Emphasis will be given to the evolution of the educational system during the end of the 20th Century and the beginning of the 21st Century. Challenges and concerns affecting today's educational system and their impact to academic achievement will be the prime focus for classroom discussions.

EDUC 617 - Research Seminar

Credits - 3

Development of a classroom research project in which the student will put into practice the knowledge acquired in the required course work. Research course for all specialties.

EDUC 617-O ESOL Seminar in a School Setting (Internship)

Credits - 3

Research course where students will apply theoretical knowledge as well as practical skills acquired throughout the program of study and their experience in the educational scene in order to improve it. The student will develop a project that contributes to the development or enhancement of the educational system at the classroom, school or district level. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. This course requires 12 weeks of internship in a school setting. All students are required to complete 20 hours per week for 12 weeks for a total of 240 hours.

EDUC 618-O Counseling for Children and Adolescents

Credits - 3

This course examines the theories and techniques of counseling children and adolescents in the school community, private practice, or an agency. It includes the study of counseling children and adolescents with special needs, such as emotional and/or behavioral problems, learning disabilities, cultural and/or linguistically diversity, and physical challenges. This course also studies other specific issues, such as the use and abuse of controlled substances, school violence, dropouts, child abuse, self-esteem, grief and loss, and divorce.

EDUC 630-O Statistics for Educational Research

Credits - 3

This course identifies proper research approaches for the solution of educational problems. Descriptive and inferential statistics aspects are studied, with emphasis in the interpretation of data. It includes basic notions of probability and studies topics on estimation, sampling, tests of hypotheses, expert criteria, and notions of experimental design.

EDUC 632-O Multicultural Counseling

Credits - 3

This course is designed to analyze theories and models related to multicultural counseling. Emphasis is given to the development of cultural identity as a component of diversity. The course also examines knowledge and research related to social factors such as gender, race, ethnicity, prejudice, culture, sexual orientation, physical impairments, mental disabilities, and intellectual ability that impact diverse populations. Counseling interventions for specific populations will be discussed.

EDUC 633-O Counseling Theories
Credits - 3

This course examines major theoretical systems of counseling and psychotherapy such as psychoanalysis, existential, humanistic, person-centered, gestalt, reality therapy, behaviorism, cognitive/behavior, feminist, and family systems. This course includes the study of how different theories suggest interventions and techniques to help people change, the characteristics of an effective counselor and the development of the therapeutic relationship. It provides an overview of the impact of technology on the counseling process and its practice and application.

EDUC 636-O Development and Management of Counseling Programs
Credits - 3

This course focuses on the philosophy of counseling/advising in comprehensive models and their development and management. Students demonstrate professional knowledge, skills and competencies needed to promote academic excellence in addition, the personal, emotional, and social development of their target population. The course emphasizes the critical role of counselors or advisors in different settings such as K-12 school, higher education, business or community organizations. Students will analyze strategies to develop, plan, implement and assess programs in education, community, and businesses based on their major. Students will also examine different models and strategies of case management, with emphasis on basic interviewing and assessment strategies, case conceptualization, effective intervention strategies, and effective documentation. This course will familiarize students with content areas: terminology, process, leadership, assessment of culture and structure within a variety of systems.

EDUC 637-O Practicum in School Counseling
Credits - 3

This course is a formative experience in school counseling. It consists of 100 hours of a practicum experience under the supervision of a certified school counselor in an elementary or secondary school over a minimum of 10 weeks. The practicum must include 40 direct service hours in individual and group interventions and other counselor related activities. If focuses on the development competencies in individual and group counseling in the school interacting with parents, students, and school personnel.

EDUC 638-O Internship in School Counseling
Credits - 3

This course requires the student to complete 600 hours over 15 weeks in a public or private school setting and under the supervision of a certified professional counselor with at least 240 hours of direct service. This course emphasizes the development and application of the skills and techniques of counseling in the personal/social, academic and career areas. The student will be exposed to the legal and ethical issues inherent in the provision of services and the counseling process.

EDUC 645-O Counseling in Schools
Credits - 3

This course is an introduction to the school counseling profession. The course evaluates professional aspects including history, organizational structure, and multicultural standards, legal and ethical aspects. It explores the School Counseling s profession with emphasis in the cognitive, emotional, affective, academic, and social areas in children and adolescents.

EDUC 646-O Development and Management of Schools Counseling Programs
Credits - 3

This course uses the American School Counselor Association (ASCA) national model to introduce the philosophy of school counseling programs in grades K-12. It promotes that all students demonstrate professionalism, as well as the knowledge and skills needed to promote academic excellence and the personal, emotional, and social development of students in grades K-12. Furthermore, the course emphasizes the education, planning, and assessment of the school counseling programs as critical components of the education system.

EDUC 648-O Practicum in School Guidance and Counseling
Credits - 3

This course is a formative experience in school counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CACREP). It consists of 240 hours of a practicum experience, including direct service hours in individual and group interventions. It focuses on the development competencies in individual and group counseling in a school setting, interacting with parents, students, and school personnel.

EDUC 649-O Counseling in Students Affairs in Higher Education
Credits - 3

The purpose of this course is to provide the future guidance counselor information regarding his/her role in order to prepare to work, as a counselor, in higher education institutions. By studying different theoretical perspectives, students will analyze the philosophy and organizational culture of higher education institutions and their impact on counseling programs. The characteristics of traditional and non-traditional students, the services provided by student services offices, and the connection of the counselor to the mission and institutional goals, will also be part of the topics that will be discussed.

EDUC 650-O Counseling for Students Development in Higher Education
Credits - 3

The purpose of the course is to provide prospective counselors with the strategies needed for the development and well-being of university students. During this course, students will have the opportunity to discuss resources needed for the transition from school to a higher education institution, as well as legal and ethical issues pertaining to university students. Topics discussed include students 'cultural diversity, their adaptation to college life, their needs, and student retention.

EDUC 651-O Counseling for Prevention in Higher Education: The College Students Experiences
Credits - 3

This course includes the study and analysis of concepts related to the prevention and promotion of mental health, the use of models of prevention and risk factors and protection for the creation of prevention programs within the campus. Also includes the prevention strategies and science-based prevention services, as well as the strategic plan and the prevention program evaluation.

EDUC 652-O Practicum in Counseling in Students Affairs in Higher Education
Credits - 3

This course is a formative experience in student's affair counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CRACREP) for a 100 hours practicum experience. The practicum must include a direct service hour in individual and group interventions. If focuses on the development of competencies in individual and group counseling in higher education institution interacting with faculty, students and student service personnel.

EDUC 709-O Scientific Research Thesis
Credits - 3

This course is a requirement upon completion of courses for the Master's Degree in Education with Major in Curriculum and Instruction. This course involves a scientific investigation that the student has to perform under the supervision of a

facilitator. The student will have to select an educational problem or need in the educational system in the state. Student's final work will represent a significant contribution to general education or the area of Major. Students may select the investigation approach that best relates to the topic selected for the theses from various approaches discussed in class. This is an 8-week course.

EDUC 714 - Historical and Philosophical Perspectives in Education
Credits - 3

Examination of the historical and philosophical bases of education in the context of Puerto Rico, the United and other countries, and how they relate to the decisions taken by leaders in educational institutions. Special is given to defining a personal philosophy of education and identification of the philosophies that permeate in the different institutions represented by the participants in the class.

EDUC 715 - Social, Cultural and Political Dimensions of Educational Organization
Credits - 3

This course will examine the process of learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual and psychological processes involved. Emphasis will be placed on the range of individual, familial, environmental and cultural factors that may enhance or inhibit human growth and development, and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Through multifaceted inquiry utilizing self-reflection, case studies, theorical analyses and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenge with students, parents, community, and teachers and in creating schools that will foster society change to support the healthy development of children and youth.

EDUC 716 - Contemporary Problems and Issues in Education
Credits - 3

Problems and issues that relate to the present and the future of public and private education are the core of the course. They are identified in a forum that brings experiences and current methodology together to address problems that faced by course participants as educators. Long range and short-range problem-solving strategies directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources are addressed in terms of current situational models.

EDUC 717 - Legal Issue in Education
Credits - 3

Discussion of a wide variety of legal issues related to the leading learning process involving teachers, administrators, school board members, parents and students. Topics will include hearing class, rows issues, certification, supervision, evaluation, tenure, due process rights, discipline, child abuse and special education. Students will be expected to read and discuss a wide variety of court cases and primary source materials so as to extract important and practices which will then be applied to hypothetical problems.

EDUC 718 - Ethics and Education
Credits - 3

This course examines ethical issues that impact effective relations between teachers and students. The methodology used includes case studies dealing with the teaching-learning process such as evaluation, diversity, integrity, plagiarism, technology and sociology. Other ethical issues discussed deal with school organization such as discrimination, sexual harassment, concepts of reward and punishment, teacher hiring and evaluation processes.

EDUC 720 - Child Development Current Theories
Credits - 3

The study of the complexity of child development through examining physical, and social theories, as well as empirical studies from conception to early years. The emphasis is on the development theories and the importance for the learning process in the child; there will be pertinent literature search, discussion and critique. topics also include the impact of culture and diversity on learning child ecology, and family and communication media.

EDUC 721 - Preschooler/Primary Teaching in the 21st Century: Tendencies and Innovations
Credits - 3

This course examines the mainstream and innovative thought in Child Education for the 21st Century. How are we thinking about teaching, how do we put it into action in order to prepare the students for the challenges to come and how can we translate all this into an efficient curriculum. There will be lectures in a seminar setting that will provide the doctoral candidate with a solid base to analyze the different and newer tendencies in the field. This setting will also allow the student to develop their own positions, to defend them as well as appreciate and utilize viewpoints different from their own.

EDUC 722 - Qualitative Research and Practice in Child Education
Credits - 3

This course will make the student familiar with Qualitative Research in Child Education. It will focus on methodology, analysis and data interpretation. Based on the lectures we will offer the opportunity to discuss teaching strategies as well as research/investigation related to the child that age.

EDUC 723 - Organization and Governance in the Higher Education Institutions
Credits - 3

This course has been designed for doctoral students who work or intend to work in higher education institutions. Themes to be discussed and analyzed will be the organizational structure, and governance procedures used in higher education in Puerto Rico. To be discussed will be the duties and responsibilities of the different governing positions and bodies; and how the incumbents are appointed. The role of accrediting agencies will be examined Research activities related to both academic and administrative governance will be required.

EDUC 724 - Student Services in Higher Education Institutions
Credits - 3

The course focuses on the analysis of theories, origin and practices related to student services in higher education institutions. The theoretical background, roles and responsibilities of student services personnel, organizational structures and relevant issues of this field are some of the topics to be analyzed.

EDUC 800 - Leadership and Administration in Higher Education
Credits - 3

This course, Leadership and Administration in Higher Education, will explore leadership in higher education and considerations related to the future status of higher education. The primary focus of the course is the study of the complexity of governance and structures in Higher Education. Contemporary issues affecting Higher Education will also be addressed. The examination of characteristics of successful leaders will occur through readings and personal interactions.

EDUC 801 - Project Management in Education
Credits - 3

This course was developed to provide to the students the group of knowledge, skills and techniques in the project management field. With this body of knowledge, the students can help educational organizations to meet their goals and expectations by the use of strategies to manage the process of planning, development and control of projects.

EDUC 802 - School Finance
Credits - 3

This course was designed as a general one of school finance. It was divided in three main areas: Context of the School Finance, Strategic Planning as the Base for Budgeting, The Budget Process in Education and Financial Management in Education. The student will have the opportunity to see the school finance as a process in which planning, budgeting and administration are integrated in order to achieve the organizational goals.

EDUC 803 - Evaluation of Instructional Programs: Theory and applications
Credits - 3

Examination of evaluation strategies, techniques and models applicable to the instructional programs. Study of the application of objectives to evaluation development of evaluation designs, systematic approaches to assessment, problems of implementation and accountability. The course allows students to analyze and design appropriate strategies for evaluating curriculum. The course emphasizes applications in fieldwork settings.

EDUC 804 - Leadership: Models and Strategies
Credits - 3

Development and practice of identified leadership skills. A comprehensive study of the theory base for leadership, analysis of leadership and management processes, exploration of individual assets and liabilities of leaders, examination of leadership in groups.

EDUC 805 - Instructional Leadership
Credits - 3

This course focuses on leadership for the improvement of instruction. It covers current research on school and teaching effectiveness, instructional methodologies, staff development and school climate.

EDUC 806 - Leading Organizational Change
Credits - 3

Study and analysis of change theories and the role of the educational leader in initiating, developing, managing, and balancing change process in educational institutions. Emphasis will be placed on developing leadership skills for crafting a vision, mission, and strategic plans for change.

EDUC 807 - Leadership, Community Relations and Partnerships
Credits - 3

This course addresses the identification and utilization of community resources and the creation of partnerships, community linkages and collaborations efforts to provide for best educational practices and opportunities for students. Special attention is focused on the role of school and community leaders in the development and improvement of networks.

EDUC 808 - Educational Computing
Credits - 3

The various uses of computers in education are examined in depth as participants are introduced to a wide variety of educational software and the Internet, and explore pedagogical issues raised by the use of computers for students, teachers and school administrators. These include the consequence for learning problem solving, organizing data, creativity and an integrated curriculum. Finally, the course looks at ways in which technology may be used as a tool to facilitate changes in the ways teachers teach and students learn.

EDUC 809 - Instructional Systems Design
Credits - 3

This course introduces the principles of instructional design with emphasis on the role of learning technology-based tools. Discussion of instructional design concepts that are fundamental for educators, including school psychologists, curriculum designers, special education teachers, administrators, and counselors. Students are introduced to different models of

instructional design as a systematic planning of learning activities in which information is transferred to a learner. Students will complete a series of instructional design assignments using both traditional teaching tools and modern technology-based tools.

EDUC 810 - Technology Media in Education and Training
Credits - 3

The course introduces skills, knowledge, and hands on experience that are necessary to integrate educational technology in a natural, meaningful, and relevant way into the learning environment. The course provides a foundation for understanding ways technologies might address different learning styles, as well as an understanding of the rapidly changing field of educational technology, and the implication of these changes on the culture of the classroom and the roles of the teacher and the student. Also, the course includes the development of skills necessary to make the student a competent user of computer and communications technologies both as productivity tools and a standard tool for teaching and learning in the classroom.

EDUC 811 - Theory and Practice of Distance Education
Credits - 3

Study of the theory and practice of distance education and its application to the planning, development, utilization and evaluation of distance education systems in educational environments.

EDUC 812 – Teaching, Learning and Cognition
Credits - 3

This course examines the theoretical and empirical research on human learning and information processing. It emphasizes current perspectives on the nature of mind, brain-based learning, academic learning, and implications for teaching. Analysis will center on processes underlying cognition.

EDUC 813 - Models and Styles of Teaching and Learning
Credits - 3

This course examines research findings related to effective teaching practices. Students analyze the instructional models and strategies of teaching and probe the theories and research applicable to the different models. They also consider how students' diverse learning styles can be affected by the dichotomy between the research of teaching and the practice of teaching.

EDUC 814 - Curriculum: Theory and Design
Credits - 3

Discussion and analysis of theoretical assumptions underlying curriculum designs. To be discussed are decision making skills needed to determine a curriculum design, problems related to curriculum design, strategies for constructing, developing and implementing curriculum that is consistent with specific theoretical principals.

EDUC 815 - Curriculum Planning and Development
Credits - 3

This course is designed to analyze the influence of contemporary society and government agencies on curriculum planning and development. The historical context in which curriculum is developed and modified is examined as well as theories related to the purposes of education and curricular expectations. Other themes to be discussed and analyzed are learning theories as related to curriculum development and evaluation, the environmental factors as they influence curriculum planning, the impact of technological innovations on curriculum development.

EDUC 816 - Creating Learning Environments for Diverse Students
Credits - 3

Examination and discussion of the complexities of teaching. Discussion of the powerful impact of classroom environment behavior and maturation upon learning. The course examines topics such as student perceptions about the classroom and their learning necessary for anticipated learning to occur, ways teachers use to learn about their students, approaches to student motivation, and the concept of effective classroom instruction.

EDUC 817 - Behavior Management in the Classroom
Credits - 3

Study and analysis of approaches management and motivational strategies that will enhance student behavior and performance. Topics to be discussed include applied behavior analysis, behavior analysis techniques, criteria and procedures for selecting, defining and measuring behavior, and behavior modification. Technology as a tool for behavior management is discussed and applied.

EDUC 818 - Early Identification of At-risk Students
Credits - 3

This course delineates at-risk behaviors of youth of today, including substance abuse, teen pregnancy, and delinquency, violence, and youth suicide. Data on the five at-risk categories, treatment approaches and prevention strategies that focus on the family, the school and the individuals are presented. Legal issues and concerns for human service professionals are also to be examined.

EDUC 819 - Language Development Issues in the Curriculum of Puerto Rico's Public and Private Schools
Credits - 3

This course will focus on a range of issues related to the teaching and learning of Spanish and English in Puerto Rico's public and private schools. It will analytically examine education paradigms, language teaching methodologies, policies, and practices, as compared to bilingual education models in the United Sates and other parts of the world. The course will also examine language teacher education and teacher training in addition to the sociopolitical climate for language teaching on the Island.

EDUC 820 - Teaching in Multicultural Environments
Credits - 3

The course focuses on issues related to cultural diversity and the implications for curriculum development within a multicultural dimension of culture, essential historical and sociopolitical backgrounds represented by the school populations of Puerto Rico and language. The appropriate use of instructional strategies for integrating language teaching within the content areas will also be emphasized. The course will enhance participants awareness of differing educational systems by exploring the dimensions of culture, essential historical and sociopolitical backgrounds represented by the school populations of Puerto Rico and the United States.

EDUC 821 - Issues in Writing in English as a Second Language (ESL)
Credits - 3

Discussion and analysis of theoretical assumptions and research literature in the processes of ESL writing. The nature of writing, as well as the linguistic and cognitive problems faced by ESL writers, are examined in this course. Teaching implications and research issues in ESL writing are also discussed.

EDUC 822 - Electronic Database and Information Services
Credits - 3

Development and use of on-line, e-books and CD – ROMS information services. Study of available databases in different field. Emphasis is placed in strategies for the use of thesaurus as a research tool. It includes Boolean Search Strategies and online Data Base topics. Includes conducting on-line and CD-ROMS searches, client interview, developing, promoting and evaluating on-line services; current trends.

EDUC 823 - Advance Organization of Bibliographical Resources

Credits - 3

Study of information resources organization in automated environments. Different classifications system and cataloging processes will be studied and analyzed using automated library systems and electronics resources. Emphasis will be given to workshops using computerized systems in information centers.

EDUC 824 - Seminar: Special topics in Library and Information Sciences

Credits - 3

Discussion of advanced topics trends and problems in library and Information services. Students will be required to investigate selected topics related to their field and the education in Puerto Rico.

EDUC 825 - Anthropological and Cultural Concepts in the School Curriculum

Credits - 3

Study and analysis of the most outstanding themes of cultural anthropology, folk arts and their relationship with the elementary and secondary school curriculum. Emphasis will be given to themes related to culture, religion, religious beliefs, myths, time and space, and the occurrence of these themes in folk arts.

EDUC 826 - Research in Folk Arts and Fine Arts Education

Credits - 3

The course is designed to provide doctoral students tools to develop research projects in themes related to the use of folk and fine arts in teaching other subjects, such as ethnomusicology, new discoveries of the effects of teaching arts on cognitive learning, folk arts as teaching strategies, the aesthetic and educational quality of artistic expressions, implications of high technology for teaching arts, and others. The student will design and complete a research paper related to one of the areas discussed in the class.

EDUC 827 - Artistic and Cultural Expressions in Latin American and Caribbean Education

Credits - 3

Study of one or more cultures of the Caribbean and/ or Latin America from the perspective of popular arts and their effect on the education of each country studied. A one week or longer trip to one of the countries selected will be organized o share experiences with teachers, students and artisans. Cultural and educational materials from Puerto Rico will be shared with the host country. A web of communication with other cultures and educational systems will be established. Upon returning, a conference will be organized to share experiences and knowledge with the students on campus. Each student will be responsible for trip expenses, unless as a group they have been able to raise funds to pay for the trip. Students who are not able to make the trip, will develop a virtual trip/investigation to be presented at the conference held by the group.

EDUC 828 - Seminar and Practicum in Curriculum and Teaching

Credits - 3

This course offers the opportunity to put knowledge, skills and professional skills into practice in educational and / or community settings. The theories, models and designs used for the teaching and / or administration of educational programs and projects are applied. It develops, in a practice setting, a project that depends on the priorities and needs of the same. Among the teacher's quasi-administrative tasks are: developing a new program, project or course, evaluating existing programs or courses, offering training workshops, writing a proposal for external funds, etc. The criteria of confidentiality and teamwork skills are applied to prepare the doctoral student for future professional experiences.

EDUC 901 - Research Methods in Education

Credits - 3

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's fields, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.

EDUC 902 - Statistical Methods in Education
Credits - 3
Course designed to equip doctoral students with the essential statistical concepts for developing statistical designs in their own research. In addition to the fundamental principles of descriptive and inferential statistics, students will learn to use computers to compute data and to interpret computer-generated results produced by statistical software (SPSS). Course topics include measurements of central tendency, variability, relative position, and correlation; sampling and probability distributions; tests of significance; t-tests; analysis of variance; chi-square tests; and regression analysis. Analysis of data with SPSS.

EDUC 903 - Qualitative Research Seminar
Credits - 3
This course focuses on the principles, theories, structure and processes of qualitative research. Different research methods such as focus groups, case studies, ethnographical and phenomenological studies are analyzed. In depth discussion of techniques for collecting and analyzing data for qualitative research is emphasized.

EDUC 904 - Quantitative Research Seminar
Credits - 3
The course focuses on the structure and process of quantitative research in education. Concepts of probability, cause and effect, internal and external validity, sampling techniques, data gathering and analysis and methodology for quantitative research are discussed in this course. Topics related to computerized applications for data analysis and ethical considerations are also discussed.

EDUC 905 - Dissertation I
Credits - 3
The first of three required courses of dissertation writing is designed, to aid the student in producing a sound proposal that will include the review of the literature. The proposal will then be submitted to the dissertation committee who must notify the doctoral candidate and the Faculty of the School of Education, in writing, that the proposal has been accepted.

EDUC 906 - Dissertation II
Credits - 3
The second of three required blocks of dissertation writing is designed to produce an introduction, a review of the literature, a conceptual framework that will justify his/her investigation and a description of the methodology for the dissertation. Student should have started the collection of data for the investigation proposed. It is completed with the successful completion of the first three chapters of the dissertation as evidenced by the approval by the candidate's dissertation committee.

EDUG 535-O Action Research Evaluation
Credits - 3
This course explores the concept of "Action Research" as a form of evaluation to help improve class instruction. Students will conduct an Action Research in a school setting to gather results of their activities to improve instruction. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions.

EDUG 605-O Public School Curriculum and Instruction

Credits - 3

This course explores the field of curriculum theory from an organizational framework of practices. This course exposes students in the field of educational leadership to curriculum development, evaluation exploration of curriculum, revision, and changes.

