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

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ÁNGELA DE JESÚS ALICEA, Ph.D., Chancellor
ELIA M. COLON BERLINGERI, Ed.D., Dean of Academic Affairs
MARTHA ECHANDY, Ed.D., Associate Dean of Academic Affairs
JOSE M, ROMERO VAZQUEZ, Ed.D.., Dean of Administration
ROSA J. MARTÍNEZ RAMOS, Psy.D., Dean of Students
VACANT, Director of the Office of Evaluation and Strategic Planning
ISMAEL VAZQUEZ SIERRA, M.Div., Director of the Office of University Chaplaincy
LUZ A. ORTIZ RAMÍREZ, M.B.A., Director of Marketing and Promotion
EDNY SANTIAGO FRANCESCHI, M.A. Ed., Director of the Information Access Center
LEIDA VELAZQUEZ VAZQUEZ, Director of Continuing Education Program
MARIA MARES GARCIA, M.B.A., Director of Human Resources
EDUARDO GARCIA RODRIGUEZ, M.A., Director of Distance Education
JUANA APONTE CABRERA, M.S., Director of Information and Telecommunication

Management of Registration Services

EILEEN RIVERA RIVERA, M.B.A., Manager of Registration Services
OSCAR SANTIAGO VAZQUEZ, M.B.A., Registrar

LAURA E. FERRER SÁNCHEZ, M.A., Director of Admissions
NEDALIS DAVIS COLON, B.B.A., Financial Aid Director
TERESSA MANAUTOU HERNANDEZ, M.B.A., Bursar

Academic Departments of the Guayama Campus

ANGEL ORTIZ MARTINEZ, M.A, Department Chair of Education, Social Sciences and Humanistic Studies
JUAN L TORRES OCASIO, M.B.A., Department Chair of Business Administration
MARISOL VELEZQUEZ GONZALEZ, Ed.D., Department Chair of Health Sciences
MARIA G. RIVERA GONZALEZ, Ed.D, Department Chair of Natural Sciences and Technology
YAITZA RIVERA CARRION, M.S.N., Associate Director of Ryder Extension Project.

Metropolitan Campus

MARILINA WAYLAND, M.S., Chancellor
MIGDALIA M. TEXIDOR, M.A., M.T. (ASCP) Dean of Academic Affairs
CARMEN A. OQUENDO, Ph.D., Dean of Students
VACANT, Dean of Administration
CLARIBEL RODRIGUEZ VERA, M.U.P., Director of the Strategic, Planning and Evaluation Office
EDUARDO ORTIZ, M.S., Director of the Information and Telecommunications Center
REINALDO ROBLES, M.B.A., Director of Marketing and Student Promotion
BEATRICE RIVERA, M.A., Director of the University Guidance Program
MARÍA DE LOURDES RESTO, M.L.S., Director of the Information Access Center
IVELISSE VALENTIN VIERA, D.Min., Director of the University Chaplaincy Office
IDELIZ RODRIGUEZ AVILES, B.A., Director of Continuing Education

Registration Services Management

LUIS ENRIQUE RUIZ, B.A., Manager of Registration Services
JANIES OLIVIERI CAMPOS, M.B.A., Director of Admissions
LISETTE RIVERA, M.A., Registrar
LILLIAM CONCEPCION COTTO, M.A., Financial Aid Director
CARMEN B. RIVERA, M.B.A., Bursar

Academic Divisions of the Metropolitan Campus

Division of Science and Technology

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

Division of Economic and Administrative Sciences

FREDERIK VEGA, LL.M., Dean
CARLOS ROM GORIS, M.B.A, Director of Department Undergraduate Programs
GERARDO GONZALEZ NUNEZ, Ph.D., Director of the Department of Graduate Programs

Division of Humanistic Studies

OSCAR CRUZ CUEVAS, Ph.D., Dean
RAQUEL PUIG CAMPOS, Ph.D., Director of the Department of Modern Languages
JOSE EFRAIN HERNANDEZ ACEVEDO, Ph.D., Director of the Social Sciences Department
MIGUEL CUBANO MERCADO, Ed.D., Director of the Department of Popular Music
ANGEL VÉLEZ, Ed.D., Ph.D., Director of the School of Theology and History