EDUG 611-O Evaluation, Measurement, and Assessment of the Teaching-Learning Processes

Credits - 3

A study of the processes of assessment, measurement, and evaluation applied to teaching in the State. Design and application of instruments aligned to the evaluation processes that impact classroom practices in a framework of a standards-based curriculum. The course focuses on the use of evaluation rubrics and assessment instruments.

ENGL 500-O Graduate Preparatory English

Credits - 3

This course is a conversational/grammar preparatory course designed to prepare graduate-level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program.

ENGL 501-O Academic Writing for Graduate Students I

Credits - 3

This is an application English writing class that focuses on strengthening writing skills. It examines and provides strategies for strengthening skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills for graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated in the course. Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills in English. This course requires the use of E-Lab or the Language Lab.

ENGL 502-O Academic Writing for Graduate Students II

Credits - 3

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

ENMP 550- Environmental And Natural Resources Economy

Credits - 3

This online course evaluates the importance of the
scientific knowledge in the handling and conservation of the renewable and nonrenewable natural resources as basis for analysis and economic estimate to determine the added value of the natural resources. The course discusses the natural resources of the environmental public policy and the function of the economic analysis in the development of the policy that is carried out. The fundamental elements of the economic theory will be analyzed, including the analysis of cost and benefit.

ENMP 551 - Principles of Environmental Technology

Credits - 3

This online course will discuss and evaluate the theoretical aspects, technical, physical mechanisms, chemical and biological, and the technical availability to provide drinking water, purify waste water, and the disposal of solid and liquid waste. In addition, the technologies available for the control of water, soil, atmosphere and noise pollution will be analyzed.

ENMP 552 - Environmental Communication and Writing

Credits - 3

This online course will study the application of the communication principles in the environmental field. This course examines a variety of communication strategies and practices and the drafting of environmental documents that are essential for environmental managers perform effectively their organizational, ethical and legal responsibilities. It identifies and analyze the diverse groups or audiences in which the environmental managers will communicate and relate; from internal audiences, such as online employees, supervisors and managers; to outside audiences, such as legislators, civic and environment groups, syndicates, community, press and other media. The feasibility, need and functionality of different media types and strategies of outreach and public relations are studied, including the drafting of memos, press release, environmental impact statements, technical reports and audiovisual presentations.

ENMP 553 - Environmental Strategic Planning

Credits - 3

This course focused on the technical-scientific concepts related to the environment in a global way, that will allow the environmental manager to effectively address the decision-making process of the strategic planning. The future environmental manager will obtain knowledge of the analysis of the internal institutional environment, the external environment and identify tendencies, changes and formulate a strategic planning with focus in the organization. You will know the strategic planning fundamentals and the sustainable development of natural resources. The increasingly global nature of the environmental sustainability, will be particularly noteworthy.

ENMP 554 - Environmental Quality Control Management

Credits - 3

The course presents a global e inclusive vision of environmental management. Its topics includes environmental management and its functions, roles, responsibilities and environmental manager leadership. In addition, it discuss the importance of investigation for quality control of the environment. Application and description of all those principles related with quality control environmental management, its international regulations for administration (ISO) and management standards (EMS) of the Environmental Protection Agency. It will show the theoretical aspects; case discussion and environmental management simulations will be presented.

ENMP 590 - Environmental Risk Management

Credits - 3

The discussion of risk assessment and risk management processes will be studied. Emphasis on the risks, uncertainty and implications in the strategies to reduce the human health risk and the effects on ecosystems. Presentation of different database resources (IRIS Database).

ENMP 591 - Energy Sources and Environment

Credits - 3

The course will evaluate the local and international energy situation; specifically, its economic, environmental, social and geopolitical implications. It will examine the energy sources, strategies, its environmental impact, and the available technology for environmental control. The energy policy, its design and implementation, as an essential element for environmental planning and management will be covered during the course.

ENMP 592 - Comparative Environment Risk Assessment

Credits - 3

The course will evaluate and measure the health and environmental risk of human activities. The most important risk assessment techniques as well as their limitations will be covered in-depth by this course. Additionally the course will discuss and evaluate the importance to communicate to the public the results of risk assessment.

ENMP 593 - Current Topics in Environmental Affairs

Credits - 3

Course of specialty that will treat subjects not covered in regular curriculum. The course will provide the presentation and discussion of current subjects of great importance for the professional in the environmental area. This course will allow the opportunity to have guests of private companies, state or federal agencies that facilitate the students to be updated with regard to new technologies, new methods of investigation and conservation of resources, recent scientific findings and new applicable legal regulations in the environmental subjects.

ENMP 594 - Climatology and Atmospheric Pollution

Credits - 3

The course is aimed at the evaluation of chemical, climate, economic and other variables relevant to atmospheric pollution management and control. Scientific and technical aspects associated with climate and air pollution, strategies for pollution control, and the legal framework encompassing the will be studied in detail.

ENMP 595 - Tropical Ecosystems

Credits - 3

The structure, physiology, taxonomy and distribution of the main tropical ecosystems in the tropics will be studied. Exotic plants and animals introduced to different ecosystems, the environmental conditions and types of soils in different zones of life will be analyzed. The student will understand the fragility of the tropical ecosystems so as to make a critical judgment on the management for the tropical resources.

ENMP 596 - Environmental Auditing

Credits - 3

This course is designed to give the student the tools, skills and knowledge
to develop, to structure and lead and lead an audit of environmental compliance with the federal and state laws and applicable regulations. The course also has an inclusive discussion of the professional practices and the guides to carry out an audit or diligent environmental evaluation of a property or commercial or industrial establishment as part of the process of transaction in compliance with the Environmental Protection laws.

ENMP 597 - Fundamentals of Hydrogeology

Credits - 3

The course looks into the technical and scientific principles relevant to the availability, occurrence of groundwater quality. Discusses the chemical, physical and biological characteristics of groundwater resources. Discusses the water flow in aquifers, hydrologic cycle, geology, the hydrological systems and the environmental issues related to the water resources.

ENMP 670 - Thesis

Credits - 3

This is a requisite for the Master Degree. This course is focused on the development of research work on an environmental problem. This research and its results must contribute to environmental knowledge. Comprehensive exam and its approval will be required to be granted a Master Degree. One semester each course.

ENMP 671 - Research Proposal

Credits - 3

This is a requisite for the Master Degree. This course is focused on the development of research work on an environmental problem. This research and its results must contribute to environmental knowledge. Comprehensive exam and its approval will be required to be granted a Master Degree. One semester each course.

ENTR 602 - The Business Plan
Credits - 3

Planning in emerging ventures has many purposes and uses. Firstly, planning serves as a mechanism to guide the entrepreneurial intentions and behavior, while monitoring the expected versus actual results. Secondly, access to finance requires the preparation of formal written plans that allow investors to see a glimpse of the yet inexistent venture. Throughout this module, planning in nascent firms will be discussed from the perspective of nascent entrepreneurs and potential investors. At completion of this module, the students are expected to have prepared a formal business plan ready for soliciting finance or venture capital. Therefore, the course dynamic will take an action learning approach in which the students will be writing their business plan as they are being introduced to different concepts. The development of the formal business plan will be aided using business planning software.

ENTR 603 – Organizational Structure and Design for PYMES
Credits - 3

This course is to help students obtain in-depth understandings of organizations through good comprehension of central theoretical perspectives and paradigms. This course will focus on determinants of an organization's success, focusing particularly on structure and design issues, as well as external environmental factors that impact organizational structure and functioning. A systems theory approach will be taken, making links to the strategic management, power and control literatures, as well as different forms of organizing (rational to natural organizing). Finally, the effect of macro-level factors on individual decisions and behaviors, and thus organizational effectiveness, will examined from a multiple levels-of-analysis perspective.

ENVI 500 - Fundamentals of Environmental Sciences
Credits - 3

A general perspective of the environmental sciences. The analysis of subjects related to problems of population dynamics; natural resources; and pollution effects in living beings will be studied. The discussion of the actual environmental problems and solutions will be analyzed.

ENVI 501 - Statistical Methods Applied to Environmental Research
Credits - 3

Descriptive and statistical methods to be applied in the analysis of uncertainties and decision-making processes of the environmental sciences.

ENVI 502 - Waste Management
Credits - 3

Study of the fundamental concepts necessary to adequately manage solid waste (domestic, industrial and hazardous). RCRA will be discussed, its laws, and regulation norms related to the generation, transportation, action and storage, and the final disposal of solid waste. The law describes the necessary strategies to comply, evaluate and execute the required tasks to meet the public health, environmental health, and natural resources goals.

ENVI 503- Environmental Legislation: Multilateral Environmental Agreements
Credits - 3

Multilateral Environmental Agreements: The course is aimed at providing a legal and normative perspective of the activities that may have an impact on natural resources and the environment. Additionally, the course will analyze the local and

federal legal framework pertaining to the use, management, and conservation of important natural resources. The course emphasizes the most important legal instruments from agencies such as the Environmental Quality Board and the Department of Natural and Environmental Resources. The course will be approached by in-depth case studies and real-life situations.

ENVI 504 - Environmental Documents and Evaluation
Credits - 3

Core online course that will study the importance of environmental documents in the processes of decision making. One will include antecedents, legal basis, requisites of format, content and procedural of environmental documents, used in the determination and governmental evaluation of environmental impacts of projects, actions and decisions (EA's, DIA's, etc.). The student will learn the proceeding and process of permissions and consultations of environmental type including the different agencies that take part. The student will also learn the preparation and analysis of mitigation plans, damage prevention (Moist soils, erosion control and land sedimentation, water forests, bodies, etc.) and plans to answer the environmental emergencies. Also it will include the preparation of manifestos, information of monitoring unloads and Environmental Justice. The course will take as it bases the Environmental Policy of the United States and each jurisdiction where the student resides.

ESCS 578-O Introduction to Social and Community Services
Credits - 3

This course is designed to introduce students to the theory, practice and research of guidance to enhance their knowledge and ability to work with adults in a collaborative partnership using a holistic and developmental approach in defining, clarifying and achieving academic, personal and career goals. This course's framework emphasizes development of professional skills and understanding of interpersonal relations, needs of specific individuals, groups, or communities, learning principles, and multicultural aspects of advising. Students will be able to recognize the impact of varied institutional programs and services can exert upon learning and development. Students will also identify professional development resources to stay current, knowledgeable and well-trained to fulfill responsibilities and performance expectations of an advisor.

ESCS 601-O Service Delivery Systems and Access
Credits - 3

This course is designed to expose the student to the management and access of community resources within a human services approach. The purpose of the course is to provide students with knowledge of the effective use and access of community resources to advise individuals in their needs and life goals. Through the course, students will become familiar with current resources and intervention technologies.

ESCS 602-O Student Affairs
Credits - 3

This course is designed to familiarize students with student affairs. These course main topics are: nature and purpose of student affairs, its functions, and how they can be managed, coordinated, and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing, and funding the extensive array of programs, services, and facilities designed to facilitate learning and development of students. This course takes a broad look at the essential work of student affairs and its administration, examining the work through historic, theoretical, research, resource, ethical, legal, and best practice perspectives.

ESCS 652-O Practicum in Social and Community Services
Credits - 3

This practicum is designed to expose students to their professional role by completing a minimum total of 100 hours in the field. Students will assume responsibilities in educational, profit, non-profit, and government settings; identifying community

resources and services to assist adults advance in their education, professional development and career planning. The course instructor will conduct at least one visit for each student enrolled the Practicum course.

ETEG 500 - Applied Instructional Design Models
Credits - 3

An introduction to Instructional Design (ID) theories. ID Models will be studied, such as Mayer (1999) SOI model; Merrill (1983, 1994) CD Model; Jonnassen (1999) CLEs Model, ASSURE ISD model (1985). This model integrates the Robert Gagné Instructional event, as well as, ADDIE (1975) and Dick and Cary (1990) models. This course will analyze, conduct needs assessment, improvement of performance, systematic design of materials, teaching strategies, and evaluation, both formative and summative, of instructional materials.

ETEG 500-O Applied Instructional Design Models
Credits - 3

Introduction to theories of instructional design. Study of models used for instructional design such as: Mayer's SOI model (1999); Merril's Principles of Instruction (1983, 1994) CDT; Jonnassen (1999), CLEs; Jerrold Kemp (2001), Gerlach & Ely (1980), ASSURE ISD model, which incorporates Robert Gagné's events of instruction (1985), ADDIE model (1975), model of Dick & Carey (1990), among others. Included is an analysis, needs assessment, performance improvement, systematic design of materials, teaching strategies, and formative and summative evaluation of instructional materials.

ETEG 501 - Fundamentals of Educational Technology
Credits - 3

Educational technology fundamental theories, concepts, and trends will be studied. Terminology, definitions, and development of the educational technology will be analyzed from a professional and reviewer perspective. The role of the Educational technologist and the professional practices will be analyzed in accordance with the most recent changes in the technology of the 21st Century. The course will include research, case studies, and readings related to the field.

ETEG 501-O Fundamental of Educational Technology
Credits - 3

Theoretical foundations, concepts and perspectives of the educational technology field. Analysis from a professional stand point and perspective of the development of educational technology, terminology, definitions, roles of the educational technologist and practice of the profession, according to the latest technological means of the 21st century. Research, case studies and readings related to this field is encouraged.

ETEG 502 - Fundamentals of Distance Education
Credits - 3

Distance education's fundamental theories and philosophy will be discussed. Students will evaluate the technologies that might be incorporated into distance education, as well as, teaching and learning strategies for the modality. Emphasis will be given to the Internet, video clips, videoconference, and the selection and impact of the most appropriate medium and technologies for both synchronic or asynchrony distance education instruction.

ETEG 502-O Fundamentals of Distance Education
Credits - 3

This course covers the theoretical and philosophical foundations of distance education. Students will have the opportunity to evaluate emerging technologies that may be integrated into distance education, as well as teaching and learning techniques for the modality. Emphasis will be given to the Internet, video clips, video conference, and the selection and impact of the most appropriate medium and technologies for both synchronous and asynchronous distance education instruction.

ETEG 503 Curriculum Design and Instructional Design for the Adult Learner

Credits - 3

Introduction to the principles of curriculum design for an adult population, and the development of innovative strategies to be used with this population will be discussed. The use of the evaluation methodology and the selection of constructivism strategies for instructional design and implementation will be emphasized.

ETEG 503-O Curriculum Design and Instructional Design for the Adult Learner

Credits - 3

Introduction to the principles of curriculum design for an adult population, and the development of innovative strategies to be used with this population will be discussed. The use of evaluation methodology and the selection of constructivism strategies for instructional design and implementation will be emphasized.

ETEG 504 - Technology Immersions

Credits - 3

Study and integration of the most commonly used applications and software for Instructional design purposes. New technological trends and open source multimedia, WEB 2.0, the new world of virtual reality, and its contributions to corporate organizational processes in cultural, educational, and social environments will be studied.

ETEG 504-O Technology Immersions

Credits - 3

This course covers the study and integration of the most commonly used software and applications for instructional design purposes. New technological trends and open source multimedia, WEB 2.0, the new world of virtual reality, and its contributions to corporate organizational environments in cultural, educational, and social environments will be studied.

ETEL 600 - E-learning, Technology Integration and Multimedia

Credits - 3

Introduction to the effective use of instructional media and e-learning strategies to promoting new skills and knowledge, with the support of internet communication technologies. The planning and production, design of an instructional module that integrates the different technologies and available multimedia as learning tools will be discussed. Instructional media evaluation as teaching and learning support (video, audios, CDs, DVDs).

ETEL 600-O E-Learning, Technology Integration and Multimedia

Credits - 3

An introduction to the effective use of instructional media and strategies of E-Learning that promote new knowledge and skills with the support of communication network technology. Major topics include the planning and production of an instructional module that integrates some of the different technologies that exist in the market, available multimedia (video, audio, CDs, DVDs, among others), as a tool for learning, and evaluation of the effectiveness of instructional media in the learning processes.

ETEL 601 - Development of Corporate Virtual Training

Credits - 3

This course emphasized in the design, concepts and strategic planning required for developing corporate training related to personnel professional development. Students will analyze the philosophic concepts that guide the different virtual training models. It emphasizes the selection, adaptation, and practices of different methods, strategies and activities used today online in organizations.

ETEL 601-O Development of Corporate Virtual Training

Credits - 3

This course emphasized in the design, concepts and strategic planning required for developing corporate training related to personnel professional development. Students will analyze the philosophic concepts that guide the different virtual training models. It emphasizes the selection, adaptation and practices of different methods, strategies and activities used today online in organizations.

ETEL 602 - Distance Education Assessment
Credits - 3

Study of different strategies and phases of the assessment that allows interpretations and use of the data collection related to the students learning the process. A systematic approach to developing significant learning and comprehension required to develop student's knowledge as a result of the educational experience will be emphasized. Electronic assessment techniques like e-portfolios, e-rubrics, and e-forms will be used, as well as a variety of Open Technologies that support distance education.

ETEL 602-O Distance Education Assessment
Credits - 3

Study of the different strategies (e-mail, blog, forums, wikis) and stages of the assessment process that allow to collect, interpret and use data related to the learning experiences of students. The purpose of this systematic process is to develop student understanding and meaningful learning essential to enable him/her to develop their own knowledge, based on this educational experience. This analysis allows improving the next learning experiences. The course presents techniques of electronic assessment like e-portfolio, e-rubrics, e-forms, etc., as well as a variety of open technologies that serves as a support to online courses.

ETEL 603 - E-learning and Virtual Learning Communities
Credits - 3

Study of media and technology used in distance education, such as video clips, audio, blogs, wikis, and open source, among others. Classes will be conducted synchronized and asynchronous in order to promote the new virtual environment of the 21st Century. Critical analysis of the principles and theories of e-learning, communication media research, and effective teaching techniques for implementing virtual learning communities will be covered.

ETEL 603-O E-Learning and Virtual Learning Communities
Credits - 3

Study of different technological means used in distance education, such as video clips, audio, blogs, wikis, and open source, among others; both synchronous and asynchronous to promote learning in the new virtual environments of the 21st century. Critical analysis of the principles and theories which e-learning is based on, research on various media, and effective teaching techniques in the implementation of educational offerings or training in virtual communities.

ETEL 604 - Applied Instructional Designs for the Corporate World
Credits - 3

An introduction to the theories and foundations of the systematic design of instruction by integrating learning strategies focused on the corporate world. Among the topics, the analysis of improving employee performance, through a systematic design of materials, learning experiences and integrating technologies for the adult learner, implementation of the ID, need of assessment, and formative and summative evaluations will be covered.

ETEL 604-O Applied Instructional Design for the Corporate World
Credits - 3

An introduction to the theories and foundations of the systematic design of instruction by integrating learning strategies focused on the corporate world. Among the topics, the analysis of improving employee performance, through a systematic

design of materials, learning experiences and integrating technologies for the adult learner, implementation of the ID, need of assessment, and formative and summative evaluations will be covered.

ETEL 605 - Applied Instructional Designs for the Academy
Credits - 3

Introduction theories and Foundations of systematic instructional design based on Dick and Carey model, focusing on the strategies for the adult learner integrating constructivism. The student will design a unit using the nine steps of this model in the instructional design including the strategies for an adult population.

ETEL 605-O Applied Instructional Designs for the Academy
Credits - 3

Introduction theories and Foundations of Systematic Instructional Design based on Dick and Carey Model, focusing on the strategies for the adult learner integrating constructivism. The student will design a unit using the nine steps of this model in the instructional design including the strategies for an adult population.

ETEL 640-O Technological Project and Instructional Design II
Credits - 3

Supervised individual research project and critical analysis of the models of instructional design for synchronous or asynchronous virtual learning environments. Comprehensive study of the development and implementation of models that exist for distance or e-learning instruction. Analysis of interoperability and development of learning tools and content management in the implementation of e-learning, with the aim of developing an innovative technological solution to a problem of practical nature in general educational meaning or distance education instruction. It is expected that at the end of the project the student is able to present significant contributions that support the management of instructional designers to improve the performance of students in e-learning, virtual learning, and education communities at distance.

ETRE 525 - Applied Research
Credits - 3

Analysis of research methods and the integration of methodology to the real World. Compilation, organization, and analysis of data for decision-making process and the implementation of changes. Immersion of statistical data with the research methodology. Development of measurement and evaluation instruments, as well as the researcher's responsibility about federal regulations of the Institutional Review Board (IRB}. The course devotes special emphasis to the research skills as applied in this particular field of knowledge, but maintaining the tradition of the scientific investigation — application of results to the distance learning discipline.

ETRE 525-O Applied Research
Credits - 3

Analysis of research methods and the integration of methodology to the real World. Compilation, organization and analysis of data for decision making process and for the implementation of changes. Immersion of statistical data with the research methodology. Development of measurement and evaluation instruments, as well as, researcher's responsibility in relation to federal regulations of the Institutional Review Board (IRB). The course devotes special emphasis to the research skills as applied in this particular field of knowledge but maintaining the tradition of the scientific investigation. Application of results to the distance learning discipline.

EXEC 601– Global Negotiation
Credits – 3

This course is theoretical and practical. It strives to provide students with negotiation tools and techniques to be able to conduct domestic and international negotiations in order to transcend across gender, culture, social and psychological dynamics thru training techniques, case studies, and negotiation simulations. Students are exposed to the theoretical

framework and various approaches for emerging negotiations strategies and tactics in various situations and transcultural environment from both the public and private sectors.

EXEC 602 - Executive Leadership
Credits – 3

This course offers an in-depth examination of factors that contribute to successful executive leadership in an international, global, and multicultural organizational context. Topics include what leadership is, the challenges leaders face, the impact leadership has, and how leadership build organizations and key relationships. Emphasis is placed of applied leadership knowledge and approach.

EXEC 603 - Global Legal Issues
Credits – 3

This course uses the global business context to introduce students to important legal and ethical challenges they will face as business leaders. Managers are exposed to a large number of legal dilemmas, and this course will provide the student the knowledge to identify legal problems in a global context. Students are exposed to information regarding substantive and procedural law, including questions of ethics from the perspective of the management community. The course includes materials to introduce students to basic legal (common law and civil law) and normative (human rights) regimes at work in the global economy as well as sensitize them to the role of local cultural traditions in global business activity. This course will also discuss the role of politics and international policy development.

EXEC 604 - Global Economics
Credits – 3

This course is to provide the students a detailed understanding and application of the global business environment. This course discusses the major driving forces of globalization and analyzes the regionalization in the global economy their impact on nations, organization, and people. Primarily focusing on macroeconomics, this course will offer students solid understanding of the external, economy-wide factors that affect the performance and management of firms in today's international economy. This involves learning and applying economic models of real output, economic growth, unemployment, inflation, interest rates, exchange rates, and the balance of payments. Concepts like Quantitative Easing and the productivity-consequences of NAFTA will be discussed in this course.

EXEC 605 – Global Executive Seminar
Credits – 3

This course is the capstone course in the Global Executive MBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. In this course students develop a deeper understanding of managing domestic and international organizations through preparation and delivery of an applied project by participating in workshops. Students are required to develop a major project benefiting the management unit or organization, as well as being a learning experience for the student. The student must demonstrate an understanding of the internal and external environmental influences, issues and concerns. The student must have knowledge of the inner workings of the organization and have the access to evaluate the effects of the organizational influences. Formulation and implementation of strategies are stressed.

FAES 550 - Theory for Decision Making for Agribusiness
Credits - 3

Theory for Decision Making for Agribusiness: The course applies the concepts and principles of the linear and nonlinear programming to minimize the risk and uncertainty during the process of decision making in Agribusiness. The course emphasizes the application of these techniques to the problem solving process in the areas of production, marketing, policy making and natural and economic resources allocation in agribusiness.

FAES 551 - Agribusiness Economics of Production and Consumption

Credits - 3

Agribusiness Economics of Production and Consumption: Microeconomic theory principles and their application to the production, consumption and market exchange of agricultural and environmental goods and services.

FAES 552 - Agribusiness Finance and Risk Management

Credits - 3

Agribusiness Finance and Risk Management: The course applies the microeconomic principles of the value of money and time, the evaluation of activities and risk management to finance, investment analysis and finance marketing in agribusiness.

FAES 553 - Current Issues in Environment, Food Safety, Market Regulations and International Trade

Credits - 3

Current Issues in Environment, Food Safety, Market Regulation and International Trade: This course studies current aspects of US farm policies, the environment and food safety through excerpts from newspaper articles, farm publications, US Department of Agriculture documents, Food and Drug Administration reports and Internet resources. The course will analyze international trade agreements and policies, barriers to trade and the relationship between the environment and international trade.

FAES 554 - Case Studies in Agribusiness

Credits - 3

Case Studies in Agribusiness: The course promotes the interaction between the student and real issues in the work environment through documented case studies. Case studies reflect issues in the decision-making process that students will have to face at work.

FAES 560 - Human Resources Management in Agribusiness

Credits - 3

Agribusiness Human Resources Management: Study of Human Resources principles applied to Agribusiness. Fundamentals of planning, direction, leadership and control. The course includes the study of the organizational structure, work analysis, recruitment, training, motivation, leadership, communication, compensation and evaluation of employees.

FAES 561 - Managing of Strategies and Planning for the Agribusiness

Credits - 3

Managing of Strategic Planning for the Agribusiness: The course covers detailed application of production economics and principles that guide agribusiness management. The course will emphasize decision-making techniques for organization, operation and management of agribusiness. The course will use case studies to discuss strategic management issues for agribusiness, formulation of business strategy and solutions to strategic problems. The course will also integrate aspects relating to operations, marketing, finance and human resource management.

FINA 503-OA Corporate Finance I

Credits - 3

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

FINA 503-OB Managerial Finance

Credits - 3

This course presents the Management decisions related to investments, financing and dividends policy. Assets value, risk, debt policy, and financing alternative. Financial planning to increase the investor's investments value. Administration of short-term assets and debt management. Aspects of international financial management.

FINA 505 - Managerial Finance

Credits - 3

The course studies methodology and concepts relevant to the financial decision-making process. Within the framework of modern financial theory, this course examines how to manage the sources and uses of capital to achieve corporate goals. It specifically includes the study of financial analysis and financial planning techniques, long-run investment decisions, short-run liquidity needs, and long-run financial strategies and instruments.

FINA 530-O Managerial Finance

Credits - 3

An approach to business planning, long-term investment management, financial planning for taxes and for human resources in the organization, financial transactions in international markets, risk management, and the decision-making process will be studied to project the financial vision in business including going public. The course presents advanced finance concepts in asset pricing, capital budgeting, capital raising, payout policies, risk management and corporate governance as well as related practical applications. Furthermore, a discussion of financial instruments, markets and institutions and how they have innovated through the use of internet-based transactions will be presented.

FINA 610 - International Finance

Credits - 3

This course deals with unstoppable globalization in that we are immersed, is affecting directly the change of the economy in the world and affecting all of the business activities and the contractual relationship, business and financial matters particularly bound obligatory to the business bank, in which its intervention in the international commerce is absolute and determinant. In this course will be discuss the different methods of payments and collections, the contracts banking-financiers of the foreign trade, loan, opening of credits, rules and regulations of this procedures and leasing, forfaiting and the different warranties linked to the international operations such as advance payments bond, maintenance bond, performance bond, retention bond, tender bond and bid bond.

FINA 610-O Corporate Finance II

Credits - 3

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

FINA 620-O International Finance

Credits - 3

This course studies the financial management of foreign operations of the firm. The course also covers the financial constraints of the international environment and their effect on standard concepts of financial management. It also studies international currency flows, forward cover, and international banking practices.

FINA 630-O Investments

Credits - 3

This course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasis is placed on the role of return and risk in valuing stocks, bonds, options, and in the construction of portfolios.

FINA 635-O Investment Analysis and Portfolio Management

Credits - 3

This course focuses on the analysis of investment options including stocks, bonds, mutual funds, stock options, and derivatives. Capital market theory and market efficiency are examined from a financial management perspective. Students learn to evaluate investments in an international market by incorporating economic conditions, ratios, and market information. Emphasis is placed on portfolio management and diversification.

FINA 640-O Public Finance and Fiscal Policies

Credits - 3

This course is an analysis of government resources and use of government funds. It also emphasizes the impact of the fiscal policies to promote stability and development based on real situations.

FINA 650-O Financial Market, Currency, and Banking

Credits - 3

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

FINA 670-O Risk and Insurance

Credits - 3

This course offers an analysis of the risk management problems in the business enterprise. It emphasizes the methodology for risk analysis, techniques for risk, loss control, models for risk management decision making, and procedures for administering risk management policy relative to no speculative (insurable) risk. The course incorporates product liability, property damage, and bodily injury in the business environment.

FINA 680-O Real Estate Mortgage Financing

Credits - 3

This course is an analysis of the mortgage market, development, impact of real estate, and financing. The course also integrates the concepts of capital market in public, private business, agencies, and the role of financing in the real estate market.

FINA 691-O Financial Modeling

Credits - 3

This course provides students with decision-making skills derived from the ability to understand, perform, and interpret complex financial calculations and models used in finance. It presents the theory and practice of finance, emphasizing computer-based financial modeling, forecasting and the use of financial software applications to analyze the impacts of financial decisions. The course covers a variety of techniques, such as sensitivity and scenario analysis, optimization methods and Monte Carlo simulation.

FINA 702 - Corporate Finance

Credits - 3

This course covers the theory and empirics of corporate finance. The starting point of the course is an introduction to the Modigliani-Miller irrelevance theorems, which describe a frictionless set-up in which capital structure is independent of the firms' characteristics or choices and is irrelevant for the valuation of the firm. A variety of deviations from this frictionless scenario are then studied. In these different cases we analyze optimal capital structure, payout policies, corporate taxation, financial distress, the use of capital structure as a signaling device, and control allocation, amongst others, and how these affect the firm's valuation and investment decisions. In addition, we will also cover topics related to corporate governance, initial public offerings, managerial compensation, financial constraints and mergers and acquisitions.

FINA 704 - Entrepreneurial Finance

Credits - 3

This course covers the financial aspects of small business entrepreneurship for owners of sole proprietorships, partnerships, and small nonpublic corporations. We cover (in varying degree) the following topics: economic concepts of finance, management functions, business organizations and ownership, elements of a business plan, problems with financial statements, vertical analysis, horizontal analysis, ratio analysis, profitability, bankruptcy, break-even analysis, forecasting, pro forma financial statements, current working capital management, effective rate of return, time value of money, techniques of capital budgeting, risk management, investment strategies, pension planning, and estate planning. There will be a heavy use of cases for the application of entrepreneurial financial concepts.

FINA 705 - Financial Derivatives

Credits - 3

The purpose of this course is to help prospective financial managers, general managers and senior functional managers gain a thorough understanding of what financial derivatives are, how they work, how they are used, and how to measure the risks and rewards associated with them. While using and trading derivatives can add enormous value to a firm, a lack of understanding of risk management techniques can easily lead to disaster. It is, therefore, vital for financial and nonfinancial firms to be knowledgeable about the latest tools, tactics, and strategies for risk management using derivates. This course consists of two parts. The first part of the course deals with the structure of futures markets, pricing of futures contracts and hedging with such contracts. The second part of the course deals with options markets; strategies, pricing and position analysis and hedging with such contracts. The course will consist of lectures, discussions, problem solving, cases and market tracking.

FINA 706 - Investments and Financial Markets

Credits - 3

This course discusses Portfolio Theory with applications to the markets for equities, fixed income securities, and options. Risk analysis and investment strategies are discussed within the financial crisis context. The following question will be proposed to students: How can I increase the value of my firm by using investments? The answer to this question will be the object of study in this course. There will be a heavy use of cases and paper for the application of Investment theory so that an answer to the "course question" may be developed.

FINA 707 - Risk Management in Financial Institutions

Credits - 3

A financial institution faces market and credit risk every day: Changes in foreign exchange rates, interest rates, stocks, and commodity prices make organizations vulnerable to financial loss. As a result, uncertainty surrounds an organization's future and the fair market values of its assets and liabilities. This course offers insight on managing uncertainties and the successful use of hedging strategies and derivative instruments, demonstrating how to aggregate information from across an organization, combine different instrument types into one portfolio, perform scenario and stress tests, calculate at-risk measures, and deliver a customized report. Also presented is an overview of the most recent techniques used in credit-risk management, aimed at new models in this fast-developing area. Examples taken from well-known cases underline the importance of an adequate credit-risk management system.

FINA 708 - Financial Management in Public, SME's and Non-Profit Organizations

Credits - 3

This course studies the finances of public, SME's and nonprofit organizations from an integrated point of view. The finances in public organizations are guided by the Government's fiscal, economic and monetary policies. These policies will have a direct impact on SMEs and nonprofit organizations. On the other hand, the Government needs to promote the creation and proliferation of SMEs and nonprofits to maximize economic growth in a country. This course discusses financial statements,

legal financial requirements, structure of cash flows, investments opportunities, and financing for each type of organization. The concept of entrepreneurship is applied to expand the financial possibilities of each type of organization. There will be a heavy use of cases for the application of financial concepts into each type of organization.

FINA 709 - Global Corporate Finance and Sustainability
Credits - 3

In this course the participants will be able to develop a body of knowledge, practices, attitudes, and skills needed to make financial decisions for global enterprises. The course is a continuation of Corporate Finance Fina 702. It takes on the topics where Corporate Finance leaves off. Its aim, precisely, is twofold: (a) to take the topics of Corporate Finance to a global platform, and (b) to further expand upon those topics in line with the most recent developments in financial strategies related to firm's sustainability and in business/economic practices that are global in nature. The course is a mix of about 70 percent finance and 30 percent economics. Both the finance and economics components are heavily cast in the framework of strategy and decision making in a global environment.

FINA 715 – International Finance
Credits - 3

This course is devoted to studying international monetary economics and finance both theoretically and empirically. We begin with a historical overview of the gold standard, the Bretton Woods system, and current international monetary regimes and currency systems. We then examine theoretically and empirically the balance-of-trade and balance-of-payment accounts and their adjustments. Exchange rate systems and exchange rate determination and adjustments are also studied, with particular attention to empirical studies on exchange rate dynamics and their impact on macroeconomics. Special emphasis is given to the study of international monetary and financial arrangements, the financial sector, and financial instability and monetary and fiscal policy issues. Topics include issues of exchange rate volatility and its impact on the real and financial sector, foreign debt, capital flows, currency runs, and international portfolio choice; World Bank and IMF policies and issues concerning financial market liberalization; international financial regulations; and international financial architecture. There will be a heavy use of cases for the application of International finance concepts.

FINA 716 - Money, Banking and Investment Markets
Credits - 3

Money and banking are an interesting and diverse field of study. It may be focused from an investments point of view. Financial news channels on cable provide a nearly 24-hour stream of reporting and analysis of the conditions in the Investment markets around the world. Websites are created to provide more analysis -some good, some bad - on global investment conditions. The host of financial crises in the emerging market economies have served to remind economists, bankers and investors of the importance of the banking system, and to reconsider appropriate risk taking. The recent debates over globalization as seen in documentaries and the mass of new books published on the subject have neglected one of the most prominent features of this process – the role of investments (financial) instruments and ethics. The study of money, banking and investment markets should help to make sense of these topics. To do so, it will require some background in investment theory, a means to organize one's thinking, and a basic knowledge of some of the technical details and institutions, therefore, this course will concentrate in the interactions of several key players as banks as the primary financial intermediaries, the federal reserve as the executioner of monetary policy, the government as the initiator of fiscal policy and the private and institutional investors as the fuel of the economy through investment markets. This course presents a broad picture of the system to any prospective investor. The use of case study will enhance the integration of all parts of the system.

FINA 717 – Advance Investment Knowledge
Credits - 3

This course will provide the student with further immersion into the investment knowledge from a realistic and practical point of view: How is life being an investment broker? What does it take to become an investment broker? What is the

practical difference between a broker and a dealer? The course discusses the microstructure of an investment market with emphasis in the role of an investment broker in the market inner workings. The use of case studies will be one of the main tools for discussion of different investment topics as well as the presence of real investment brokers in the class.

FINA 721 – Advance Finance Seminar
Credits - 3

Seminar style course in which they discuss cases, articles and lectures on contemporary issues in finance. Integrate concepts and skills acquired in major courses. The selection of cases, articles and lectures to be studied is designed to encourage analytical discussion, generate ideas and application of concepts and models relevant to financial decision making in an environment that simulates the one where you play in your work area future. This is a semester course.

FINA 735-O Mergers and Acquisitions
Credits - 3

This course explores the environments that have recently given rise to a large number of corporate mergers and the business factors underlying these corporate combinations. It examines the financial, managerial, accounting, and legal factors affecting mergers. Studies how to appraise a potential merger and structure a merger on advantageous terms.

FINA 750-O Finance Seminar
Credits - 3

This course involves the integration of the main concepts in finance with the discussion of current real-world situations. The course studies the investigation, presentation, and discussion of study cases. The course requires a formal investigation of a topic in the finance area.

FORS 730-O Forensic Investigation and Identification Techniques
Credits - 3

The course will be aimed at exposing the student to an experience through which he will have the opportunity to learn and apply relevant techniques to the forensic investigation process. The student will learn technical techniques to identify and analyze the physical evidence collected at the crime scene. The student will also be exposed to the application of the theory learned in relation to the elements of the crime scene and physical evidence such as hair, fiber and paint, drugs, fire and explosives, fingerprints, deoxyribonucleic acid (DNA), firearms and questioned documents examination.

FORS 735-O Investigation and Gathering Evidence at Crime Scene
Credits - 3

The course focuses on responsibilities of criminal investigators to protect the crime scene, process and gather the evidence, and any other duty necessary in order to achieve the successful criminal prosecution of the accused.

FORS 740-O Forensic Photography and Drawing
Credits - 3

The course deals with photography techniques control of negatives, design and assembly of an index of photographs, among other topics. In reference to drawings, the student will be taught how to develop seven forensic drawing techniques in which a crime scene will be illustrated with measurements and distance between objects.

FORS 745-O Expert Witness in Court
Credits - 3

This course covers the theoretical and practical aspects of the role of the forensic expert witness in court, as part of the investigator's important role in helping to solve crime. The student will learn and apply techniques about presenting expert witness testimony and how to respond to questions posed by the defense and the prosecutor. The student will be exposed to the application of the theory learned during a final court exercise.

FORS 750-O Examination of Questioned Documents

Credits - 3

The course focuses on the study and analysis of the theory and principles of handwriting and hand printing, duplicating processes, paper manufacture and fiber analysis, studies of different types of paper and methods of examining questionable documents.

FORS 760-O Forensic Psychology

Credits - 3

The course deals with theory and practical strategies which will clarify the psychological conditions involved in the different judicial and mediation processes. It includes instruction of how to organize information in a scientific manner, thus validating the results from investigations performed within the juridical scenario.

FORS 762-O Cellular and Molecular Biology Applied to Forensic Sciences

Credits - 3

Study of Biology applied to forensic molecular process and in body fluids.

FORS 763-O Techniques on Handling Samples

Credits - 3

This course deals with the application of the extraction techniques of field forensic samples, as well as the management, custody and preservation for the use as expert testimony in court.

HEMG 600 - Fundamentals in the evaluation of health services

Credits - 3

Discussion of the development of the discipline, the scope, effectiveness and efficiency of the evaluation of health services. After completing the course, the student will demonstrate the added value of discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario.

HEMG 600-O Fundamental in Health Services Evaluation

Credits - 3

Discussion of the development of the discipline, the scope, effectiveness, and efficiency of the evaluation of health services. After completing the course, the student will demonstrate the added value of discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario.

HEMG 610 - Legal and ethical issues in the evaluation of health services

Credits - 3

The course will train students in the knowledge related to the legal and ethical issues in research and evaluation in the health sector in Puerto Rico and the United States. Will prepare the student to exercise control in matters relating to patient rights, risk management, ethics and compliance. Meet specific regulations, Patients' Rights HIPAA Law, Federal Law 45 CFR 46 Parts A, B, C and D and biosafety principles. As an educational resource, case studies will be included.

HEMG 620 - Quality management in health services

Credits - 3

After completing the course, the student will integrate essential concepts and processes of Quality Management in the evaluation of health services. Students will explore trends in health services and compliance with state regulations of the Department of Health and the federal Center for Medicare and Medicaid Services (CMS). It will reinforce the skills to examine and identify solutions to existing problems in the evaluation of health services from the perspective of Total Quality Management. There will be a compilation of the most important historical events of the quality movement. Will discuss how the quality has impacted organizations, success factors, teamwork and customer satisfaction. Will present quality initiatives taken at local and international levels to ensure the quality of services.

HEMG 630 – Evaluation models analysis
Credits - 3

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis; as part of the course the students will be taught to develop indicators, statistical analysis, and development of an evaluation plan to measure the impact on the organization. The course last eight (8) weeks. The course includes two contact hours of laboratory weekly.

HEMG 630-O Analysis of Models of Program Evaluation
Credits - 3

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis; as part of the course, the students will be taught to develop indicators, statistical analysis, and development of an evaluation plan to measure the impact on the organization. The course last eight (8) weeks. The course includes two contact hours of laboratory weekly.

HEMG 640 - Effectives Strategies for the Evaluation of Health Services
Credits - 3

Students will learn to strategically plan and develop models aimed at identifying effective and efficient solutions related to labor scene, including tax, resource conservation and green energy, workers, computer support services, queuing system, medications, case mix, institutional certification and accreditation, compliance, among others. The course will encourage proactive approach to the analysis and evaluation with the primary objective of maximizing the competitiveness of the company they work for.

HEMG 650-O Final Project: Development of a Health Services Evaluation Model
Credits - 3

Practical application of the principles and methods of assessment in the management of health services, programs and policies. Distinction between the advantages and disadvantages of different research methods, understanding the concepts of cost-benefit and cost-effectiveness. The approach is aimed at the development of a model for program evaluation and use of information obtained in the evaluation of programs or cases. The course is eight weeks. The course includes two hours of computer lab.

HESC 500-O Statistics Applied to Clinical Research
Credits - 3

The student has the opportunity to study and apply statistical methods useful in quantitative and qualitative analysis of clinical research. Review of descriptive and inferential statistics with simple uni-variable procedures. Statistical analyses of multi-variables and complex hypotheses testing procedures are also discussed. The material is presented to facilitate students' application of the concepts learned in research courses and focused on research utilization.

HESC 700-O Applied Biostatistics
Credits - 3

The application of quantitative techniques has expanded rapidly in medical decision-making. The emphasis on evidence-based health care means that health care workers must be able to evaluate the results from published health care research studies. This course is the first of two courses designed to provide students with the knowledge of quantitative techniques. It will cover descriptive statistics, parametric group comparison statistics, and basic nonparametric statistics. It will also introduce linear modeling.

HESM 500 - Leadership and organizational behavior in health services
Credits - 3

The course will present how organizational behavior involved in the role, performance and leadership of the manager in health services. It will present the concepts of leadership, difference between leaders and managers, attitudes, personality traits, emotional intelligence and its importance in the environment of health services, in addition to developing successful teams and delegation of authority. The student will identify how individuals learn and how personality is involved in the process of learning and decision-making. There will be case studies.

HESM 500-O Organizational Behavior
Credits - 3

The course will present how organizational behavior involved in the role, performance and leadership of the manager in health services. It will present the concepts of leadership, difference between leaders and managers, attitudes, personality traits, emotional intelligence and its importance in the environment of health services, in addition to developing successful teams and delegation of authority. The student will identify how individuals learn and how personality is involved in the process of learning and decision-making. There will be case studies.

HESM 510 - Strategic planning in health services organizations
Credits - 3

The course will present the components of planning, institutional goals, budget development, strategic thinking and continuous monitoring mechanisms qualitative and quantitative in healthcare scenario. Assessment methodologies will be discussed to compare different situations. Work plans will be developed, institutional goals, budget, and continuous monitoring mechanisms qualitative and quantitative healthcare scenarios.

HESM 520- Fundamentals of Accounting and Finance in Health Services
Credits - 3

This course explores the essential practices of accounting and finance applied to the health sector. The student will apply the concepts learned from the environment of healthcare settings, including costs, forecast, future costs, direct and indirect costs, "ratios", patient's day's costs, case mix, productivity, inventory analysis, balance sheet, EBITDA, among others. It will focus on the development and interpretation of daily and monthly financial reports as a measure of risk prevention and institutional stability.

HESM 520-O Fundamentals of Accounting and Finance in Health Services
Credits - 3

This course explores the essential practices of accounting and finance applied to the health sector. The student will apply the concepts learned from the environment of healthcare settings, including costs, forecast, future costs, direct and indirect costs, "ratios," patient's day's costs, case mix, productivity, inventory analysis, balance sheet, EBITDA, among others. It will focus on the development and interpretation of daily and monthly financial reports as a measure of risk prevention and institutional stability. The course will include additional practice exercises and the use of computer programs.

HESM 530 - Economy in the healthcare market
Credits - 3

The course will provide students with the theories and economic principles that guide the health market related to the production of goods, distribution of resources, supply and demand. Economic analyzes of the health market including case studies. It will assess the micro and macro environment that explain economic processes.

HESM 540 - Health services information systems
Credits - 3

Students will learn the basics of design, requirements, applications, operation, control and regulation of computer systems in the health services. Be trained in the use and benefits of electronic medical records, disclosure protocols and operation, as well as to use information management systems to enter data, analyze them and obtain information for research and evaluation purposes. Students will know and indicate links requirements for various applications such as Laboratory Information System (LIS), Picture Archiving and Communications System (PACS), Billing and Collection (Billing and Collection), and others. The course includes two laboratory contact hours weekly.

HESM 550 - Research methods in health services management
Credits - 3

Summary of research methods that apply to the management of health services, students will analyze the various research designs and conduct quantitative or qualitative studies. Students will be strengthened between the drafting process of applied research reports that help management in decision making. The course lasts eight (8) weeks. The course includes two contact hours of laboratory weekly.

HESM 560- Applied Biostatistics
Credits - 3

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis.

HESM 560-O Applied Biostatistics
Credits - 3

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions, and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis. The course includes two laboratory contact hours weekly.

HESM 570- Fundamentals of Epidemiology
Credits - 3

It emphasizes the importance of the manager and evaluator of health services and its importance as a leader in creating solutions that meet the needs of communities. Application of the epidemiological method in the management of health services. It will consider the principles of epidemiology as a control and eradication of diseases to solve the health problems of the population. The course describes the natural history of the disease and the inclusion of statistics strategies for health promotion and disease prevention. It also discusses the advantages and limitations of various epidemiological designs.