Division of Education and Behavorial Professions

CARMEN COLLAZO, Ph. D., Dean
CARLOS J. CORTES GONZALEZ, Ed..D., Director of the School of Education
LUIS E. SOTO MIESES, J.D., Director of the School of Criminal Justice
JAIME SANTIAGO PEREZ, Ph.D., Director of the School of Psychology
JOSE L. CASTRO BORRERO, Ph.D., Director of the School of Social Work

Ponce Campus

VILMA COLÓN, Ed.D., Chancellor
VÍCTOR A. FELIBERTY, Ph.D.,B.S.I.E., Dean of Academic Affairs
JULIO CÉSAR MUÑOZ GÓMEZ, M.I.B.A, Dean of Administration
ANA M. VILLANUEVA MATOS, Ed.D., Dean of Students
KEVIN NEGRÓN VÁZQUEZ, M.A., Associate Dean of Distance Learning
MARYANN RODRIGUEZ SANTIAGO, Assistant Dean of Administration
DILIA RODRÍGUEZ BESOSA, M.Ed., Assistant Dean to the Dean of Academic Affairs
MARIA M MUÑOZ, M.B.A. Director of Continuing Education Program
YANIRA SANTIAGO ORTIZ, M.I.B.A., Director of Human Resources
ANSELMO ÁLVAREZ, M.P., Director of Evaluation and Strategic Planning
VACANT, Director of Marketing and Student Promotion
LUCY I. ROSARIO, M.Div., Director of the Religious Life Office
HÉCTOR MARTÍNEZ, M.Ed., Director of Guidance Center
MARÍA M. SILVESTRINI, M.L.S., Director of the Information Access Center
ALMA I. RÍOS, M.B.A., Assistant Dean to the Dean of Academic Affairs
EVELYN CASTILLO, M.H.R., Assistant Dean of Accreditations and Licensing
HILDA V. STELLA, J.D., Director of External Resources
ANTONIO L. RAMOS, M.B.A., Director of the Information and Telecommunications Center
ISABEL ROSARIO, M.A. Executive Secretary of the Academic Senate

Registration Services Management

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

Academic Service Management

RAFAEL SANTIAGO, M.B.A., Assistant Dean of the Management of Academic Services
ORLANDO GONZALEZ CHEVERE, Ed.D., Academic Director of Humanistic and Educational Studies
VIVIEN E. MATTEI COLON, M.A., Academic Director of Social and Behavioral Sciences
YVETTE RIVERA MARTINEZ, Ed.D., Acting Academic Director of the Department of Science and Technology
JOSÉ GARCÉS, Academic Coordinator of Radiological Sciences
NAHIR E. SOTO, O.D., Academic Coordinator of Health and Optical Sciences
KATHERINE RIVERA, D.P.T., Academic Coordinator of Speech and Occupational Therapy and Physical Therapy Assistant
RAQUEL GONZALEZ, M.S., Academic Director of Health Sciences
LILLIAM LABOY, D.B.A., Academic Coordinator of the Graduate School of Business
HERMINIO RODRÍGUEZ, D.B.A., Academic Coordinator of Economic Sciences
EUNICE CORDERO MORALES, D.B.A., Academic Coordinator of Entrepreneurial and Managerial Development
HECTOR L. FELICIANO TORRES, Ph.D., Director Online Learning
MARÍA A. VÉLEZ, M.A., Director Technical Certificates

San Germán Campus

AGNES MOJICA, M.A., Chancellor
NYVIA ALVARADO, Ph.D., Dean of Academic Affairs
FRANCES CARABALLO, M.B.A., Dean of Administration
RAÚL MEDINA, M.A., Dean of Student Affairs
EVELYN TORRES, Human Resources Officer
PABLO CARABALLO, M.Div., Director of Chaplaincy and Spiritual Welfare
ROGELIO TORO, M.B.A., Director of Information and Telecommunications Center
MARÍA MORALES, M.B.A., Director of Strategic Planning, Evaluation and Research
CARMEN I. RODRÍGUEZ, M.A., Director of InterAmerican San German School
ELBA T. IRIZARRY, Ed.D. , Director of the Graduate Studies Center
VÍCTOR BONILLA, Director of Security
DORIS ASENCIO, M.A.L.S., Director of the Information Access Center
MILDRED ORTIZ, M.A., Director of the Technical Studies Center
VACANT, Director of the Continuing Education Program
ENID CRUZ, M.A., Coordinator of the Adult Student Services Program
MARÍA Y. PÉREZ, M.A., Director of TRIO Programs
SYLVIA ROBLES, M.A., Director of the High School Equivalency Program (HEP)
DAISY PÉREZ, M.A., Director of the Guidance and Counseling Center
CELIA GONZÁLEZ, M.B.A., Director of Promotion, Recruitment and Marketing