HESM 600- Fundamentals in the Evaluation of Health Services
Credits - 3

Discussion of the development of the discipline, the scope, effectiveness and efficiency of the evaluation of health services. After completing the course, the student will demonstrate the added value of discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget

development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario.

HESM 610- Ethical and Legal Aspects in Health Care Services Management

Credits - 3

The course will train students in the knowledge related to the legal and ethical issues in research and evaluation in the health sector. Will prepare the student to exercise control in matters relating to patient rights, risk management, ethics and compliance. Meet specific regulations, Patients' Rights HIPAA Law, Federal Law 45 CFR 46 Parts A, B, C and D and biosafety principles. As an educational resource, case studies will be included.

HURE 501-O Human Capital Management

Credits - 3

This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

HURE 640-O Collective Bargaining

Credits - 3

In this course, emphasis is given to new forms of white-collar unionization, public sector labor relations, bargaining, and quasi-bargaining. The course covers the development of American unions, union structure and government, organizing campaigns and representation elections, labor agreement negotiation and administration, and public policy. Emphasis is given to the national labor relations act and the grievance-arbitration process.

HURE 700-O Organizational Development and Design

Credits - 3

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

HURE 710-O Human Resources Management

Credits - 3

This course is a study of the philosophy, techniques, and policies related to the administration of personnel as a critical responsibility of every manager. Topics included in the course are employment planning, recruitment and selection, performance measurement, training and development, employee relations, equal employment/affirmative action, compensation, and labor relations.

HURE 720-O Training Design and Methodology

Credits - 3

This course is designed to provide the student with the knowledge, management skills, and techniques related to the design and methodology of organizational training. The course focuses on the study, analysis of the concepts, methods, processes that promote development, and organizational growth. The impact of design and implementation of training programs that facilitate learning and synergy among human resources is also studied.

HURE 725-O Labor Legislation**

Credits - 3

This course covers the federal and State legislation pertaining to the relationship between employer and employees. The following topics are discussed in this course: development of federal and state labor laws; constitutional rights; minimum wage, anti- discriminatory laws, unemployment. ** Mandatory course.

HURE 730-O Compensation and Benefits Administration
Credits - 3

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

HURE 750-O Human Resources Seminar**
Credits - 3

This course studies the historical foundations and evolutionary development of human resources concepts such as comparative analysis of management patterns and emerging problems of management interest. The course covers readings and research in management practices. Each student must complete and present a research project for discussion and comments in the classroom in topics that are the main focus of the course. **Mandatory course.

HURM 550 - International Human Resources Management
Credits - 3

This course was designed to focus in the critical analysis of the foundations, processes and policies inherent to the management of human resources in an international environment. The analysis of the fundamental vision of the dynamics of changes in the economic, political, socio-cultural and technological environment in the contemporary world. The evaluation of the impact of these transformations in the organizational structural models to obtain competitiveness in the globalized economy. Presents a discussion of the characteristics of the recruitment, selection and development functions and the legal and financial responsibilities of personnel administration at the international level.

HURM 551- Compensation and Benefits
Credits - 3

This course was designed for the student to understand all aspects related to personnel compensations and benefits. The basis for compensation: theory, design, tasks analysis, regulations and programs. This includes practical situations of compensation and benefits programs at short time. The program focuses in presenting the tools necessary to assign rates and salaries. Moreover, the course concentrates in presenting new designs for benefits and executive developments of structural salaries, planning, budgeting and a total system of collective compensation, and more.

HURM 552 - Quality Safety and Health in the Work Place
Credits - 3

Analysis and discussion of the elements of total quality management, change and its effects on organizational behavior. Study of the legislation, regulations and standards in occupational health and safety pertaining to employers and employees. Topics for discussion include: safety legislation, accidental loss, employee compensation, the Occupational Safety and Health Act (OSHA), codes and standards on safety, managers responsibility, risk and control, planning for emergencies.

HURM 553 - International Economics Labor
Credits - 3

The course presents an 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.

HURM 554 - Conflict Management and Organizational Dynamics
Credits - 3

Recognizes the interaction between the individual and the organization, states that the human resource is decisive for the success or the failure of any organization. Therefore, its handling is key for the enterprise and organizational success. It promotes the reorientation of the thought and the optimal use of its human potential towards the analysis of organizational problems, looks for balance between the individual objectives and the organizational objectives, promoting in the organizations humanistic and democratic values. An educational tool, destined to change attitude and values, within the structure of the organizations. Topics include 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. Help in understanding of which it must be the behavior adapted in the interrelations that guarantee favorable results of a good organizational climate for all.

HURM 560 - Employment in the Global Economy
Credits - 3

This course presents the emphasis to the effects of the globalization and the necessity and importance of cultural understanding of international management. Analysis the effects of Globalization, like the dominant impelling force in the worldwide economy, creating new employment opportunities for the societies. Definition of microeconomic aspects and relations on individual and enterprise scale, macroeconomic subjects like use policies and social welfare. Specific use of the human resource in the global field, effects of the demographic and migratory changes of the workforce in an international atmosphere. Cultural diversity and its related problems. Activities of the human resource management in the Global Field and Global Corporation.

HURM 561 - Labor and Industrial Relations in Human Resources
Credits - 3

The Industrial and Labor Relations of the Human Resources are closely related to the development of the modern industrial society. This has its tie bases to the relative legal norms of the work from the beginnings of the Industrial Revolution, moment that presents the substantial change to the way and the conditions in which work occurred. In this course presents an analysis of the labor relations between the working management and organizations, as well as the external atmosphere that affects them. The subjects included, consider social, economic, political and technological that have influenced the sprouting of the labor movement and the collective negotiation. The impact that labor relations have on the public and the media. Review of some consolidated techniques of management which define the policy of personnel as one of the key factors for the economic efficiency of the companies.

HURM 562 - Management Negotiation and Conflict Resolutions
Credits - 3

The course is designed, so the student focus in the aspects related to the critical analysis and understanding of the foundations, processes and components of the negotiation and dynamics for conflict resolution in the organizations. This presented with an approach in the communication skills and the human abilities related to it, which are essential for any managerial growth and leadership. Understanding the importance of the negotiation and the pacific coexistence through recognition of common interests. Also, the necessity of the development of interpersonal abilities to face and to solve personnel conflicts.

HURM 710-O Personnel Administration
Credits - 3

The course deals with philosophy, techniques and policies of the management of human resources in modern organizations. A conceptual model of personnel administration is discussed. The analysis is supplemented with classical case studies.

HURM 725-O Labor Law

Credits - 3

The course promotes the analysis, evaluation, and discussion of local and federal laws pertaining to the employer-employee relationship. Topics discussed include fair employment practices, wage and salary legislation, anti-discrimination laws, promotion, termination and other pay-related actions.

HURM 732-O Occupational Health and Safety

Credits - 3

The course covers fundamental aspects of existing legislation and policies regarding occupational health and safety, compensation, and distribution of responsibilities.

INBU 600-O International Business

Credits - 3

This course provides a global study of the economic, financial, and political environment in business operations. Special emphasis is given to the international dimension of marketing, finance, accounting, taxes, economics, and human resources of corporations.

INBU 610 – International Business Environment

Credits - 3

This This is an introductory course in international business. The basic content of the course includes (1) an overview of the means of conducting international business, with an emphasis on what makes international different from domestic; (2) the effects of the social systems within countries on the conduct of international business; (3) the major theories explaining international business transactions and the institutions influencing those activities; (4) the financial exchange systems and institutions that measure and facilitate international transactions; (5) the dynamic interface between countries and companies attempting to conduct foreign business activities; (6) corporate strategy alternatives for global operations; and (7) international activities that fall largely within functional disciplines.

INBU 709 - International Business in Latin America and the Caribbean -

Credits - 3

This course is focused on the business activities carried out across Latin America and the Caribbean. The course reveals macro environment aspects: politic, economy, legal and regulatory, technology, cultural and other and how they impact the multinational enterprise that wishes to establish itself in the region. Furthermore, it analyzes the particularities of the region from the functional perspective of the business organization.

INBU 710 - Legal Environment of International Business

Credits - 3

A study of the international political, bureaucratic, and legal structures regulating and governing international trade, including multilateral and bilateral arrangements. Schemes for the removal of trade barriers, methods of international contracting, and doing business abroad in the context of international legal environment will be a primary course focus.

INBU 711 - Exports and Imports

Credits - 3

Managing the export/import department; government regulations affecting imports; financing, insuring, transporting, and marketing of exported or imported raw materials and finished products; methods of purchasing foreign products and selling domestic goods abroad; joint marketing; licensing; distributor relations.

INBU 712 - Contemporary Issues in International Business

Credits - 3

This course is designed to provide students with the opportunity to examine and analyze topical issues in International Business. Such rapid changes in global environments may put potentially significant impact on the international business and the home and/or host nations associated. This subject assumes students to have fair degrees of understanding in the complexities of global cultural, political, economic, organizational, and financial forces of international business environments and recognize how they affect their firm. As contemporary issues around international business continues to evolve but many times unpredictably, challenges for firms to adjust, reshape and/or reconstruct their strategic directions and thereby organization and management structure become inevitable. This subject will introduce past, current and emerging issues in international business environments and equip students to apply theories/concepts learned from firsthand international business subjects into more coherent and real-life practices.

INBU 715 - Managing Global Production

Credits - 3

This course explores the management of technology and its relationship to the dynamics of globalization in production in both the manufacturing and service industries. It focuses primarily on the management of international supply chains and on the coordination of manufacturing and service activities across different geographies. In addition to analyses of corporate logistics, the course emphasizes international business process outsourcing and the modeling of international business problems.

INBU 716 - International Business Seminar

Credits - 3

Course designed to guide students to conduct research within International Business area under the direction and supervision of professor. The course is an individualized development. The course includes identification and discussion of problematic situations that can be investigated, analysis and events that relate to it. It also includes the recognition of independent and dependent variables of the problem, formulation of basic research questions, type of research, formulating hypotheses, and defining limitations of the study. It also discusses the aspect of the readings relevant to the research population and sample of the study, design of instruments to be used in data collection, identification and description of the operational procedures and statistics to be used in the analysis of data collected in the study. Then the student emphasizes the aspect of statistical presentation of the findings and their interpretation, summary, conclusions and recommendations. This is a semester course.

INBU 764 - International Business Management

Credits - 3

This course provides an overview of the particular aspects of doing business in a global context. It includes a discussion of the importance of the global business, the selection of countries as markets, and the development of a coordinated international business strategy in the marketing, human resources, accounting, and financial functions of a business entity.

ITMA 501 - Technology and Information Management

Credits - 3

The course will enable students to attain a sound working knowledge of the technologies that govern the most relevant aspects of IT/IS. Students will acquire an overall view and technological foundation with a special focus on the field of management.

MAIS 810 - Information Systems Modeling

Credits - 3

The course provides an understanding of the complexity of establishing information requirements in enterprise wide applications, and the process of translating these requirements into global design architecture. Students have the opportunity to compare different methodologies for requirements analysis. Database architecture modeling in the design process is emphasized. The students explore several approaches for completing design specifications that satisfy existing information requirements.

MAIS 815 - Telecommunications Management

Credits - 3

The course will help students to understand the fundamentals necessary for the effective management of organizations that develop, operate, and/or use telecommunications. Topics will include the underlying technical aspects of voice and data networks, the protocols and services, industry and regulatory structures and practices, and practical questions that arise from these issues. The management perspective is emphasized.

MAIS 820 - Decision Support Systems

Credits - 3

This course will explore and discuss the development, implementation, and application of Decision Support Systems (DSS), how these systems can be applied to current business problems, as well as organizational issues associated with the implementation and usage of these systems. The course will consist of four main components: decision making, data management for DSS, Modeling techniques for DSS, and Collaborative Computing.

MAIS 825 - Information Security Management

Credits - 3

The course will help students to understand the fundamentals necessary for the effective management of organizations that develop, operate, and/or use telecommunications. Topics will include the underlying technical aspects of voice and data networks, the protocols and services, industry and regulatory structures and practices, and practical questions that arise from these issues. The management perspective is emphasized.

MAIS 832 - Knowledge Management

Credits - 3

This course is designed to gain knowledge and critical thinking to achieve success in modern business administration, help students become familiar with current theories, practices, tools and techniques in knowledge management (KM), and guide students. Students to pursue a career in the information systems sector within nonprofit organizations, as well as develop the analytical skills of the participants in Knowledge Management and Knowledge Management Systems. The revised technologies will include intranets, groupware, weblogs, instant messaging, content management systems and email in individual and organizational contexts. Students will use these technologies, review case studies, investigate knowledge organization methods and analyze and design Knowledge Management processes and systems.

MAIS 827 - Data Warehousing Management

Credits - 3

This course will introduce the student to the major activities involved in a data warehousing project. We'll begin by learning what data warehousing is and how it differs from other database systems. We'll move into creating a database model that is specifically optimized for data warehousing. From there, we'll look at what is involved in moving data from a source database to a warehouse. We'll then learn about the different tools an end user can use to access the data in a warehouse and have hands-on experience with a tool. We'll discuss organizational and management issues and look at the common applications in which warehousing is being used today. Finally, we'll take a specific look at the kinds of support the Oracle DBMS provides for data warehousing.

MAIS 830 - Web-Based Information Architectures

Credits - 3

Study of the design, creation, and usage of web sites and related software. The course focus on how to use search engines optimally, how to design e-business sites, how to analyze competition, and how to archive page access paths in service of successful e-commerce infrastructures. The course addresses issues related to the creation of search engines, and web-based information architectures.

MAIS 835 - Information Technology Policy and Strategy

Credits - 3

This course provides students the opportunity to develop an understanding of the strategic use of information technology from a business perspective at the enterprise level. It emphasizes the development and implementation of policies and plans to achieve organizational goals. Includes defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Study of the approaches to managing the information systems function and the dual challenges of effectively controlling the use of well-established information technologies, while experimenting with selected emerging technologies.

MAIS 842 - Web Services

Credits - 3

In this course the students will explore, and construct web services designed for use in other servers over the Internet. Standing from a solid understanding of the state of the arts, and using relational databases, we will design and implement new services that facilitate collaboration and education. Participants will design, develop, and deploy web services. If appropriate, the web services created will be chained together to demonstrate the concept of web service supply chains.

MAIS 847 - Special Topics in Information Security

Credits - 3

This course examines the characteristics of highly distributed applications, limitations of traditional security approaches, new alternatives now being developed, and implications for critical infrastructures. Topics of current interest include secure operating systems and networks, intrusion detection, cryptographic theory and applications, vulnerability analysis, and deceiving code detection.

MAIS 852 - Multimedia Systems

Credits - 3

Study of theoretical and practical issues in designing multimedia systems. Topics include introduction to multimedia systems, compression techniques, synchronization, user interface, storage, and operating system support for digital audio and video, as well as network and transport protocols for multimedia.

MAIS 857 - Special Topics in Computer Information Systems

Credits - 3

Major elective course that provides an advanced introduction to enterprise information systems, primarily covering the managerial issues related to investing in, implementing, and customizing enterprise systems, with a goal to develop perspectives in the students about leveraging enterprise systems for strategic intents of a firm.

MAIS 858 - Data Mining

Credits - 3

This course introduces data mining as a tool for support to the decision-making process in base of the analysis of data obtained from informatic systems. During this process all the stages of the data mining process will be discussed: collection and aggregation of data for the creation of a data warehouse, warehouse cleaning and processing in order to create a minable data view; application of data mining techniques per se (association rule, Bayesian methods, support vector

machines, artificial neural networks, fuzzy techniques, statistical modeling, etc.); evaluation of interpretability and the quality of the knowledge gained, and, finally, dissemination and the use of that knowledge.

MAIS 859 - Service Oriented Architecture
Credits - 3
This course will explore and discuss the design principles and application of Service-Oriented Architecture (SOA), how these architectures can be applied within multiple business domains, current business problems, as well as organizational issues associated with the implementation of information systems through SOA. The course will cover three main aspects of this important trend in software engineering: design, modeling, and simulation.

MAMC 551 - Project Management
Credits - 3
Project Management Fundamentals is the application of knowledge, skills, tools, and techniques to project activities to satisfy the demands of project requirements. This course shows that effective project management depends on the appropriate execution of activities such as estimating, planning, resourcing, communicating, engineering, measuring, tracking, reporting and documenting. The course will instruct how process integrates and controls all contributing functional areas through the project life cycle phases.

MAMC 552 - Operations Management
Credits - 3
This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing and managing operation processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management, and total quality management.

MAMC 553 - Enterprise Resources Planning
Credits - 3
ERP is the technology that connects all the functional activities related to Materials Management in a company. ERP is an extension of MRP and MRPII. This course will introduce the connectivity of industry standard software such as SAP, MANMAN, and MAIPICS and its cross-functional capacity to link operational process of shipping, receiving, distribution, inventory, invoicing and accounting. The course will instruct how all the functional business activities of marketing, sales, production, billing, and quality management can be inter-connected monitored and controlled.

MAMC 554 - Supply Chain Design and Management
Credits - 3
This course will serve as an introduction to supply chain philosophy and its justification in a dynamic competitive global business environment. It proposes a generic cooperative supply chain design to achieve system integration. Generic modeling enables a wide spectrum of supply chain applications. The course offers a strategic orientation towards the design and development of the supply chain for purchasing, materials, and logistics system. This course includes the analysis and critique of the supply chain of several companies.

MAMC 561 - Logistics Management and Strategy
Credits - 3
This course will introduce students to the critical role of logistics in the pursuit of strategic objectives. It is designed to introduce logistics forecast models to facilitate supply chain management. The software will be used extensively to model logistics and supply chain applications.

MAMC 562 - International Logistics and Global Supply Chain Management

Credits - 3

International logistics is one of the key business elements for successful global positioning. This course will describe the dynamic forces that affect supply chain management within the global economy. It will explain and illustrate the necessary elements for integrated transportation and movement of cargo required for distinctive international markets.

MANA 500-O Organizational Behavior and Development

Credits - 3

This course involves students in the study of the human behavior in an organization with an emphasis on application of theories and concepts of the human behavior in an organization and in management. Some of the main topics are motivation, leadership, reaction to change, formal & informal communication, interpersonal relations and group dynamics.

MANA 501-OA Organizational Behavior

Credits - 3

This course is a study of individual, group, and organizational behavior in social systems. The course covers application of organizational behavior and organizational theory to management practice.

MANA 501-OB Organizational Development and Behavior

Credits - 3

The course Organizational Behavior and Development is oriented towards the study of the impact of the organizational behavior and its effects on the development of an Organization. Its main emphasis is the application of these theories at an individual and group level; and the processes related to the effectiveness and efficiency of an organization.

MANA 505-O Management Information Systems

Credits - 3

Information systems designed to support management in the areas of finance, manufacturing, marketing databases, and data communication are introduced.

MANA 511 - International Management

Credits - 3

This course deals primarily with the managerial practices and functions that characterize successful international corporations. It covers issues of organizational structure, planning and budgeting systems, management development and human resources, ethics, cross-cultural issues, the applicability and adaptation of culture-bound policies, communications, and the management of multi-cultural teams. Emphasis is placed on the processes by which multinational organizations are managed, including conflict management, multi-country integration mechanisms, and negotiation strategies.

MANA 550 - Advanced Strategy Management

Credits - 3

Advanced Strategy Management: This course will spotlight the issue of running a business enterprise. It will introduce you to: What managers must do and do well to make a company a winner in the game of business. Strategy and Business Policy cuts across the whole spectrum of business and management, which focuses on the corporation as a whole and its interactions with its environment. The corporate world is in the process of global transformation and every day brings new change and direction for managers regarding; acquisitions, outsourcing, downsizing, and strategic alliances. This course will give you the panoramic view of the changing corporate terrain and will show how large and small firms can be more effective and efficient both in today and tomorrow's arena of business. Upon completion of this course you will learn how to tell the difference between winning strategies and mediocre strategies, and become more skilled in spotting ways to improve a company's strategy and execution.

MANA 552 - Industrial and Service Quality Management

Credits - 3

Operation Management: This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing and managing operation processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management and total quality management.

MANA 553 - Human Behavior in the Organization
Credits - 3

Enterprise Resources Planning: ERP is the technology that connects all the functional activities related to Materials Management in a company. ERP is an extension of MRP and MRPII. This course will introduce the connectivity of industry standard software such as SAP, MANMAN and MAIPICS and its cross-functional capacity to link operational process of shipping, receiving, distribution, inventory, invoicing and accounting. The course will instruct how all the functional business activities of marketing, sales, production, billing and quality management can be inter-connected monitored and controlled.

MANA 554 - International Management
Credits - 3

Supply Chain Design and Management: This course will serve as an introduction to supply chain philosophy and its justification in a dynamic competitive global business environment. It proposes a generic cooperative supply chain design to achieve system integration. Generic modeling enables a wide spectrum of supply chain applications. The course offers a strategic orientation towards the design and development of the supply chain for purchasing, materials and logistics system. This course includes analysis and critique of the supply chain of several companies.

MANA 561 - Sales Force and Key Account Management
Credits - 3

Sales Force and Key Account Management: Customer value delivery is based on effective management of a company's sales organization. This course will identify the factors leading to enhanced sales organization effectiveness and superior salesperson performance, namely developing sound objectives, strategy, structure, size and compensation plans. Other issues covered are the effective conduct of personal selling, such as salesmanship, negotiation and relationship building.

MANA 562 - Pricing and Value Management
Credits - 3

Pricing & Value Management: Consumers and customers perceive price as value for money. This course addresses strategic and tactical issues related to the company's pricing policy and to the customer's perception of price: how to set prices on a product for the first time, how to modify a product's price over time and space to meet varying circumstances and opportunities, how to initiate and respond to price changes.

MANA 600-OA Business Policy and Ethics
Credits - 3

This course covers the functional and support areas of business administration. The course approaches business policy-making and administration from the perspective of the general manager. Cases emphasizing economic, social, and moral problems having implications for corporate policy are examined.

MANA 600-OB Research Methods
Credits - 3

The course examines the nature and scope of research design and its application to management science. It also incorporates the statistical tools commonly used in the research process and in the development of a research proposal.

MANA 603-O Materials Management
Credits - 3

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

MANA 612 - International Strategic Management

Credits - 3

Operating in a global rather than domestic arena presents the manager with many new opportunities. However, with these new opportunities come the challenges of managing strategy, organizations, and operations that are more complex, diverse, and uncertain. Unlike purely domestic competitors, companies that compete across borders have to make choices about which product to offer around the globe; where to compete within the world; where to locate the various activities of the firm; and how to organize to effectively coordinate its worldwide activities. This course focuses on these challenges in order to develop and implement corporate strategies in a global environment. It is structured to provide students with conceptual and practical understanding of the strategic challenges of multinational corporate management. Operating in a global rather than domestic arena presents the manager with many new opportunities. However, with these new opportunities come the challenges of managing strategy, organizations, and operations that are more complex, diverse, and uncertain. Unlike purely domestic competitors, companies that compete across borders have to make choices about which product to offer around the globe; where to compete within the world; where to locate the various activities of the firm; and how to organize to effectively coordinate its worldwide activities. This course focuses on these challenges in order to develop and implement corporate strategies in a global environment. It is structured to provide students with conceptual and practical understanding of the strategic challenges of multinational corporate management.