Registration Services Management

MARÍA G. MARTÍNEZ, B.A., Manager of Registration Services
MILDRED CAMACHO, M.A., Director of Admissions
ARLEEN SANTANA, M.A., Registrar
BRUNILDA FERRER, B.B.A., Financial Aid Director
CARLOS SEGARRA, B.A., Bursar

Academic Departments of the San German Campus

IRIS SEDA RODRIGUEZ, M.S., Director of the Science and Technology Department
HECTOR MERCADO CANDELARIA, M.D., Director of the Department of Health Sciences
MARIA GARCIA VERA, Ph.D., Director of the Department of Social Sciences and Liberal Arts
AILIN PADILLA GONZALEZ, Ph.D., Director of the Department of Entrepreneurial and Management Sciences
NANCY COLON AGUILAR, Ed.D., Director of the Education and Physical Education Department
GARY MORALES RODRIGUEZ, Ed.D., Director of the Department of Music

PROFESSIONAL SCHOOLS

School of Law

JULIO E FONTANET MALDONADO, Doctor in Law, LL.M., Dean
YANIRA REYES GIL, Ph.D., J.D. Dean of Academic Affairs
HERIBERTO SOTO LÓPEZ, J.D., Dean of Administration
IRIS M. CAMACHO MELÉNDEZ, Doctor in Law, J.D., Dean of Students
MARÍA DE LOURDES RIVERA, M.B.A., Registrar
ROSYVEE GUZMÁN, M.A., Professional Counselor
SAMUEL SÁNCHEZ ESTRADA, B.B.A., M.B.A., Bursar
RICARDO J. CRESPO NEVÁREZ, B.B., Financial Aid Director
ÁNGELA R. TORRES ORTIZ, B.A., Admissions Officer
SHEILA GÓMEZ QUIÑONES, M.B.A., Director of Development
LUIS A. BORRI, M.Div., Director/Chaplain of University Chaplaincy Office
CARMEN PILAR LÓPEZ ARGÜELLES, J.D., Director of the Legal Continuing Education Program
HECTOR RUBÉN. SÁNCHEZ FERNÁNDEZ, J.D., Director of the Information Access Center
RAFAEL E. RODRÍGUEZ RIVERA, J.D., Director of the Legal Assistance Clinic
EDITH E. PABÓN RODRÍGUEZ, M.S. Executive Assistant, Office of Planning, Evaluation and Development
JORGE E. RIVERA PEÑA, M.Ed., Counselor
ÁNGEL N. CANDELARIO CÁLIZ, J.D. Director, Academic Support Program

School of Optometry

ANDRÉS PAGÁN FIGUEROA, O.D., M.P.H., Dean
ÁNGEL ROMERO AYALA, O.D., Dean of Academic Affairs
IRIS CABELLO RIVAS, O.D., Dean of Student Affairs
FRANCISCO RIVERA, M.B.A., Dean of Administration
DAMARIS PAGÁN O.D., M.P.H., Director of Clinical Affairs
JOSÉ M. DE JESÚS, O.D., M.A., Director of Academic Affairs
ILEANA VARGAS, M.D., Director of the Religious Life Office
ARLEEN CORREA, M.B.A., Executive Assistant to the Dean
VACANT, Executive Assistant to the Dean/Assessment Officer
WILMA MARRERO ORTIZ, M.L.S., Director of the Information Access Center
MARÍA JULIA AULET, M.S., Director of Development
LUZ OCASIO, B.B.A., Registrar
VACANT, Director of Admissions
LOURDES M. NIEVES PÉREZ, B.B.A., Director of Financial Aid
DAMARIS SÁNCHEZ, Administrative Affairs Officer
HÉCTOR SANTIAGO CHAMORRO, O.D., Ph. D., Research Director
JUAN L. GALARZA, O.D., Director of the Residency Program
MILAGROS RODRÍGUEZ, B.A., Human Resources Official
ELÍAS SANTIAGO, B.S.E.E.T., Administrator of the Information and Telecommunications System
DORIS ANTUNEZ O.D., Director of Continuing Education

Academic and Administrative Calendars

The following calendar applies with exceptions not relevant to the Orlando Study Center to all University campuses, schools and centers. These calendars are subject to change if extraordinary situations occur. For news concerning any such circumstances and additional information, students must visit **www.inter.edu.**

SUMMER 2022 (TERM CODE 2022-56)

May 1–May 31	Disbursement Memo
May 1– May 31	Course selection and tuition and all fees payment
June 1	Classes begin
June 1	Late registration and class changes
June 1	Cancellation of courses for students that have not paid tuition and all fees
June 6	Last day for dropping courses (total withdrawal) with 100% of tuition and all fees
June 7	Last day for dropping courses (partial withdrawal) with 50% tuition refund (fees not included)
June 8	Last day for registration changes
June 10	Initial accreditation of aid to students
June 14-15	Checks delivered to students
June 24	Last day to withdraw from individual or all courses with "W" and to report errors in previous term grades
June 28	Last day of class
June 29	Final examinations
June 30	Last day for faculty to enter final grades in the "Interweb Roll book"

FIRST SEMESTER 2022-2023 (TERM CODE 2023-10)

July 3–September 8	Disbursement Memo
March 1– August 15	Course selection and tuition and all fees payment
August 15	Classes begin
August 15-17	Late registration and class changes
August 22	Cancellation of courses for students that have not paid tuition and all fees
August 22	Last day for dropping courses (total withdrawal) with 100% of tuition and all fees
August 26	Last day for dropping courses (partial withdrawal) with 50% tuition refund (fees not included)
September 5	Holiday: Labor Day
September 6	Last day for registration changes
September 7	Initial accreditation of aid to students
September 7	Second accreditation and reimbursement
September 12	Third accreditation and reimbursement
September 20-21	Checks delivered to students
October 10	Holiday: Columbus Day
October 12	Midterm, last day for the faculty to report the removal of incompletes from the previous semester or summer sessions
November 4	Last day to apply for graduation at the end of this semester
November 4	Last day for the administration of Graduated Comprehensive Examination
November 11	Holiday: Veterans' Day
November 24-26	Thanksgiving Recess
December 2	Last day to withdraw from individual or all courses with "W" and to report errors in previous term grades
December 9	Last day of class
December 10	Study period
December 12-17	Final examinations
December 20	Last day for faculty to enter final grades in the "Interweb Roll book"
December 23 - January 6	Christmas Recess

SECOND SEMESTER 2022-2023 (TERM CODE 2023-30)

October 1-February 12	Disbursement Memo
October 1-January 22	Course selection and tuition and all fees payment
January 16	Holiday: Martin Luther King's Birthday
January 23	Classes begin
January 23-25	Late registration and class changes
January 30	Cancellation of courses for students that have not paid tuition and all fees
January 30	Last day for dropping courses (total withdrawal) with 100% of tuition and all fees
February 3	Last day for dropping courses (total withdrawal) with 50% tuition refund (fees not included)
February 10	Last day for faculty to enter AW to the "Interweb Rollbook"
February 10	Last day for registration changes
February 10	Initial award of financial aid to students
February 13	Second accreditation
February 20	Holiday: President's day
February 22-23	Check delivery to students and Direct Deposit
March 17	Midterm. Last day for the faculty to report the removal of incompletes from the previous semester or summer sessions
April 7	Good Friday
April 21	Last day to apply for graduation at the end of the next semester
April 21	Last day for the administration of Graduated Comprehensive Examination
May 11	Last day to withdraw from individual or all courses with "W" and to report errors in the previous term grades
May 14	Last day of class
May 15	Study period
May 17-22	Final examinations
May 25	Last day for the faculty to enter final grades in the "Interweb Roll book"
May 29	Holiday: Memorial Day
June 5-18	Graduation ceremonies. These dates are subject to change.