MANA 613-O Management of Diversity

Credits - 3

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

MANA 621-O Business Law

Credits - 3

This course deals with the laws pertaining to business associations, such as partnerships (limited and general), corporations, franchises, and joint ventures. Topics in this course include rights and obligations; will contracts, mortgages, business agencies and associations, corporations, negotiable instruments, investment and loans, bankruptcy, business laws, labor laws, and jurisprudence.

MANA 625 – Principles of Total Quality

Credits - 3

Analysis and discussion of the elements of total quality management, change and its effects on organizational behavior. Also, the course examines the effects of changes in management of organizations in general, the responsibilities of the manager, and the behavior of the employees in the organization.

MANA 625-O Total Quality Management

Credits - 3

The course centers on the presentation of the principles and concepts of the total quality management philosophy and its application in business and industry.

MANA 700-O Entrepreneurship

Credits – 3

This course is focused on the establishment and operation of new enterprises. It discusses the entrepreneurial process, from generating business ideas and evaluating the market, to determining the appropriate resources, financing options, coordinating startup operations, and successfully operating the new business during its growth stage.

MANA 705-O Production and Operations Management

Credits - 3

This course deals with concepts, techniques and decision-making in production operations management.   Among the specific topics included are: acquisition and utilization of raw materials, short and long-term projections, job programming, purchasing and inventory control production scheduling according to demand, quality standards, and incentive systems.

MANA 709-O Managing Organizational Diversity

Credits - 3

This course focuses on providing students with an understanding of themselves within cultures and subcultures and their responses to difference; other people (bosses, coworkers, subordinates, clients, and customers); differences among organizations. The course develops the point that managing diversity well is the essence of good management.

MANA 710-O Human Resources Management

Credits - 3

This course is a study of the philosophy, techniques, and policies related to the administration of personnel and as a critical responsibility of every manager. Topics included in this course are employment planning, recruitment and selection, performance measurement, training and development, employee relations, equal employment/affirmative action, compensation and labor relations.

MANA 715-O Supervision and Leadership

Credits - 3

In this course, emphasis is given to management leadership skills necessary to develop professionals for current market, manufacture, government, and industry settings. The course examines contemporary roles on supervision and leadership development.

MANA 716-O Strategic Planning and Control

Credits - 3

In this course, major components of long-term strategy from an upper-level management perspective are covered. This course provides a learning laboratory for the study of major strategic decision-making models.

MANA 720-O Operations and Production Management

Credits - 3

This course stresses managing the production, distribution, materials, and information functions of manufacturing and service systems. It includes capacity determination, operating procedures analysis, operating systems design, control systems development, and new technology evaluation. The course utilizes current case examples of management skills required in the operating environment.

MANA 738-O Knowledge Integration in Management

Credits - 3

This course was developed to provide students of the Graduate Program in Human Resources the opportunity to examine and compare their knowledge with actual conditions in organizations. The student can identify, discuss and analyze in a

critical way the concepts and theories in materials management, using real situation of different organizations. By practicing integrative analysis, students will be able to use knowledge acquired in their concentration courses.

MANA 740- Thesis in Business Administration

Credits – 3

Development and presentation of a research-based thesis. Specific topic within the field of Business Administration must be selected in consultation with thesis advisor. The proposal includes: 1. Justification and purpose of the research; 2. Problem definition and research question; 3. Hypothesis formulation; 4. Literature review; 5. Research methodology; 6. Data analysis and results; 7. Conclusions. This is a semester course.

MANA 742- Simulation

Credits – 3

The course is held in a simulated environment of businesses and their managers to get the most out of it. This program tries to business using the same variables, relationships, and developments in the world of business realities. Consists of several cycles of decisions (commercial, production, research and development, human resources, finance). The Simulator aim to provide a representation of business realities. Play business complexity, and at the same time achieve the pedagogical objectives previously commented, involves limiting the scenario of the game and therefore a set of rules that sketcher only the capacity for action of the participants. Simulation seeks to maximize the efficiency of the decision-making process, and get the most, joining a team of students (managers) responsible for the direction of a company competing in a market simulated by the program. This is a semester course.

MANA 750 - Advanced Statistical Methods

Credits - 3

The course consists in four divisions: descriptive statistics, probability, statistical inference, and multivariate analysis. Include the study of probability distributions and hypothesis testing; regression analysis, lineal correlation, ANOVA, simultaneous equation models, quantile regression, binary regression models, time series analysis, and panel data analysis.

MANA 750-O Management Seminar **

Credits - 3

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

MANA 754 - Business Research Methods

Credits - 3

In this age of knowledge and information, much information comes from research results from different parts of the world. The student must develop the skills to evaluate and understand the results of academic research and in the same way must develop their own research and publications. At this doctoral level, it is a requirement for students to frequently evaluate research and for this reason it is imperative to develop research skills to be successful in their respective disciplines. This course is based on discussion of topics on research methodology. It is critical for doctoral students to read the required readings before classes and have time to think about the implications of these readings, both individually and in aggregate. These readings will give important insights into the research methodology. Each student will have to complete a final manuscript of a new investigation. This manuscript should establish the background of the research, the problem, the objectives, literature review, methodology, analysis of the results, discussion of the results and conclusion. Students will present their research in the final sessions of the course.

MANA 755-O Global Management Practicum

Credits - 3

In this course students develop a deeper understanding of global business through preparation and delivery of an applied project with a global client by participating in workshops and/or traveling to the client site (country and industry vary by topic). Students learn project engagement tactics, project identification and scoping techniques, research modalities (e.g., benchmarking, forecasting), and appropriate delivery practices. The travel component includes company visits, and structured meetings (virtual or on-site) with business executives and experts.

MANA 762 - Management Science

Credits - 3

The purpose of this course is to provide students an inventory of theories to address key issues in Management and Organizational Research. The objectives of the course are: (1) to understand the role of theories in the development of scientific research; (2) identify and describe theories to analyze contemporary management and organizational issues; (3) compare and contrast the underlying assumptions of management and organizational theories; and (4) apply deductive and inductive models in management and organizational research.

MANA 800 - Business Analysis Data

Credits - 3

The course includes the tools of managerial data analysis to transform raw business data regarding management process and markets into organized information to identify meaningful patterns and relationship useful to interpret and perform analysis. This process provides useful knowledge for improved decision making. The course stresses the theoretical development and the practical application of each technique. The student may integrate the use of statistical analysis capabilities of pc-based computer software, summarize raw data and interpret patterns in those data, make and interpret statistical inferences, execute and interpret rudimentary regression analysis and recognize limitations of statistical analyses and identify pitfalls in their interpretations.

MANA 802 - Corporate Finance

Credits - 3

Comprehensive study of theoretical and empirical research on financial decisions; valuation of debt and assets; risk analysis and management. Investment decisions; capital and cost of capital budget decisions; decisions of corporate finance and financial markets; policy dividends and capital structure decisions; interactions of investment and financial decisions. derived values, options, guarantees and convertible; consolidations, corporate governance, restructuring; international financial management.

MANA 804 - Strategic Management

Credits - 3

Introduction to the theoretical perspectives and the analytical tools on complex case studies. Includes empirical findings in the strategic management process. The course will explore diagnosing the firm's current situation and the development of solutions to strategic and organizational problems. It will study how the organization builds sustainable competitive advantage in their respective industries.

MANA 806 - Organizational Design

Credits - 3

This course is designed to train theorist/researchers, practitioners in the design, redesign and implementation of effective organizations. It will focus on the analysis, planning, implementation, and evaluation of both the social and technical systems

of organizations with emphasis on the structural changes necessary to improve and maintain productivity and the quality of work life. The course will bring emphasis on the integration of diverse theoretical perspectives.

MANA 808 - Business Consulting
Credits - 3

This course provides and in-depth understanding of strategy consulting. Course explores dimensions of defining and understands the strategy consulting assignment, client relationship management, work methodology, value creation, and presentation and follows up. It examines individual, interpersonal, and organizational theories of development and of intervention effectiveness. It will develop an understanding of how internal and external consultants add value to the organization.

MANA 810 - Negotiations Strategies
Credits - 3

This course includes the uses of the theory and research on effective negotiation strategies to build student understanding of, and skills for, managing differences and negotiation situations. The emphasis is on developing practical skills for effective negotiations that can be applied to concrete situations. Students should be prepared to learn from their own experiences and practice in this course.

MANA 820 - Management of Innovation and Technology
Credits - 3

This course recognizes the importance of technology in the organizations. It considers the issues associated with introducing new technology into organizations, also covers the management of various types of technology and its role in the organizations in the 21st century.

MANA 822 - Project Management in Business
Credits - 3

This course provides the theoretical knowledge and presents the best industry practices and techniques, for project management. The students can help business organizations to meet their goals and expectations by the use of strategies to manage the process of planning, development and control of projects.

MANA 824 – Risk Management
Credits - 3

This course includes a comprehensive study of methods available for controlling risk and limiting financial exposure. Topics include insurance, underwriting, self-insurance, loss control, insurance fraud, workers compensation, government regulations and an examination of current issues in the insurance industry.

MANA 830 - Advanced Human Resource Management
Credits - 3

Advanced studies in Human Resources Management. Topics include employee selection, performance appraisal, compensation, training and development, human resources policy and strategy, and other areas of human resource management.

MANA 832 - Training & Human Resources Development
Credits - 3

This course explores the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Topics include effective training, need assessment, program development, instructional design, delivery, evaluation, and the determination of the return of investment (ROI).

MANA 834 - Seminar in Leadership

Credits - 3

This course will examine organizational leadership and its relationship to organizational development and change. This includes leadership and ethical behavior, inter and intra organizational leadership strategies, management theory and practice and organizational culture.

MANA 840 - Service Management

Credits - 3

This course provides an overview of management principles applied in the service industry. It includes the application of management theories, effective characteristics, problems, communications, leadership, and particular management problems in service industries.

MANA 844 - Managing Professional Services Organization

Credits - 3

This course addresses the critical needs of the professional services organizations. The course is valuable for those planning on entering the professional service in a management role, including such activities as consulting, financial advice, accounting, the law and other aspects of service industries.

MANA 850 - Strategic Planning in Public Organizations

Credits - 3

In this course the students will explore the theory and practice of the Strategic Planning Paradigm. As a tool for public administration, the students can learn how to apply the strategic planning like mission and vision statements, environmental scanning, identification of strengths and weakness, strategic policies and others.

MANA 852 – Project Planning and Programming

Credits - 3

Most of the public work is developed by projects and using specific budgets. In this course the students will learn how to develop project planning and how to use different tools for the programming of the projects like Precedence Diagram Method (PDM), Arrow Diagramming Method (ADM), Conditional Diagramming Method (ej. GERT), Expert Judgement and others.

MANA 854 – Management and Budgeting in Government

Credits - 3

This course addresses the theory of public management and budgeting spending and explores past and present applications in the federal and state government. The course also integrates experiences of management and budgeting in other countries in a way that the students can compare different scenarios.

MANA 857 – Special Topics in Entrepreneurship and Management

Credits - 3

This course is designed to promote the discussion of changing and emerging topics in the field that could not otherwise be effectively captured in the curriculum. Two alternatives are available: (1) lectures from visiting professors and (2) participation in international conferences or seminars. Visiting professors must prepare the course guidelines under the name Special Topics in Entrepreneurship and Management and a subtitle that refers to the topic. All proposed topics or participation in conferences must be approved by the DBA coordinator prior enrollment.

MARK 502 - Marketing Management

Credits - 3

This course studies the theoretical foundations of marketing management and emphasizes the decision-making process based on needs assessment and current market opportunities. It includes the study of strategic marketing, segmentation, positioning, target market, information systems, marketing research, psychographics and demographic characteristics of consumers.

MARK 510-O Marketing Management

Credits - 3

This course is developed from the basic fundamental management theories of marketing. It emphasizes the process of decision making necessary for a marketing environment oriented to the company goals and based on the analysis of the markets' opportunities and needs.

MARK 511-O Marketing Management

Credits - 3

This course places emphasis on planning and decision-making procedures in areas such as: marketing measurements, product development, price adjustments, advertising and distribution. In this course, texts, case studies, readings and computer exercises are used to provide experience in managing the components of the market mix.

MARK 550 - Integrated Marketing Communications

Credits - 3

Companies must communicate effectively with their customers and stakeholders to leverage their strategic progress. This course covers the basic principles underlying consumer information processing, the effective management of the individual elements of the marketing communication mix, and their recombination into an integrated promotional plan.

MARK 551 - Marketing Research

Credits - 3

Market research is the fundamental activity on which sales and marketing decisions are based, significantly reducing the risks of failure in the corporate world. This provides managers a critical view of the necessities and characteristics of a target audience, enabling a better understanding of them, providing information on the lifestyle and behavior that may alter and influence the act of purchase. Understanding consumer behavior as a decision maker and effectively acting upon it can offer companies a competitive advantage against the competition and a clear diagnosis in order to implement effective strategies.

MARK 552 - CRM Trust and Loyalty Management

Credits - 3

This course examines customer relationship management (CRM) as a key strategic process for organizations. Composed of people, technology, and processes, effective CRM optimizes the selection or identification, acquisition, growth, and retention of desired customers to maximize profit.

MARK 553 - International Marketing

Credits - 3

The function of marketing will be examined, together with its role about value creation and strategic corporate management. The major phenomena underlying marketing strategy and the component divisions of product planning, communications and channels of distribution will be analyzed both in theory and in practical cases in order to develop a managerial perspective on marketing. The marketing strategy will be linked to financial value. Marketing strategy will be linked to financial value. Special emphasis will be placed upon aspects of international marketing, consumer behavior, positioning strategies, and international trade marketing.

MARK 554 - Services Marketing

Credits - 3

The purpose of this course is to introduce you to services marketing as a separate and distinct area of marketing thought and practice and help you to understand its powerful influence in competitive markets. During this course, we focus our attention on three main services marketing areas, the service customer, the service company and the integration of marketing, human resources and operations within the service system. All course activities are intended to help you become proficient in analyzing and judging the merits of services marketing strategies and assist you in making strategic decisions in both business and consumer services industries. Throughout the course, an emphasis is placed on marketing's role within the total organization.

MARK 555 - Sales Management

Credits - 3

The goal of this course is to examine the elements of an effective sales management as a key component of the organization's total marketing effort. The course will extend student's understanding of marketing's reach and potential impact in achieving the organizational goals. Topics covered include the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), and recruiting, selecting, training, motivating, compensating and retaining salespeople. In addition, the students will develop skills in how to plan and execute profitable sales strategies for the attainment of competitive advantage. In completion of the course, the students should be aware of ethical issues concerning sales management.

MARK 560 - Consumer Behavior

Credits - 3

The course examines the different theories to explain consumer behavior. This is looked at through an analysis of how the consumer acquires and uses information in making judgments. It considers the effects of demographic characteristics, personality and social group on consumer behavior. Knowledge of consumer behavior is applied to strategies for marketing. The course emphasis is on research.

MARK 561 - Brand Management

Credits - 3

Designed to show how brand names acquire and maintain their value based on the classic principles of product portfolio management, this course brings a new perspective which situates the content of the brand name as the heart of the brand construction process. It explores the principles of said content to help create value for the brand, guide its development and design its structure and personality.

MARK 562 - Supply Chain Management for Marketing

Credits - 3

Organization of export and import operations in support of marketing, distribution, production, and other global business functions; freight forwarding, shipping procedures, and selecting transportation modes and documentation.

MARK 564 – Hispanic Marketing Evolution

Credits – 3

In this course the student will have the opportunity to investigate how interest in Hispanic markets has evolved when considering economic, social, cultural characteristics and their purchasing power. Particular attention will be paid to identifying what is needed to reach this segment and recognizing the appropriate strategies that appeal to their interests.

MARK 565 – Comparative Marketing Communications

Credits – 3

The objective of this course is to equip participants to distinguish the cultural background of the Hispanic population: the stereotypes, habits, and values that influence their decisions and distinguish how cultural perceptions play an important role in the success of building adequate marketing communications.

MARK 566 – Multicultural Marketing Strategy
Credits – 3

The consumer market continues to grow in its diversity, faced with this challenge, brands must remain relevant among multiple groups to be successful. This course focuses on identifying successful business strategies among specific cultural groups and establishing connections with that audience to recognize competitive advantages.

MARK 615-O Advertising and Sales Promotion
Credits - 3

This course examines the marketing promotions from a communications standpoint. It discusses advertising, sales promotion, personal selling and publicity as components of the promotional program of an enterprise including profit and non-profit institutions marketing products and/or services. The course emphasizes the planning, design, and implementation of advertising campaigns.

MARK 703-O - Marketing Research
Credits - 3

This course examines the use of the scientific method in the acquisition, analysis and interpretation of marketing information. Various research methods, such as exploratory, descriptive and experimental approaches will be examined. The most recent studies in the systematic gathering of internal and external information needed for making marketing decisions will be considered.

MARK 711 – International Marketing
Credits - 3

Analysis and application of theory and problem solving for marketing management in the global environment. Emphasis is on the role of marketing in the multinational organization, planning and executing multi-country marketing strategies, managing and controlling international marketing operations, and evaluating global customers.

MATH 555-O Statistics for Decision-Making
Credits - 3

The course centers on the study of concepts and statistical methods useful to administrators in their decision-making processes. The course covers descriptive statistics and inferential statistics. Computer applications are part of the course.

MGMT 530 – Human Resources Management and Handling Diversity
Credits - 3

Study of models and strategies of management and human resource development from the perspective of diversity in the workplace. Analysis and evaluation of basic fundamentals in strategic planning of human resources to promote and ensure the inclusion of a diverse workforce in all aspects of organizational life. Implementation of theories and strategies of human resources linked to recruitment, selection, training and development, compensation, benefits and incentives, retention and succession of a diverse workforce, aligned to the objectives and business results, changes in the labor market, globalization and competitive advantage.

MGMT 655 Integration Seminar
Credits - 3

Analysis of real and simulated case studies for the appropriate application of the planning, decision-making, and problem-solving processes. Comparative analysis of patterns and managerial problems are covered in the course. The seminar is

geared toward the application of related principles, concepts, and theories. This course includes the development of an individual research project.

MHSA 674 – Human Development
Credits - 3

The course deals with theories of human development. It includes an analysis of the relationship among physical, intellectual, and social influences on all stages of human development.

MSNT 500 - Sports and Exercise Nutrition
Credits - 3

The course integrates nutrition principles, standards and guidelines, focusing on understanding how dietary needs have implications in sports and exercises. The content gives students comprehensive knowledge of nutrition and how it supports training, recovery and performance in sports and exercises, considering diet plans, supplements, eating disorders and exercise patterns, among others.

MSNT 510 - Life Cycle Nutrition
Credits - 3

The course will enable students to explore the role of nutrition from preconception until the older adult stage. Each life cycle is discussed considering physiological changes, as well as lifestyle factors and nutritional requirements. The content includes the study of special nutritional needs, aspects about physiology, and health concerns. Physical growth, eating problems and other nutrition-related conditions are examined for each stage of life. Recommendations for improving the nutritional well – being of individuals throughout the life cycle will be discussed.

MSNT 520 - Health Communication
Credits - 3

Comprehensive overview of health communication that addresses different forms of delivering high quality health promotion messages at the individual, family, professional, organizational and societal level. Discussion includes various communication methods, mass media, the art of public speaking and social marketing, in order to persuade, influence, empower and support. Health communications includes how messages from interpersonal, organizational, cultural and media sources affect health behaviors, attitudes, actions of individuals and beliefs, in a variety of settings.

MSNT 530 - Nutrition for Health
Credits - 3

This course emphasizes the role of nutrition and lifestyle choices in promoting optimal health. Discussion of how dietary intake influences health and wellbeing. The content integrates aspects of food choices and health, and nutrition principles in the life cycle.

MSNT 540 - Nutritional Problems: A Global Perspective
Credits - 3

The course will focus on nutrition issues and problems related to global health inequality. Students will explore the nature and extent of global inequalities, according to health and nutrition, as well as the implications of the health crisis that afflicts countries, with special attention to problems such as food habits, malnutrition and food security. The content includes the discussion about how to improve health and well-being to reduce observed disparities.

MSNT 550 - Epidemiology of Public Health for Health Professionals
Credits - 3

This course presents the basic tenets of epidemiology of public health for health professionals. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition. Malnutrition will be discussed on an environmental, economic and societal level to equip students with the necessary knowledge to explain, communicate and apply the basic principles of epidemiology in their professions and how their disciplines contributes to public health goals.

MSNT 560 - Nutrition and Disease Prevention

Credits - 3

Discussion of the etiology of major nutrition problems in different populations, the role of the diet in disease prevention and treatment, and the promotion of health through nutrition. The course focuses on improving food choices, dietary intake, and nutritional status. Students will examine nutrition issues facing at-risk populations, including pregnant and lactating women, infants, children, adolescents, adults and the elderly.

MSNT 570 - Nutrition in Alternative and Complementary Medicine

Credits - 3

This course discusses the vole of nutrition in alternative and complementary medicine. Evidence based recommendations will be presented for the use of alternative and complementary medicine the wide range of approaches to health and well – being will be emphasized. The most commonly used therapies will be discussed as an adjunct to conventional medical care.

MSNT 592 – Research Methodology

Credits - 3

This course presents the principal methods of human nutrition research with focus on the role of the nutritionist as part of a research team. Qualitative and quantitative research, research ethics, quality control, selection of dietary assessment methodology and sources of founding are discussed. A research study is conducted as part of this course and results are shared with other students and faculty members. The students will have the opportunity to analyze research articles from well-recognized journal of nutrition topics.

MSPA 500 - Theory Practice Change in the Administration of Public Policy

Credits - 3

This course deals with modern age theories and ideologies which guide and shape the development, administration and evaluation of public policy. It Focuses on and under-standing of the concepts of individualism, collectivity and community development by behavioral philosophers and scientists. It provides for a planning, as well as its methods and application the course also present a critical analysis of the various models which translate public policy and its application to specific approaches and concrete actions.

MSPA 505 - Computer Education for Public Administrators

Credits - 3

The course covers basic knowledge in the use of computers (computer literacy three basic areas are developed: (1) the ability to use the technological innovations, (2) the ability to incorporate the technological innovations in to particular area of interest and (3) the ability to implement strategies and policies geared to the improvement of the administration team.

MSPA 510 - Research and Quantitative Methods in Public Administration

Credits - 3

This course deals with the concepts in research methodology and the statistic related to the process which are applicable to the Public Affairs program. A multidisciplinary approach appropriate for the Public Affairs professions will be presented. The

course will also develop in students the capacity for objective decision making with a minimum of prejudice and subjectivity. The course emphasizes practical elements of methodology and applied statistics will be emphasized.

MSPA 520 - Administrative Law and Ethics
Credits - 3

Students become familiar with the set of legal norms and regulations concerning the various organizations, institutions, and public agencies, as well as with the justice system, the ordinances of services legally pertaining to these agencies, and the relations between these agencies and the individuals receiving those services. It includes the study of the dispositions which govern administrative processes, as well as ethical models in public administration.

MSPA 530 - Planning and Evaluation in Public Administration: Theories Methods and Techniques
Credits - 3

The purpose of this course is to prepare students to deal with problems management, solutions and evaluate outcomes once one of the alternative studied was implanted. It is assumed that the student taking the course has not theoretical basic on the subject to be studied so that a panoramic view of the theories of the alternatives. The main approach of the course is strategic planning, which in recent decades has become the practice in all organizations, both public, private and nonprofit. The student will learn to think strategically to address the challenges of public organizations, the nonprofit and the communities.

MSPA 530-O Planning and Evaluation: Theories, Methods and Techniques
Credits - 3

The purpose of this course is to prepare the student in managing public administration issues through planning and evaluation. The student will learn how to seek solutions and evaluate results using the concepts learned in the course. The course is designed based on the assumption that the student does not have the theoretical planning background; therefore, the course presents a global overview of the diverse planning theories that will lead into specific actions of implementation and evaluation.

MSPA 540 - Seminar: Planning, Development and Evaluation of Human Resources
Credits - 3

The course will cover (1) concepts and theories on communication, leadership, human motivation, perception, emotions, personality of organization and administration. analysis of the components with comprise: the Administration of Human Resources such as: recruitment and selection of personnel, job classification and evaluation, personnel training, retirement, motivation and human relations in Public Administration as well as pattern of individuals and group associations in the organizational scene.

MSPA 540-O Seminar: Planning, Development and Evaluation of Human Resources
Credits - 3

Study of the concepts and theories of communication, leadership, human motivation, perception, emotions, personality, mental health, decision-making process and living patterns in the administrative system. Principles of the public sector organization. Analysis of the components of the human resources administration such as: recruitment and personnel selection, job classification and evaluation, pay systems, human resources evaluation, training and retirement, motivation, human relations in public administration, and living together within the organizational setting.

MSPA 550 - Fiscal Resources Management
Credits - 3

Study of the fiscal administration and formulation in the public sector and in nonprofit organizations. Analysis and evaluation of concepts, theories, models, scopes and strategies in the budgetary process.

MSPA 550-O Fiscal Resources Management

Credits - 3

The study about the administration and formulation of the public fiscal policy. Problems evaluation over efficiency, effectiveness, costs and benefits, and fiscal decision-making on public budgetary administration and nonprofits organizations. Analysis and evaluation of concepts, theories, models, approaches and strategies in the administration of fiscal resources.

MSPA 600 – Seminar: Special Topics in Public Affairs

Credits - 3

Analysis and discussion of current issues and trends related to public affairs. Emphasis is placed in critical reading and analysis of case studies.

MSPA 710 - Research Seminar for Public Affairs

Credits - 3

The seminar offers students the opportunity to carry out an investigation integrating the knowledge obtained through the analysis of administrative systems and their contingent functions and how they affect public and private institutions. Students will analyze planning, organizational, and design activities and the decision-making process in the organization.

MSPA 710-O Research Seminar in Criminal Justice

Credits - 3

The seminar offers an opportunity so that the student completes an investigation, integrating the knowledge acquired by means of the administrative systems analysis and the contingencies in the performance of functions that affect the public and private organizations. The student will analyze the planning, organization, design, formulation and decision-making activities within the public administration organizational scene.

MSPA 720-O - Internship

Credits - 3

This course involves the supervised internship in administrative function in a public organization or a non-for-profit organization. The student will complete one hundred thirty (130) hours of practice in an organization applying knowledge, theories, values, methods and administrative skills.

NURS 500-O Theoretical Foundations of Advanced Practice Nursing

Credits - 3

Discussion and analysis of a wide range of theories from nursing and other sciences. Scientific knowledge of care is presented as the central concept and essence of nursing. Emphasis is given to clinical care and research focused on a comprehensive and holistic approach. The practice of nursing is viewed as directly related to the development and revision of nursing theory where advanced practice nurses can make important contributions.

NURS 501-O Public Health Policies, Ethics and Systems

Credits - 3

The nature of the U.S. health care delivery system is explored. The social, economic, cultural and political forces that impact the delivery of primary health care are discussed with emphasis on how they influence nursing. Discussion and analysis of professional aspects of advanced practice nursing including how to implement the role. Public policies and legislation are discussed at local, national and global levels. The student examines health care policy development and analyzes the effects of policy on the health status Hispanic communities. This course provides an opportunity for the student to design innovative

strategies that may influence the direction of public policy to improve the health care locally and advance the profession of nursing in Florida. This course also provides for discussion and analysis of factors influencing human essential moral status and the ethics of the health care systems. Different dilemmas are selected and analyzed to justify the most appropriate decision-making process.

NURS 502-O Nursing Science and the Research Process
Credits - 3

Discussion of professional nursing practice that is based on evidence to achieve optimal outcomes. Pragmatic considerations of scientific inquiry in the use and conduct of research in practice. The scientific method is presented as it relates to nursing research. Experimental and non-experimental methods of conducting clinical research are examined, with ethical implications. Emphasis is given to the writing of a research proposal as the plan for a scientific project. Successful grantsmanship is presented as an art that requires sound planning for the project development of a well written proposal, and selection of an appropriate funding source.

NURS 503-O Nursing Research Project: Proposal to Publication
Credits - 3

This course is the implementation phase of an evidence-based research project focused on clinical nursing. The research proposal for the study to be implemented in this course must have been approved by the professor from the previous course (NURS 502) and by the Institutional IRB Committee. This phase requires a set of thoughtful, careful, organized, and sequential activities to conduct research projects which improve the quality of care. The ethical conduct of the team that participates in research with human subjects, animal subjects, and research staff is discussed in the projects. It is expected that the student demonstrates that the study contributes to the advancement of the nursing practice, emphasizing the dissemination of findings, as well as the respective recommendations. An oral presentation of the study is required, as well as the writing of an article for publication in a scientific journal. These two activities are important as part of the research process; in this way, the student will contribute with the ongoing development of the nursing practice and his/her personal satisfaction in his/her role as a visionary leader.

NURS 504-O Advanced History Taking and Physical Assessment
Credits - 3

This course will develop competence in advanced physical assessment skills, documentation in the SOAP format for progress note charting, and oral case presentations necessary for advanced practice nursing providers, such as nurse practitioners. Emphasis will be placed on the importance of obtaining and documenting a comprehensive health history with identification of risk factors, medical-legal and cultural competence issues to guide the physical exam, thus generating an accurate diagnosis and management plan. Course conference presentations will cover episodic, focused, and complete examinations throughout the lifespan of women, adults, and in pediatric, and adolescent health.

NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations
Credits - 2

This course discusses health priorities according to Healthy People 2020. Focus on the analysis of human caring as an essential dimension of advanced practice nursing work, especially dealing with life crises, health maintenance problems, and change in health practices. Discussion of demands made by changing life-styles and disease patterns, new and complex technologies, shifting demographics, global economies, dramatic health system changes and socio-biological and environmental threats to health and safety. Development of culturally competent holistic plans of care that address the health promotion and disease prevention needs of client populations. Theoretical models are presented as the means by which health care practitioners can give structure and organization to disease prevention and health promotion programs.

NURS 506-O Advanced Pathophysiology
Credits - 3

Analysis of complex interrelations and interdependence of pathophysiologic concepts which produce alteration of human functioning across the life span. This serves as a primary component of the foundation for clinical assessment, decision making and patient management in advanced nursing practice. Interpretation of the natural history and clinical manifestations for specific illnesses in terms of their etiology and pathogenesis. Description of the relationship between pathologic changes in body defense and the illness experience. Discussion of the features of pathophysiologic processes involved in the body's reactions to injury and infection, the immune response, circulatory disturbances and abnormalities of cellular growth. Description of the relationship between pathophysiologic process and alterations in body fluids and the pathophysiologic process involved in altered endocrine, exocrine and neuromuscular functions.

NURS 507-O Advanced Pharmacology
Credits - 3

Analysis of the essential pharmaco-therapeutics for advance nursing practice. Study of the actions and effects of drugs on human systems across the life-span. Analysis of the scope of legal professional nursing responsibilities related to pharmacology in an expanded role. Description and identification of the actions, effects, uses and potential interaction of the major categories of drugs. Discussion of the pharmacologic process of absorption, distribution, metabolism, excretion, and the factors that influence the pharmacokinetics of drugs. Analysis of the physiologic effects of the drugs in the individual across the life-span and the factors, which influence the patient response to therapeutic agents, adverse drug reactions and appropriate interventions. Description of the controversies related to the bioavailability and bioequivalence of the drugs.

NURS 508-O Diagnostics and Differential Diagnosis
Credits - 3

Development of advanced practice proficiency in the ordering, analysis and interpretation of appropriate diagnostic tests related to primary care for accurate diagnosis, treatment and referral. Knowledge of clinical decision making will be discussed. This includes comprehension of important pathophysiologic, epidemiologic, psychosocial and clinical management concepts that will help the FNP to determine which diagnostic tests are indicated given the patient's clinical presentation. Discussion and practice of proper specimen collection, handling of specimens, appropriate use of diagnostic tests, accurate interpretation of test results with an appreciation of sensitivity and specificity of the particular test, and appreciation of time factors that influence availability and interpretation of test results will also be included. Practical laboratory sessions will be given concurrently with the theory session. Students will develop the critical thinking skills necessary to form a differential diagnosis. These differential diagnoses are established after analyzing the findings from the history and physical assessment and results of laboratory findings (diagnostic findings). This course emphasizes the importance of ordering the correct diagnosis. Discussion and practice of proper specimen collection, handling of specimens, analysis and interpretation of blood tests, and radiologic examinations will be covered. The course will be offered concurrent with the Advanced Physical Assessment (APA) course. Case studies will be discussed for every topic included in the APA course.

NURS 509-O Pharmacology for FNP's
Credits - 3

Practical exposure to the general principles of providing and monitoring drug therapy for FNP's, as well as identification of a disease, review of the drugs used to treat the disease, select treatments, special patient considerations, and therapy adjustment. Finally, learn how to provide a primary, secondary, and tertiary line therapy when the first line fails. Discuss the prescription, monitoring, and evaluation of pharmacologic agents utilized to treat common disease states. Description of the teaching needed by individuals and families, to properly adhere to prescribed pharmacology therapy. Identify the roles and responsibilities of the FNP in prescribing pharmacologic agents, monitoring, and evaluating patient responses. The collaborative role of the FNP with the physician when consulting in providing, monitoring and evaluating the pharmacologic agents is identified and discussed as well.

NURS 510-O Primary Care I

Credits - 4

This course is the first of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms, behavioral problems, mental health and HEENT. The clinical portion of the course will consist of 19 hours per week for the duration of this 8-week course making a total of 150 hours.

NURS 511-O Primary Care II

Credits - 4

This course is the second of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Pulmonary and Cardiovascular Disorders, Gastrointestinal Diseases, Metabolic and Endocrine Disorders. The clinical portion of this course will consist of 19 clinical hours per week for the duration of this 8-week course making a total of 150 hours.

NURS 512-O Primary Care III

Credits - 4

This is the third course of a three-part series focusing on established primary care patient care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Genitourinary Disorders, Prenatal Care, Postpartum and Family Planning, Women's Health Issues, Pediatric Development and Common Health Issues, Sexually Transmitted Diseases, Hematologic Disorders, Musculoskeletal Disorders and Ambulatory Emergencies. The clinical portion of the course will consist of 19 hours per week for the duration of this 8-week course making a total of 150 hours.

NURS 513-O Residency

Credits - 3

Culminating clinical experience consisting of 240 hours of clinical practice in an ambulatory setting providing comprehensive primary care services to underserved communities. Students will be paired with qualified and credentialed nurse practitioners or primary care physicians, physicians specialized in pediatrics, geriatrics or in any other specialty (according to our students' needs), who will be oriented, trained and certified to serve as preceptors in our FNP program. The course provides a depth of practice during 8-hour shift clinical days. Students develop and refine FNP competencies through clinical hours/experience. Weekly seminar conferences provide a forum for clinical case studies discussions, case presentations and preparation for the HESI's Advanced Practice Registered Nurse: Family Nurse Practitioner.

NURS 600 – Health Policy, Finance and Regulatory Environments

Credits - 3

The purpose of this course is to examine the fundamentals of health policy, the financial structure of the health systems, and regulatory environments that have an impact on nursing practice and care to the individual, family, and community as patients, while emphasizing on those issues affecting the health policy and the focus on the influence of the nursing profession in policy matters and regulations.

NURS 600-O Psychotherapeutic Frameworks and Modalities

Credits - 3

This course introduces a variety of conceptual models and theories related to the practice of individual psychotherapy and family therapy. Models of personality development and family dynamics provide a theoretical basis for understanding the development of psychopathology and selection of appropriate therapeutic strategies. Students will apply selected theories to case study material and evaluate the utility of theory-based research findings for specific client populations.

NURS 601 – Quality Assurance and Risk Management in Healthcare Organizations

Credits - 3

In this course students examine healthcare quality assurance and risk management and the methods that are utilized to achieve improvements in healthcare organizations. Topics include the link between patient safety and legal and regulatory compliance; the role of accreditation organization requirements in patient safety; evidence-based outcomes and standards of care; the development and archiving of reports, data, and device evidence in medical error situations; and managing patient safety compliance through credentialing of healthcare professionals.

NURS 601-O Clinical Psychopharmacology

Credits - 3

This course presents advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics and the clinical management of targeted psychiatric symptoms, related to the psychopharmacologic treatment of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of psychopharmacology and its application to clinical problems seen in a variety of settings.

NURS 602 – Management and Leadership in Nursing Seminar

Credits - 3

In this course, the student will analyze the fundamentals of leadership and management in health services. Emphasis is placed on the application of advanced communication skills in collaboration with the multidisciplinary team. The different types of leadership, the characteristics of a leader, and organizational changes for a better teamwork will be discussed. They will also evaluate the leadership theories and models to foster safe environments and effective work. Through the seminar, they will apply the problem-solving step methods to address complex issues within health organizations.

NURS 602-O Neurobiology of Mental Disorders

Credits - 3

This course provides the theoretical content and clinical practice for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. The DSM5 (Diagnostic Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature across the lifespan. Emphasis will be placed on the assessment, diagnosis and evidence-based treatment of mental health disorders Importance is placed on early screening, diagnosis, treatment and referrals. The reciprocal relationship of mental and physical health is emphasized.

NURS 603-O Psychiatric Mental Health Nurse Practitioner Practicum I

Credits - 2

This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner in a pediatric clinical setting. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. This course prepares the student to pass the national certification. Must complete a minimum 100 clinical hours in the pediatric population setting.

NURS 604-O Psychiatric Mental Health Nurse Practitioner Practicum I-A

Credits - 2

This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner in an adult clinical setting. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. This course prepares the student to pass the national certification. Must complete a minimum of 100 clinical hours in the adult population setting.

NURS 605-O Differential Diagnosis of Mental Disorders

Credits - 3

This course provides the theoretical content for managing dysfunctional coping patterns and psychiatric disorders of individuals presenting to primary care settings. The DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature and differential diagnosis. Emphasis will be placed on screening and assessment of common psychiatric disorders to inform appropriate management within the primary care setting.

NURS 606-O Psychiatric Mental Health Nurse Practitioner Practicum II

Credits - 2

This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner in a geriatric clinical setting. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. This course prepares the student to pass the national certification. Must complete a minimum of 100 clinical hours in the geriatric population setting.

NURS 607-O Psychiatric Mental Health Nurse Practitioner Practicum II-A

Credits - 2

This clinical course provides a synthesis experience during which students implement the role of the psychiatric-mental health nurse practitioner in a clinical setting. The focus is on assessment and intervention with persons with mental illness and persons/populations at risk for mental illness, and primary prevention in mental health. In addition to expanding on clinical aspects of the PMHNP role, the course introduces professional aspects including legal issues and mental health policy. Interprofessional collaboration with other health care providers is emphasized. This course prepares the student to pass the national certification. Must complete a minimum of 204 clinical hours in a combination of pediatrics, geriatrics and adult population setting.

NURS 700-O Nursing Theories, Conceptual Models and Philosophies

Credits - 3

This course focuses on the analysis of the philosophies, conceptual models and nursing theories that have influenced the development of nursing science. The structure, functions and levels of abstraction of theories are discussed. In addition, several interdisciplinary philosophies are analyzed, as well as the process of integration and dissemination of nursing knowledge.

NURS 701-O Advanced Epidemiology for Nursing Practice

Credits - 3

This course introduces students to epidemiology concepts and methods for disease prevention, surveillance, detection, and intervention to promote the health of populations. Emphasis is placed on critical thinking, analytic skills and application to clinical nursing settings. Discuss specific epidemiologic skills including accessing existing datasets, analysis of published

epidemiologic studies, data interpretation, and application of criteria for screening for disease in community. Opportunities for active participation in simulated disease investigations are included.

NURS 702-O Evidenced based Practice
Credits - 3

This course introduces students to the fundamentals and principles of Evidence-Based Practice (EBP) and its relation to nursing practice. The resources available to facilitate EBP in nursing practice, the models for implementation, the steps, the components of the establishment of the clinical question in the PICO format (Patient, Intervention, Comparison, Outcome) and the statistical analysis are discussed. General strategies to undertake an evidence-based project are discussed. The challenges and strengths of existing clinical evidence, the role of nursing professionals and their application in patient care, are analyzed.

NURS 703-O Health Care Policy, Ethics and Advocacy
Credits - 3

This course provides a holistic overview of health care policy planning from development to implementation. Students will apply current evidence to analyze and evaluate health care policy frameworks from the perspective of professional, political, social, and regulatory issues. They will examine the current U.S. health care system based on public and governmental interests and will explore the role of the doctoral prepared nurse as an advocate and leader in the integration of health care policies into practice.

NURS 704-O Scholarship Project I: Mentorship
Credits - 3

The cornerstone course will provide students with the tools and support they require to conduct a scholarly literature review and to develop a clear statement of the problem. A minimum of 125 hours is spent in clinical immersion. Clinical immersion objectives and activities are mutually developed by the student and faculty members and based on the proposed clinical project.

NURS 705-O Nursing Science for Clinical Practice
Credits - 3

This course explores the scientific principles and philosophical underpinnings of nursing practice relevant to the role of the D.N.P. Concepts, models, and theories from nursing and other disciplines will be applied to clinical practice problems. Students will analyze various approaches used in research and evaluate the quality of published research. Students will develop search strategies to answer questions related to a selected topic of interest.

NURS 706-O Scholarship Project II: Project Plan
Credits - 3

This course will provide students with the support and direction needed to develop a comprehensive, site-specific project plan in collaboration with faculty members and his or her mentor. A minimum of 125 hours is spent in clinical immersion. Clinical immersion objectives and activities are mutually developed by the student and faculty members and based on the proposed clinical project.

NURS 707-O Transcultural and Global Health Disparities
Credits - 3

This course emphasizes interprofessional collaboration in clinical prevention to improve the health outcomes of patients and the general population. The concepts of cross-cultural nursing, theories, philosophies, ethics, research, pluralism and practical relationships for nursing care are discussed. The impact of globalization on health planning and care, and the need to design health care systems that respond to diverse cultural needs, are analyzed. The focus is on selected global health problems assessed in a multidisciplinary manner to ensure

attention to the underserved and their complex needs determined cultural diversity.

NURS 708-O Scholarship Project III: Implementation
Credits - 3

This project experience provides an opportunity for the student to execute the project plan in collaboration with the sponsoring site. The experience reflects the interest of the student and is designed to meet individual interests and career goals. This advanced practice project allows the student to learn to manage time and resources, assess implementation issues, and utilize communication and collaboration while working with a clinical mentor to implement the project plan. A minimum of 125 hours spent in clinical immersion is required. Clinical immersion objectives and activities are mutually developed by the student and faculty members and based on the proposed clinical project.

NURS 709-O Nursing Technology and Health Care Information Systems
Credits - 3

In this course are discuss a variety of applications of informatics in advanced nursing practice as well as current trends for health care delivery transformation across a variety of settings, as well as ethical, social issues in healthcare informatics; and consumer informatics. The foundations for the integration of information sciences and computer sciences are provided as support for both evidence-based practice and administrative decision-making. Emphasis on the demonstration of conceptual abilities and technical skills essential to manage patient care data with clinical information systems. Current issues, health literacy and challenges in using clinical information systems are also explored. Students are introduced to the specialty of nursing informatics, the information system life-cycle, telemedicine and the use of technology to enhance nursing care and patient safety. Finally, the process of designing, using and manipulating small and large databases for the analysis of patient results is discussed.

NURS 710-O Scholarship Project IV: Evaluation
Credits - 3

This is the final component of the project experience. All but 125 of the required 1,000 clinical hours must be completed prior to starting NURS 710-O. The course content, as in the other project courses, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance from mentor and faculty, to evaluate the evidenced-based practice (EBP) project outcomes and develop scholarly written and oral reports that disseminate and integrate new knowledge. The final product will reflect the student's ability to employ effective communication and collaboration skills; to take a leadership role; to influence health care quality and safety; to evaluate practice; and to successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of health care. A minimum of 125 hours is spent in clinical immersion. Clinical immersion objectives and activities are mutually developed by the student and faculty members and based on the proposed clinical project.

NURS 711-O Scholarship Project Practice Matriculation
(for the student who does not have 500 clinical hours from the MSN)
Credits - 2

This course may be repeated up to four times, based on the number of hours for the D.N.P. degree. needed to complete the required 1,000 hours for the D.N.P. degree. Clinical immersion objectives and activities are mutually developed by the student, faculty, and practicum mentor.

PRMG 530-O Project Management I: Introduction to Project Management
Credits - 3

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

PRMG 600 - Operations Management

Credits - 3

This course will introduce concepts and techniques for coordination and planning to manage and control manufacturing and service operations. In general, the course provides definitions of operations management terms, tools, and techniques for analyzing operations, and strategic context for making operational decisions. The content is organized in modules: Operations Analysis, Coordination and Planning, Quality Management, Project Management, and Supply Chain Management.

PRMG 601 - Project Scope and Time Management

Credits - 3

This course includes the definition and analysis of the project management processes required to ensure that the project includes all the work required to complete the project according to project goal, objectives, needs, and expectations. Definition and analysis of the processes required to ensure that the project is completed on time taking into consideration activity list, durations, activity sequencing, start and finish dates and graphical representations such as GANTT and Critical Path Method charts. It is the application of how the project scope baseline is defined and how the work breakdown structure is created and defined.

PRMG 602 - Project Cost Management

Credits - 3

Definition and analysis of the processes required to ensure that the project is completed within the approved budget. It is the application of financial concepts, earned value and forecasting techniques. There is a discussion regarding cost estimating, budgeting, S-curves, operation, and maintenance life cycle costs, contingency reserve and baseline. The budget definition for a project is covered as part of this course. The discussion of the differences between a new change to the approved project budget and project variances are reviewed. Impact analysis about critical project areas is also covered.

PRMG 603 - Project Quality Management

Credits - 3

Definition and analysis of the processes required to ensure that the project and each deliverable satisfy the needs for which they were undertaken. It is the application of quality concepts, quality costs and quality control to the management process. The course emphasizes the importance of quality plan definition, the requirements, the audits, the quality control, and the quality baseline. The definition and development of a quality plan are covered. The discussion of the differences between a new change to the approve quality plan, and project variances are reviewed. Impact analysis about critical project areas is also covered.

PRMG 604 - Project Human Resources and Risk Management

Credits - 3

Definition and processes required to make more effective use of human resources assigned to the project and the project team development analysis. Study of the characteristics of successful teams. Strategies for the selection and recruitment of members of the team. Development and teamwork control. Description and analysis of the processes involved in the identification, analysis, and answers to the project risks. Development of a plan of risks and opportunities and a plan of responses to risks. Identification, qualification, and quantification of risks and opportunities. Analysis of the impact of risks and opportunities by critical factors of success or "Triple Constraint."

PRMG 605 - Project Integration Management

Credits - 3

The students will have the opportunity to participate in 60 hours in a real project to apply the project Management Concepts by developing a project (definition and analysis of the processes) required to ensure that the five processes groups and nine knowledge areas of the project are properly coordinated in the project. Aspects required to integrate all areas of knowledge and processes established, will be complemented with the discussion.

PRMG 605-O Project Integration Management (Internship)

Credits - 3

The students will have the opportunity to participate in 60 hours in a real project to apply the project Management Concepts by developing a project (definition and analysis of the processes) required to ensure that the five processes groups and nine knowledge areas of the project are properly coordinated in the project. Aspects required to integrate all areas of knowledge and processes established, will be complemented with the discussion.

PRMG 606 - Project Procurement Management

Credits - 3

Definition and analysis of the processes required to acquire goods and services from outside the performing organization. Topics include the discussion about contract types, negotiation processes, contractual terms and conditions, clauses, procurement team, quality levels, financial components among others. Also covered in the class are a cost-benefit analysis, make or buy decisions, management of proposals, quotations, and contracts.

PRMG 607 - Project Communication Management

Credits - 3

Definition and analysis of the processes required to ensure timely and appropriate generation, collection, dissemination, storage and ultimate disposition of project information. Emphasis is on the components of effective communications with project stakeholders, and the definition of project team ground rules and conflict management are also covered.

PRMG 608 - Using a Project Management Information System

Credits - 3

This course covers the use of a Project Management information system tool such as Microsoft Project. The attendee will receive knowledge of schedule development, resource management, dependencies, dashboards, metrics, cost estimating and budget, baseline setup, using reporting options among others.

PRMG 608-O Using IT applications in Project Management

Credits - 3

The course explores the adoption of information technology applications during phases of project management from planning through tracking to closure. It covers features of Microsoft Project such as how to define al project, build and control well-formed project plans as well as how to use the software support scheduling, budgeting, tracking performance, communication and resources managing processes to accomplish goals and optimize process quality. Also, it integrates web technologies and mobile apps for today project management environment.

PRMG 640-O Project Management II: Project Planning

Credits - 3

This course focuses on analysis, action plan development, and usage of effective methods in project management. It also includes studies the processes in the planning and initial phases of projects. Critical analysis of inputs, products, tools, and techniques used in project management processes.

PRTE 630 - Instructional Design and Technological Project I

Credits - 3

Individual supervised project consisting of presenting an innovative technological instructional design as a solution to a real educational problem of practical nature. Discussions will be held to guide students in identifying the problem, present the hypothesis, research, data collection, data analysis, interpretation, presentation, and conclusions. Significant information must be presented to prove the need for the technology integration as a tool for virtual education environments.

PRTE 640 - Instructional Design and Technological Project II
Credits - 3

Individually supervised project consisting of research and critical analysis of instructional design models for virtual educational environments. Study of the model's process for distance education and e-learning will be emphasized. Discussions will be held to guide students in identifying the problem, present the hypothesis, research, data collection and data analysis, interpretation, presentation, and conclusions. Significant information must be presented to prove the need for the Instructional Technologist and the performance of students' involvement in virtual learning communities.

PRTE 640-O Instructional Design and Technological Project II
Credits - 3

Supervised individual research project and critical analysis of the models of instructional design for synchronous or asynchronous virtual learning environments. Comprehensive study of the development and implementation of models that exist for distance or e-learning instruction. Analysis of interoperability and development of learning tools and content management in the implementation of e-learning, with the aim of developing an innovative technological solution to a problem of practical nature in general educational meaning or distance education instruction. It is expected that at the end of the project the student is able to present significant contributions that support the management of instructional designers to improve the performance of students in e-learning, virtual learning, and education communities at distance.

PSYC 510 – Motivation and Learning
Credits - 3

This course focuses on different theories concerning motivation and learning processes. Their scope, importance and relation to human behavior will be discussed.

PUAG 502-O Public and Nonprofit Organizations: Management and Leadership
Credits - 3

This course is designed to review the theory and examine the practice of leadership and management in public and nonprofit organizations. Students will examine the mission, organizational structure, resources, and work processes in both sectors. It focuses on the roles played by not-for-profit organizations in meeting the public good. It also examines internal management issues such as structure, budget, and operations; and external issues such as board functions, legal status, marketing, media relations, and fund-raising.

PUAG 512-O Public and Non-Profit Accounting and Finance
Credits - 3

The course examines the normative or value issues surrounding financial decisions and the accounting and reporting associated with these decisions. Attention is given the various philosophies and criteria that can be used to make and judge financial reporting. They include tax choices, debt and other obligations, revenue fee generation, cash and investment management, assets purchases and sales, spending and programmatic decisions and insurance or risk management. A framework is presented to show the main issues in developing accounting and reporting systems for governments and nonprofit organizations. The criteria, such as economic efficiency and legal and budgetary compliance, for judging financial performance are central to this framework.

PUAG 515-O Research Methods Applied to Public Affairs
Credits - 3

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

PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations
Credits - 3

This course will provide an overview of the legal environment of non-profit organizations. Emphasis will be given to examining the law as it impacts various aspects of non-profits including incorporation, governance, fundraising and solicitation, employment, political activities, and tax status. The goal is to provide students with the information necessary to understand how the law regulates and structures non-profit entities. It addresses the moral challenges that leaders face in the public and nonprofit sectors. It also examines the values and virtues important to sustained ethical leadership as well as strategies to build strong institutional cultures and support ethical practices in institutions.

PUAG 535-O Strategic Management and Public Policy
Credits - 3

This course introduces students to the concept of public service strategies and how they relate to the public policy-making process. It involves students in the analysis of public service strategies by requiring them to focus on the strategy-making process in an organization of their choice. Aspects of modernization including new methods of policymaking and decision making are examined and key strategies for service improvement. It considers the theories, models, tools, techniques, and methodologies used in the field of strategic management. It aims to enhance the ability of students to play a substantive role in developing, implementing and monitoring strategy for organizations operating in the public sector.

PUAG 604-O Urban Affairs and Public Policy
Credits - 3

This course explores national and local urban policy concerning the major problems that cities and metropolitan regions confront today. Economic globalization, income inequality, and metropolitan decentralization shape the urban policy and analytic focus of the course. It will cover the types of public policies (federal, state and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation.

PUAG 605-O Topics and Cases in Urban Policy and Planning
Credits - 3

This course focuses on the basic analysis for the revitalization of and planning for communities in general and neighborhoods in particular. Emphasis is given to the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues and related areas. The emphasis is on the project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development. The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity. Students in the course will both, study

research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 608-O Community Organizations and Public Policy
Credits - 3

The course will cover how community-based organizations are affected by and affect urban development and city services. We will cover the types of public policies (federal, state, and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation. Community organizations often are defined by how state, federal and city governments define poverty, urban blight, and other measures of the community (including people, not just place). The capabilities and interests of communities often are quite different than those narrowly defined perceptions, and new public policy strategies are recognizing this. How communities communicate to the public policy arena and how government addresses community in that arena are important topics to consider as we search for effective means to solve problems and address issues that are of interest to both the nonprofit and public sectors.

PUAG 610-O Legislative Process
Credits - 3

This course focuses on a strategic study of the legislative process in the state and its impact on public and non-profit management.

PUAG 615-O Development of Financial Proposals for Public Sector
Credits - 3

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

PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs
Credits - 3

This course focuses on the study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course integrates methods designed to assist individuals and organizational groups in preparing for present and future opportunities; review and practice of techniques to improve knowledge, skills, attitudes, group behavior, and organizational structures. Topical problems, issues from operational and theoretical perspectives; emphasis on political, legal, economic, social, and environmental forces that shape the human resource function in public and nonprofit agencies will also be examined. The student will explore the negotiation and administration of collective bargaining agreements and issues that accompany the growth of the non-union sector in both private, non-profit and public sectors.

PUAG 626-O Special Topics
Credits - 3

The course explores modern topics in the field of public administration and non-profit management. Study of the economic, political, social affairs and contemporary challenges that affect the administration of public sector and nonprofit agencies are done. Understanding of the relationships between social, political, economic, and communication systems of today's modern world. Analysis of the management and leadership characteristics of the new public sector administrator, according to new management trends in the changing environment of the 21st Century.

PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations
Credits - 3

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

PUAG 640-O Development and Management of E-government Projects
Credits - 3

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

PUAG 665-O Capstone Course
Credits - 3

The purpose of this course is to engage the students in a capstone experience intended to bring together the various areas of knowledge and skills covered in the program. This course integrates knowledge from the curriculum and uses this core knowledge to complete an applied research project that demonstrates mastery of key concepts, methods, and skills in the public and nonprofit management program.

QUME 507 - Quantitative Methods and Statistics for Business
Credits - 3

This course provides an overview of quantitative methods and statistics applied in commerce and industry especially for the analysis of business situations and decision-making. Decision modeling of organizational systems uses statistics, mathematical and computer models to provide a quantitative perspective on identifying, analyzing and solving complex decision problems. Topics covered include equations for quantitative analysis, introduction to linear programming, break-even analysis, descriptive statistics, correlation and regression analysis, time series data analysis, probability, money variables over time, decisions analysis, networks analysis, sampling methods, statistical inference, hypothesis testing, and managing quantitative research simulation. Some sections may be technologically mediated.

REHU 600-O Human Resources Management and Organizational Development
Credits - 3

A comprehensive study of the key functions and processes of the human resources units through the evaluation of models and strategies directed toward promoting the organizational development. It emphasizes the critical analysis of the interdependence of the constitutive elements of managerial styles, strategic planning, culture and organizational

structure as a function of internal and external factors and their impact on recruitment, selection, classification, training and development, and performance evaluation processes.

REHU 610-O Training and Development of Human Resources
Credits - 3

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

REHU 611-O Labor and Industrial Relations in Human Resources Management
Credits - 3

A comprehensive study of the principal labor laws, the practices and the fundamental processes related to the field of labor and industrial relations. It emphasizes the impact of labor legislation and the collective agreements on the employee, union and management relations. It will also analyze the development function and coping mechanisms of the interaction processes between the union, the employees, and the management. It will discuss the rights, prerogatives, and obligations of the involved parties and their implications for the organizational system.

REHU 612-O Compensation and Benefits Management
Credits - 3

Evaluation of the human resources compensation and benefits system in the organization. Emphasis on the way the system is designed and implemented to promote professional quality as it is expressed in recruitment, motivation, and retention. Analysis of systems designed in the organization for human resources selection, recruitment, development, and evaluation.

REHU 614-O Security, Hygiene, and Labor Quality Life Management
Credits - 3

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

REHU 615 -O International Human Resources Management
Credits - 3

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

REHU 620-O Leadership in the Organization
Credits - 3

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

RESM 850 - Seminar in Information Systems I *
Credits - 3

In this course we examine the scope and role of research in management information systems. An exploration of theoretical foundation underlies the course. Information systems (IS) support the making and communication of decisions. Thus, this course highlights the role of IS research in the decision theory and other managerial frameworks. The course seeks to develop an understanding of the rather unique interdisciplinary nature of information systems research and its application and integration to other organizational disciplines. It is specifically designed for students to develop the necessary knowledge and ability to understand and evaluate current research in the field. This course will also allow you to make progress on your research in a structured way and to help fulfill program requirements, and two, to present professionalization information crucial to success in the field.

RESM 860 - Seminar in Information Systems II
Credits - 3

This course presents the fundamental techniques in business research integrating the most effective research design in a changing environment. The course includes the topics of design, configuration, measurement scaling and sampling. It addresses quantitative research using survey instruments, focuses strictly on qualitative research data collection procedures. It deals with the issues of planning for data analysis, model building and the data analysis process in light of current developments in the field of modeling. It also deals with the issue of research reporting and evaluation, with contemporary ethical considerations in business research.

RESM 862 – Research Seminar I
Credits - 3

The primary objective of this doctoral seminar is to survey the major theoretical perspectives and issues studied in organization and management research. Organization theory is currently one of the liveliest areas in all of social sciences in part because of the importance of understanding organizations. The course is designed to present and discuss the key domains in organization and management research. Also, students will learn how to write research proposals (grant writing) related to the discipline.

RESM 864 – Seminar in Management II
Credits - 3

This course presents the fundamental techniques in business research integrating the most effective research design in a changing environment. The course includes the topics of design, configuration, measurement scaling and sampling. It addresses quantitative research using survey instruments, focuses strictly on qualitative research data collection procedures. It deals with the issues of planning for data analysis, model building and the data analysis process considering current developments in the field of modeling. It also deals with the issue of research reporting and evaluation, with contemporary ethical considerations in business research.

RESM 866 - Dissertation I
Credits - 3

This is the first of two required courses of dissertation writing and was designed to help the student to produce a research proposal. This research proposal must have at least three (3) chapters as follows: Problem statement, Literature review and Methodology. This proposal should be the input for the second dissertation course.

RESM 867- Continuation of Dissertation I ****
Credits - 3

This is the continuation of the first of two required courses of dissertation writing and was designed to help the student to produce a research proposal. This research proposal must have at least three (3) chapters as follows: Problem statement, Literature review and Methodology. This proposal after approval by the Dissertation Proposal Committee, will be the input for the second dissertation course. The student has up to a maximum of three (3) attempts, any exceptions must be discussed with the Dean.

RESM 868 – Dissertation II

Credits - 3

The purpose This is the second of the two required courses of dissertation writing and was designed to help the student to produce the dissertation. This document must be the result of the research developed by the student and must comply with the requirements established in the Dissertation Manual of the School of Business. This course should finish with the oral defense of the dissertation made by the student.

RESM 869 – Continuation of Dissertation II *

Credits - 3

This course was designed to allow the student to continue the process of producing the dissertation. This document must be the result of the research developed by the students and must comply with the requirements established in the Dissertation Manual of the School of Business Administration. The course ends with the oral defense of the dissertation.

SCFG 503-O Human Development and Learning: The Early Years and Elementary

Credits - 3

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

SCFG 506-O Human Development and Learning: Secondary

Credits - 3

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

SCFG 508-O Education and Society

Credits - 3

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

SPAN 500-O Graduate Preparatory Spanish

Credits - 3

This is a preparatory Spanish course for graduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete graduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the UAGM Spanish Placement Test (for native speakers of Spanish) and scores between 0 and 40% must register for this course. This course requires the use of e-lab or the language lab.

SPAN 501-O Academic Writing for Graduate Students I

Credits - 3

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the AGMU Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. This course requires the use of E-Lab or the Language Lab.

SPAN 502-O Academic Writing for Graduate Students II

Credits - 3

A native speaking student who takes the AGMU Spanish Placement Test and receives a score of 65 to 100 percent will need to enroll in this course within the first semester of enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on written assignments. Students will learn how to make academic searches and properly use citations, footnotes, references, and so forth. Special emphasis will be placed on thesis elaboration, organization of ideas and elaboration of schemes, writing and revision of drafts, writing coherence, text cohesion, paragraph organization, and different types of introductory and concluding paragraphs. This course requires the use of E-Lab or the Language Lab.

STAT 555-O Statistics for Decision-Making

Credits - 3

The course centers on the study of concepts and statistical methods useful to administrators in their decision-making processes. The course covers descriptive statistics and inferential statistics. Computer applications are part of the course.

STAT 556-O Applied Managerial Statistics

Credits - 3

Business decision problems can be characterized as situations in which managers must select the best alternative from several competing alternatives. Managers frequently rely on results from statistical analyses to help make the best decision. The decision-aiding tools that can be applied by managers to gain insight into decision problems range from simple graphic displays of data to sophisticated statistical tests. Students use real-world data sets and PC-based software to describe sets of measurements, construct probability distributions, estimate numerical descriptive measures, and build multiple regression models.

STMG 600 - Leadership and Entrepreneurial Vision

Credits - 3

Analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organization's vision and mission. The course includes theoretical and analytical studies of types of leadership strategies, leadership styles and organizational context in which the leader works. Human resources strategies for empowerment and their impact on the organizational culture are also explored — application of theoretical knowledge about an individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuously changing global environment.

STMG 600-O Leadership and Entrepreneurial Vision
Credits - 3

This course focuses on the analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organizations' vision and mission. Human Resources Strategies for empowerment and its impact on the organizational culture are emphasized. Application of theoretical knowledge in relation to individual, interpersonal, and group behavior within the organization are studied. The course addresses the study of leadership and organizational behavior in a continuously changing environment.

STMG 601 - Strategic Management
Credits - 3

Analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses. The emphasis on the application of the vision, mission, goals, and objectives for the development of strategies in the planning process. Development of a strategic plan that includes identification and evaluation of alternatives for its control. This course is targeted at the development and application of analytical skills related to strategic planning.

STGM 601-O Strategic Management
Credits - 3

This course focuses on analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses is emphasized. The application of the vision, mission, goals, and objectives for the development of strategies in the planning process is studied. Development of a strategic plan that includes identification and evaluation of alternatives for its control is integrated in the course. This course is targeted to the development and application of analytical skills related to strategic planning**.**

STMG 602 - Technological Applications and Information Systems
Credits - 3

The course develops strategic management skills in entrepreneurial leaders for the operational integration of different information resources. It allows for the identification, analysis, and evaluation of alternatives for the improvement of the organizations' effectiveness. The course also emphasizes the importance of technology for strategic planning and problem-solving. This course focuses on the development and application of the knowledge and skills needed to understand, evaluate and make decisions related to information systems.

STGM 602-O Technological Applications and Information Systems
Credits - 3

This course develops analytical skills for the operational integration of different information resources. The course allows for the identification, analysis, and evaluation of alternatives for the improvement of the organizations' effectiveness. It emphasizes the importance of technology for strategic planning and problem solving. This course focuses on the development and application of the knowledge and skills needed to understand, evaluate and, make decisions related with information systems.

STMG 603 - Business Communication

Credits - 3

This course develops the needed communication skills for the efficient, effective and successful performance of the modern leader. It emphasizes the relationship between effective leadership and communication, its role, both internally and externally. Also included are the types of communication in the organization, reinforcing with the critical use of various techniques and the integration of technologies that support the management process of the effective leader. This course analyzes the responsibilities and tasks inherent in properly informing management decisions, how to handle communication in times of crisis and the expectations and tendencies of the leader as a communicator. It also emphasizes the support provided by the leader in the processes of changes and challenges of communication and the leader in the entrepreneurial dynamics.

STGM 603-O Entrepreneurial Communication

Credits - 3

The course focuses on analysis of effective skills for communication and presentations. Emphasis in knowledge and critical use of different techniques means and programs is integrated. The course evaluates different aspects of the communication process including audience, understanding the context, the receptor and the importance of feedback for an effective communication. This course also focuses on the study of theoretical and practical concepts for effective business communication.

STMG 604 - Organizations in a Global Economy

Credits - 3

This course studies of the opportunities that global economy offers to management. Analyze economic principles based on problem examination and the challenges presented in a globalized economy. It includes decision making on financial, economic and stock market issues. This course evaluates strategic opportunities and risks regarding organizational development in the global context.

STGM 604-O Organizations and Global Economy

Credits - 3

The course studies the opportunities that the global economy offers to management. The course analyzes economic principles based on problem examination and the challenges represented on a globalized economy. It includes decision making on financial, economic, and stock market issues. It evaluates strategic opportunities and risks regarding organizational development in the global context.

STMG 608 - Strategies for Change, Professional and Entrepreneurial Development

Credits - 3

Strategic analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Tolerance and respect for diversity and group dynamics. Evaluation and design of strategies for the development of a world-class organizational culture. The emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

STGM 608-O Strategies for Change, Professional, and Entrepreneurial Development

Credits - 3

The course focuses on analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension, respect for diversity, and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture is integrated. It emphasis on environmental and structural forces within the organization are a main topic. The course appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

SWGR 504-O Social Policy Analysis

Credits - 3

This course consists of a systematic analysis of the development of the social policies that impact the Social Work field in the United States. It promotes a critical analysis of the political, social, cultural and economic contexts that influence these policies. It supports the acquisition of theoretical and practical knowledge of the design, implementation and evaluation processes of social welfare policies. The course encourages the use of practice-based research to achieve positive action towards the goal of social justice and equality.

SWGR 505-O Human Diversity and Social Justice

Credits - 3

This course is directed to the study of human diversity and to promote cultural competence among advanced social work students. Students will analyze and evaluate the concepts of human diversity, discrimination, oppression, economic and social inequalities and social justice. Racism, sexism, heterosexism, homophobia, religious fundamentalism, ethnocentrism, classism, ageism and disability status are examined. Strategies are discussed and applied to mitigate the social injustices that affect United States' society. Students will develop self-awareness of their own social and cultural identities and how it affects their professional relationship with participants.

SWGR 506-O Social Work with Individuals and Families

Credits - 3

An introductory course that presents the historical and theoretical foundation of Social Work, its values, and the skills required to serve and work with individuals and families. It promotes a critical analysis and evaluation of the principal models that explain the person's functionality within the environment from a bio-psycho-social perspective. Analyses the Social Worker's role and instill in the students the commitment to work with diverse populations. It allows the development of knowledge of the specific models of intervention. Systemic elements are discussed such as injustice, inequality, racism, discrimination and violence, and their impact on individuals and families. The course explores the different codes of ethics that guide social workers and the legal considerations inherent in the profession. It, also, introduces students to the importance of conducting practice based on research evidence and conducting research on professional interventions and practice.

SWGR 507-O Social Work with Groups and Communities

Credits - 3

The course explores the process of formation, maintenance, and evolution of groups, communities, and organizations as social entities from a Social Work perspective. Attention is given to the unique structural characteristics that make up these entities and their roles in the promotion of systemic and structural changes that advance justice and equality. The course addresses the theoretical framework and develops the professional competence to work with groups, communities, and organizations. It also examines the socio-economic, political, and cultural aspects as well as the role of minorities in the group, community, and organizational processes. The focus is placed on the social worker's commitment to social justice, equality and respect for human rights in order to maximize the opportunity of oppressed and alienated groups to participate in the social life and economy of today's United States. It emphasizes the ethical and legal responsibility of the professional social worker towards these populations**.**

SWGR 510-O Research Design

Credits - 3

This course deals with the methodology of designing scientific, social research. It discusses quantitative and qualitative concepts and procedures applying them to the practice of social work. The topics include research development, theoretical approaches, ethics in research, and elements of diversity in the investigation, the discussion comparison and application of quantitative and qualitative designs, samplings, the elaboration of research tools and data and information gathering. It facilitates skill development and fundamental knowledge for the design and completion of research in social work.

SWGR 511-O Research Analysis

Credits - 3

This is the second part of the 6 credits course centralized in the scientific, social investigation in Social Work. It deepens the elements of quantitative and qualitative data analysis as well as the preparation of reports with analyzed data and their conclusions. Among the topics are the techniques for data gathering, validation criteria, reliability and quality in research, data processing and presentation, and the use of programs for quantitative and qualitative analysis. Importance of protection of human subjects and diversity in populations is discussed.

SWGR 555-O Social Work with Seminar and Field Practicum I

Credits - 6

The course corresponds to the foundation component of supervised social work generalist practice at the graduate level. It provides training experience in direct service and intensive supervision focused on the importance of acquiring generalist intervention skills with individuals, groups, families, communities, and organizations. It is expected that students can consolidate their education at this level based on the foundation of social work given the systemic multiplicity, diversity, equity, welfare and social justice of the client system. In the early stages of the course the social workers in training, within their practice scenario, should analyze, contrast and evaluate individual idiosyncrasy versus the professional role and how to harmonize them, considering the ethical and legal issues which frame their execution. The course encourages students to achieve mastery of the practice scenario, applying their understanding of the services' philosophies, institutional policies and procedures, applying intervention skills under the generalist model, evaluating the relationship of human behavior and their environment from an ecosystems perspective. In addition, the course allows for the integration of social research conducted by students in the practice scenario and in the practice seminar in social work where students attend three hours a week.

SWGR 601-O Theories and Models of Human Development and Behavior I

Credits - 3

This is the first of two courses that introduce students to models and theories of human behavior and development. This course covers the early span of development, from conception through adolescence. Students are required to critically analyze the implications of these models for United States' society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 602-O Clinical Intervention I

Credits - 3

This course is part of an advanced component of the curricular model. This is intended to aid the students, therapeutic skills in the context of clinical social work based on the theoretical and practical components aimed at intervention with individuals, families, couples, and groups. The approach is aimed at the development of skills through analysis and application of established models, therapeutic techniques, treatment plans and also by identification of various mental disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) for precise diagnostics. Several aspects that relate to the environmental and psychosocial functioning in which humans operate are considered. Moreover, analysis of the various roles of the social work professionals' functions and activities as well as the personal traits or qualities necessary to facilitate the process and the various clinical intervention strategies is taken into consideration. Similarly, it's intended that students develop the skills necessary to identify the strengths and the importance of prevention promotion in order to achieve improved psychosocial functioning. Students are expected to consider legal ethics, human diversity and culture to identify the needs, problems, and concerns that require attention during the clinical intervention.

SWGR 604-O Social Work and Mental Health

Credits - 3

This course is directed to the analysis and evaluation of the role, function, as well as the social, ethical and legal responsibility of the clinical social worker that provides services to clients that present mental health problems. It focuses on

the concepts of mental illness, the elements involved and the factors that influence the development of mental conditions from a biological, systemic and holistic perspective. The course explores the more common mental conditions, their etiology, and prevalence, and the methods of prevention and treatment in accordance with the DSM IV-TR as a tool in the diagnosis of mental illness.

SWGR 606-O Theories and Models of Human Development and Behavior II
Credits - 3

This is the second of two courses that introduce students to models and theories of human behavior and development. This course covers the later span of development, from young adulthood to death. Students are required to critically analyze the implications of these models for United States' society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 607-O Clinical Intervention II
Credits - 3

This course is part of an advanced component of the curricular model. It's designed to continue developing in the student the clinical intervention skills required for the social work field. It also enables students to correctly identify the proper selection of the theoretical model and therapeutic intervention techniques considering the target population. It emphasizes on the analysis of various mental disorders and the situations presented by the participants with the purpose of enabling students to develop effective treatment plans. Provides attention to the discrimination that can occur when an individual is diagnosed with a mental disorder, such as their needs and limitations to human services. Students are expected to further develop the skills in identifying needs, problems, and concerns that require attention during the clinical intervention.

SWGR 608-O Psychopathology, Human Behavior, and Social Environment
Credits - 3

The course examines the history of mental health in the United States in its sociocultural context and evaluation of different approaches to studying psychopathology. The student is expected to classify mental disorders, identify its causes, categories, symptoms, severity level, time and specific criteria for effective clinical diagnoses. It is important to analyze the factors that influence the development of mental conditions from a biological, psychological, social and spiritual perspective to a systemic and holistic approach. Likewise, the relationship between human behavior and social environment.
The course explores some of the most common mental conditions, their etiology, and prevalence, prevention and treatment methods according to the Diagnostic and Statistical Manual of Mental Disorders, as a diagnostic tool for the social worker. The student is directed to the evaluation of the functions, roles, and social responsibility as well as the contrast of the ethical and legal aspects of the social worker in clinical practice.

SWGR 610-O Management of Social Services
Credits - 3

Study of management theories and models related to non-profit management, specifically social service agencies and community organizations. The course will cover topics such as governing structures, administrative leadership, policy development, program planning and development, human resources, fundraising, budgeting, marketing strategies, community organizing and program evaluation, among others.

SWGR 613-O Administration and Supervision of Human Resources
Credits - 3

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

SWGR 615-O Evaluation of Social Services and Programs

Credits - 3

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

SWGR 616-O Violence and Society

Credits - 3

This course examines the nature and causes of violence in society, and how its manifestation contributes and perpetuates violence on an interpersonal and intrafamilial level. A diversity of manifestations of violence will be examined from macro and micro-system perspectives. Students will also research and examine the systemic and ecological aspects that perpetuate oppression, inequality, and social injustice, and how these affect human and social group behavior and development. Particular focus is placed on the acquisition of the knowledge to identify and assess risk factors, and on the research skills to evaluate, compare, and contrast different prevention and treatment alternatives. In addition, the course will look at case studies that particularly reflect United States' reality, considering the ethical and legal elements that affect social worker's interventions.

SWGR 620-O Adult and Elderly Development

Credits - 3

This course focuses on the acquisition of knowledge and skills for interventions with adults. It explores factors that promote well-being and prevent illness and disorders in adults and the elderly. Bio-psycho-social theories of aging, the impact of health disorders on individuals and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to health will be presented.

SWGR 623-O Drug and Substance Abuse

Credits - 3

This course will address current theories on the use, abuse, and chemical dependency of psychoactive drugs and alcohol. It also evaluates the social worker interventions with populations that face these addictions. The significance of drugs such as caffeine, nicotine, cocaine, opiates, hallucinogens, inhalants, marihuana, amphetamines, sedatives, and alcohol will be discussed according to their classification in the DSM IV-R. On the other hand, theoretical intervention models with active populations will be identified in the use, abuse or dependency of psychoactive drugs and alcohol as well as rehabilitation and relapse prevention services.

SWGR 625-O Psychopharmacology and Social Work

Credits - 3

This course has a clinical and orientation to practice. The aim is to examine the interaction and impact of psychopharmacological medication as part of the treatment of mental health patients. Clinical practice of social work includes the acquisition of knowledge of psychotropic medications, and how they interact with the treatment plan. An integral part of this course is to focus on the design of treatment plans through the use of technology resources, recent research related to therapeutic interventions with families and patients.

SWGR 627-O Mental Health Services and Policies

Credits - 3

The course discusses the historical development of the mental health services in the United States. It analyzes the public policies, regulations and the administration of the mental health services, together with the programs, promotional services, prevention, treatment and rehabilitation of children, adolescents and the adult population. The relationship between the

governmental sector, private providers, insurers and community-based organizations for the provision of mental health services will be discussed. The impact of federal laws and the financial mechanism for the provision of mental health services will be critically examined. The course will also analyze the stigmatization affecting mental health patients as a human rights and social justice issue.

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

SWGR 632-O Social Policy Design and Program Development
Credits - 3
Review of the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the skills associated with facilitating the enactment of these policies. Applicable local laws and their process will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings, and conferences.

SWGR 655-O Social Work with Seminar and Field Practicum II
Credits - 6
The course corresponds to the advanced curriculum in clinical social work. Allows students to contrast generalist social work and clinical social work and discusses values, ethical and legal issues in professional practice. It is expected that students develop clinical and therapeutic skills for the identification of psychosocial problems on the client system. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented. At this stage, it is expected that students, within the practice scenarios, should analyze, contrast and evaluate the intra-psychic world and ecosystem factors in the client system, in order to identify problems, diagnose, select models and therapeutic techniques to guide the design of clinical interventions. The course encourages students to achieve integration of evidence-based practices in the intervention with the client and practice communication strategies with different professionals. In turn, students should reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 665-O Social Work with Seminar and Field Practicum III
Credits-6
The course corresponds to the advanced curriculum in clinical social work. It provides students the opportunity to continue their development of advanced diagnostic skills, design, and implementation of therapeutic interventions with the client system. The course emphasizes effective utilization of the DSM-IV-TR for the diagnosis of mental health conditions and the identification of psychosocial problems by the client system and clinical conceptualization, guided by the design and implementation of the treatment plan from this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented. During this course, it is expected that students integrate their knowledge, values, and skills expected for the advanced level in social work. The course is designed to strengthen professional identity and strengthen the commitment of the student to work with individuals and groups providing emphasis on intervention with families and couples, by applying appropriate models and therapeutic techniques. In addition, the

course encourages students to achieve integration of evidence-based practices in the intervention with the client and to communicate with different professionals. Students must reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 670-O Comprehensive Exam I
Credits- 0
The comprehensive exam I is an individual exercise course covering the master's degree foundation courses, these are SWGR 504-O, SWGR 505-O, SWGR 506-O, SWGR 507-O, SWGR 510-O, SWGR 601-O, SWGR 606-O and SWGR 555-O. The exam is divided into three areas: a) research, b) foundation c) generalist practice.

SWGR 671-O Comprehensive Exam II
Credits - 0
The comprehensive exam II is an individual exercise course covering the master's degree Major courses; these are SWGR 511-O, 602 SWGR-O, SWGR 607-O, SWGR 655-O and SWGR 665-O. The exam is divided into three areas: a) research, b) specialty c) advance practice.

SWGR 801 - Philosophical Foundations of Social Work
Credits - 3

This course focuses in the analysis of the epistemological, ontological and ethical bases of Social Work. Additionally, the course will apply and practice the social science behind Social Work, including a historical review of the different social-economic conceptions of social justice from the Modernity to the present day. This investigative approach will be carried out in constant reference to the specific challenges posed by modern and contemporary social history.

SWGR 802 Justice and Social Policy
Credits - 3

This course is designed to expose the student to in-depth analysis of the dynamics of oppression and social justice within a historical perspective. The course will also incorporate multicultural perspective of this phenomenon in other countries. The analysis includes the conceptualization, implementation and evaluation of social policy for social justice. Topics such as social class, ethnicity, gender and race, among others, will be discussed.

SWGR 803 Social Policy and Organizational Behavior in North and Latin America

Credits - 3

This course will overtake an advanced analysis of institutional research using social work theory and practice to implement social policy in North and Latin America. The knowledge arising from the research will be identified and analyzed. Additionally, the political, social, economic, cultural, and diversity aspects that interact within organizational behavior will be discussed.

SWGR 804 Social Work Theory and Practice: Programs Administration and Social Policy

Credits - 3

This course is designed to expose students to advance theory and practice of social work administration and its relationship with social policy. Similarly, the course will emphasize on critical analysis of theories that guide practice in social work administration and social policy implementation. Students are expected to identify and analyze social programs administration models developed by social workers, communities and other sectors. A research project that includes analysis and model design of administration program in a social organization will be elaborated.

SWGR 811 Epistemology in Social Work Research

Credits - 3

This research course is the first in a sequence of three (3) courses. It is an introduction to epistemological considerations and research methodology in the Social Sciences and Social Work. This course includes advanced analysis of theoretical and ethical research aspects. Students will be exposed to the possibilities of social research for social change and social justice. Analysis of social research in the conceptualization, formulation, implementation and evaluation of social policy. Research project for the development or evaluation of a social policy of the student's social environment or country of selection.

SWGR 812 Social Work Quantitative Research

Credits - 3

Introduction to quantitative research methodology in the social sciences. Analysis of quantitative methods applied to social research, from a theoretical and practical perspective. Exposure to available technology for the collection and analysis of quantitative data (SPSS and others).

SWGR 813 Social Work Qualitative and Mixed Methods Research

Credits - 3

Emphasis on promoting qualitative research as a strategy for the production of knowledge related to the Social Work practice and the conceptualization, implementation, and evaluation of social policy. Analysis and advanced application of qualitative and mixed methods for the creation of social policy, legislation and social programs that respond to the needs of diverse populations. Exposure to available technology for the collection and analysis of qualitative data (NVIVO and others).

SWGR 820 Social Services Management

Credits - 3

This course provides an overview of management principles applied in the service industry. It includes the application of management theories, effective characteristics, problems, communications, leadership, and particular management problems in service programs.

SWGR 821 Human Resources Management

Credits - 3

This course explores the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Topics include effective training, need assessment, program development, instructional design, delivery, evaluation, and the determination of the return of investment (ROI).

SWGR 822 Management and Budgeting in Government and Social Organizations

Credits - 3

This course addresses the theory of public management and budgeting spending and explores past and present applications in the federal government and social organizations. The course also integrates experiences of management and budgeting in other countries in a way that the students can compare different scenarios.

SWGR 823-O Executive Leadership: Models and Strategies

Credits - 3

This course is designed to expose students to the development and practice of identified leadership skills. A comprehensive study of the theory base for leadership, analysis of leadership and management processes, exploration of individual assets and liabilities of leaders, examination of leadership in groups.

Pre-Requisite: Core professional courses

SWGR 830 Compendium for Social Work Practice with Individuals, Families, Groups and Communities

Credits - 3

This course is designed to expose students from other disciplines to social work theory and practice with individuals, families, groups and communities. Emphasis is given to social work evidenced based practice. Study of the ethical, professional behaviors and competencies in social work practice. Exposure to the following topics: social justice, human rights, diversity, and differences in social work practice.

SWGR 831 Strategic Planning in Organizations and Community

Credits - 3

In this course, the students will explore the theory and practice of the Strategic Planning Paradigm. As a tool for social programs administration, the students can learn how to apply the strategic planning, like mission and vision statements, environmental scanning, identification of strengths and weakness, strategic policies, interventions, and others.

SWGR 832 Social Programs Evaluation: Theory and Practice

Credits - 3

This course focuses in the examination of evaluation strategies, techniques, and models applicable to social programs. Study of the application of objectives to evaluation development of designs, systematic approaches to assessment, problems of implementation and accountability. The course allows students to analyze and design appropriate strategies for evaluating social programs. The course emphasizes applications in fieldwork settings.

SWGR 840 Dissertation Seminar

Credits - 3

This course focuses on the formulation, discussion and approval of the doctoral dissertation proposal. Includes conceptualization of research and methodology.

SWGR 841 Comprehensive Exam

Credits - 0

This course requires the writing of a publishable essay, with demonstration of analytical skills. The student will expose controversies between the theory and practice of social work, possible solutions, integrating content from one of the core courses, one of the research courses, and one of the concentration courses.

SWGR 842 Doctoral Dissertation I

Credits - 3

The course focuses on the advanced application of theory for Social Work administration practice and policymaking. Requires in-deeply analysis and advanced application of qualitative, quantitative or mixed methods research methodology. The approval of the doctoral dissertation is subject to institutional regulations.

SWGR 843 Doctoral Dissertation II Continuation

Credits - 3

The course allows the students to continue with the doctoral dissertation. Focuses on the advanced application of theory for Social Work administration practice and policymaking. Requires in-deeply analysis and advanced application of qualitative, quantitative or mixed methods research methodology. The approval of the doctoral dissertation is subject to institutional regulations.

TCOM 500 - Applied Mathematics in Telecommunications
Credits - 3
This course covers elementary discrete mathematics for computer science and engineering. It emphasizes mathematical definitions as well as applicable methods. Topics include formal logic notation; sets, functions, relations; elementary graph theory; Number theory; growth of functions; permutations and combinations, counting principles; discrete probability. Further selected topics may also be covered, such as state machines and invariants.

TCOM 503 - Introduction to TCP/IP
Credits - 3
The Internet is also one of the world's most powerful communication tools. This course will discuss and present the underlying applications, components and protocols of TCP/IP and its necessary link to the Internet. The Introduction to TCP/IP course will help participants learn how to identify TCP/IP layers, components and functions. Navigation tools, TCP/IP services and troubleshooting methodologies are also covered in this course.

TCOM 511 - Internet Technologies
Credits - 3
The Internet Technologies course begins with an overview of the Internet, its history, organization and structure. Once the general structure is understood, we look at different ways to access the Internet, both as an individual user and as a group of users. Areas such as copyrights issues, bandwidth considerations, portal development, practical research using the internet, FTP and electronic mail, HTML, web servers, graphics, scripts, tables, audio, video and security are covered.

TCOM 512 - Introduction to Networks
Credits - 3
This course introduces participants to the key concepts of data communications, telecommunications, networking, technologies, components, and protocols used in local area networking (LAN) and wide area networking (WAN) environments. Students will learn about the popular LAN protocols of Ethernet, Token Ring, and asynchronous transfer

mode (ATM), with emphasis on all speeds of Ethernet. This course also introduces the most widely used network operating systems.

TCOM 513 - Information Technology (IT) Project Management
Credits - 3

Information Technology (IT) Projects are major organizational investments. In today's Global Economy the level of success of these projects is paramount to Enterprise Sustainability and continued business. This class will concentrate on providing not only the basic PM skills but will concentrate on the particular techniques designed for technology-based projects, ITPM. It will discuss and explain PMBOK techniques (Project Management Body of Knowledge), the ITPM cycle, tools and processes, scope definition, verification and control. ITPM estimation techniques, risk management, analysis, assessment, monitor and control methods will be covered also. Implementation, closure and evaluation techniques specifics for ITPM projects will also be presented and discussed.

TCOM 514 - Telecommunications Governance I
Credits - 3

IT governance is an integral part of the business and an integral part of corporate governance. IT governance consist of the leadership, organizational structures and processes that ensure that the organization's IT sustains and extends the organization strategies and objectives. The key goal of technology governance is enterprise sustainability. This series of two courses will cover the framework elements, areas of focus, risk management, strategic alignment, performance measures, IT value delivery and resource management in the design of an effective IT governance plan and strategy. This first course will focus on the basics of IT governance including the legal framework, global standards and considerations, governance archetypes and will study practical cases in various organization types.

TCOM 515 - Telecommunications Governance II
Credits - 3

IT governance is an integral part of the business and an integral part of corporate governance. It governance consist of the leadership, organizational structures an processes that ensure that the organization's IT sustains and extends the organization strategies and objectives. The key goal of technology governance is enterprise sustainability. This series of two courses will cover the framework elements, areas of focus, risk management, strategic alignment, performance measurements, IT value delivery and resource management in the design of an effective IT governance plan and strategy. This second course will focus on the mechanisms for implementing IT governance, linking strategies and performance, leadership principles, business intelligence, real time business intelligence, changing landscape of the telecommunications industry. Multiple cases will be presented, and the students will create a BI based strategy and roadmap.

TCOM 516 - Telecommunications Management & Policy
Credits - 3

This course presents and discuss the most relevant aspects of the telecommunications sector from policy, business and technology perspectives. It presents and studies the driving forces behind the changes in the telecommunications policy and the significant impact of legal and regulatory changes on business operation. It focuses on the globalized enterprise challenges, opportunities and threats. Such key issues as global economy and its impact on information and communications technologies (ICT´s), enterprise strategy and telecommunications, standards, ISO´s and good practices, challenges and risk involved in information and telecommunications management are thoroughly covered. The role of ICT´s in innovation, value creation and global strategic positioning are also presented through actual cases.

TCOM 521 - Networking Fundamentals
Credits - 3

This course introduces participants to the key concepts of data communications, telecommunications, networking, technologies, components, and protocols used in local area networking (LAN) and wide area networking (WAN)

environments. Students will learn about the popular LAN protocols of Ethernet, Token Ring, and asynchronous transfer mode (ATM), with emphasis on all speeds of Ethernet. This course also introduces the most widely used network operating systems. Basic network design and security concepts are discussed.

TCOM 523 - Wireless Networks
Credits - 3

This course covers fundamental concepts related to wireless networks including wireless channel characteristics, wireless data transmission, multiple access protocols, error control, wireless standards, and cellular concepts and resource allocation. It provides a broad understanding of modern wireless networks, in particular local area networks and cellular networks. Students are exposed to design and analysis concepts that are essential in the development of wireless networks.

TCOM 524 - Technological & Scientific Innovation
Credits - 3

Innovation; practical creativity; effective creative scientific thinking methods and procedures; new ideas development are all key elements of a successful scientist. This course will introduce and cover the scientific methods used in innovation and creative thinking. Will introduce innovation from the standpoint of the modern school of innovation scholars such as, Schumpeter, Eric Rogers, Von Hippel, Altshuller (the engineer that created TRIZ or theory of inventive problem-solving), Alex Osborn, Robert Sternberg and others. Will cover innovation toolkits such as Altshuller's innovation pyramid, Burgelman and Seigel's minimum winning game, Osborn and Parnes' creative problem-solving (CPS), Altshuller's TRIZ, Amabile's internal and external motivation, Guilford's convergent and divergent thinking and Ries' build-measure-learn wheel. Will also cover Christensen's disruptive innovation process, Usher's path of cumulative synthesis, Van de Ven's leadership rhythms, d.school's design thinking modes, Henderson and Clark's four types of innovations, Rogers' adoption and diffusion curve, Abermathy and Utterback's three phases of innovations, Chesbrough's open innovation, March's exploration vs exploitation, Powell and Grodal's networks for innovation and Boyd's OODA loop.

TCOM 556 - Design and Configuration of Voice Networks
Credits - 3

This course explains the structure and design of telecommunication networks, both large and small. It begins with an overview of the public telephone network and describes the large networks and transmission facilities that switch telephone calls. Presents and explains the many and varied techniques, solutions, principles, and challenges both carriers and end users develop, experience, and overcome in implementing Voice-over IP services. Then it focusses the PBX switching systems that are essential to most businesses.

TCOM 606 - Network Design Project
Credits - 3

Development, analysis, simulation and implementation of a significant design project related to the area of Computer Networks. Discussion of design constraints and manufacturing cost, compatibility with the environment, aesthetics, safety, possible social, political, or ethical implications. Development of a prototype including discussion of the design cycle and experimental verification or simulations. A detailed written report and final presentation are required.

TCOM 609 - Thesis, Continuation
Credits - 3

The purpose of this course is to establish the relationship and working environment between the student and thesis advisor. The student must select a subject matter and obtain advisor's approval. The thesis advisor will provide feedback and guide the student through the process of writing his thesis including guiding the student through the investigation proposal and process and is course studies the principles and methods and techniques of scientific investigation and proper academic redaction. At the end of the course the student will have the written thesis proposal. Of not finishing it he will be to register

the course again to culminate properly his proposal. For more details on the matter the student will have to be read to the Graduate Catalog and Academic Norms.

TESL 522-O Theory and Practice of Teaching ESOL Students in Schools
Credits - 3

The above course examines the various methods for teaching a second language, as well as its principles & foundations. It reviews the evaluation, design and adaptation of materials for teaching English as a second language. Fundamental to this course is the critical analysis of research on methods for teaching a second language.

TESL 523-O Understanding English Language Learners for School Counselors
Credits - 3

This course has been designed for graduate students to meet the state required standards addressing English Language Learners. This course focuses on the application of the historical processes and research based on proven practices for English Language Learners to achieve academic performance in school from the perspective of the school counselor and school administrators' expectations and roles. The course is a survey of law, linguistics, culture, methodology, curriculum, and assessment practices that impact student achievement and school administrators. Students will develop a clinical field experience project that applies to their area of expertise.