TRIMESTER I (TERM CODE 2022-13)
August-October 2022

June 1-August 22	Disbursement Memo
March 1-July 31	Registration
August 1	Classes begin
August 1-7	Late registration and class changes
August 8	Cancellation of courses for students who have not paid tuition and all fees
August 8	Last day to withdraw from individual courses with a refund of 100% of tuition and all fees
August 12	Last day to withdraw from individual courses with a refund of 50% of tuition cost (fees not included)
August 22	Last day for faculty to enter AW to the "Interweb Rollbook"
August 23	Last day for registration changes
August 23	Initial accreditation of aid to students
August 24	Second accreditation of financial aid
August 24	Third award of financial aid and reimbursement
August 25-26	Checks delivered to students and Direct Deposit
September 1	Last day for the administration of Graduate Comprehensive Examinations
September 4	Holiday: Labor Day
September 6	Last day for faculty to report the removal of incompletes from previous trimester or summer sessions
September 6	Last day to apply for graduation for next trimester
October 10	Holiday: Columbus Day
October 21	Last day of classes. Last day to withdraw from individual or all courses with "W"
October 24-30	Final examinations
November 1	Last day to enter grades in the "Interweb Roll Book"

TRIMESTER II (TERM CODE 2023-23)
November 2022 - February 2023

September 1-December 1	Disbursement Memo
October 1-November 5	Registration
November 6	Classes begin
November 7-12	Late registration and class changes
November 11	Holiday: Veteran's Day
November 14	Cancellation of courses for students who have not paid tuition and all fees
November 14	Last day to withdraw from individual courses with a refund of 100% of tuition and all fees
November 15	Last day to withdraw from individual courses with a refund of 50% of tuition cost (fees not included)
November 23	Last day for faculty to enter the AW to the "Interweb Rollbook"
November 23	Last day for registration changes
November 24-26	Thanksgiving Recess
December 9	Initial accreditation of aid to student
December 12-13	Check Delivery to student & Direct Deposit
December 14	Last day for the administration of Graduated Comprehensive Examinations
December 23	Christmas Recess begins
January 9	Classes continue
January 16	Holiday: Martin Luther King's Birthday
January 21	Last day for faculty to report the removal of incompletes from previous trimester or summer sections
January 21	Last day to apply for graduation for next trimester
February 17	Last day of classes. Last day to withdraw from individual or all courses with "W"
February 20	Holiday: President's day
February 21-27	Final examinations
February 28	Last day the faculty to enter grades to "Interweb Rollbook"

TRIMESTER III (TERM CODE 2023-33)
March-May 2023

January 1-March, 17	Disbursement Memo
February 3-28	Registration
February 18	Holiday: President's day
March 1	Classes begin
March 1-March 3	Late registration and class changes
March 9	Last day for registration changes
March 9	Last day to withdraw from individual courses with a refund of 100% of tuition and all fees
March 11	Last day to withdraw from individual courses with a refund of 50% of tuition cost (fees not included)
March 11	Cancellation of courses for students who have not paid registration
March 16	Last day for faculty to enter the AW to the "Interweb Rollbook"
March 30	Initial accreditation of aid to students
March 30	Second accreditation and reimbursement process
March 31	Check Delivery to Students and Direct Deposit
March 31	Last day for faculty to report the removal of incompletes from previous trimester or summer sessions
March 31	Last day to apply for graduation for next trimester
April 7	Good Friday
April 19	Last day for the administration of Graduated Comprehensive Examinations
May 19	Last day of classes. Last day to withdraw from individual or all courses with "W"
May 22-May 27	Final examinations
May 29	Holiday: Memorial Day
May 31	Last day to enter grades to the "Interweb Rollbook"

SUMMER 2023 (TERM CODE 2023-56)

May 1–May 31	Disbursement Memo
May 1– May 31	Course selection and tuition and all fees payment
June 1	Classes begin
June 1	Late registration and class changes
June 5	Cancellation of courses for students that have not paid tuition and all fees
June 8	Last day for dropping courses (total withdrawal) with 100% of tuition and all fees
June 8	Last day for dropping courses (partial withdrawal) with 50% tuition refund (fees not included)
June 8	Last day for registration changes
June 9	Initial accreditation of aid to students
June 13-14	Checks delivered to students
June 23	Last day to withdraw from individual or all courses with "W" and to report errors in previous term grades
June 27	Last day of class
June 28	Final examinations
June 29	Last day for faculty to enter final grades in the "Interweb Roll book"

Tuition, Fees and Other Charges Applicable to the Orlando Cyber Center

READMISSION APPLICATION
All Students $13.00 with application

TUITION

Undergraduate Courses $190.00 per credit
Auditing 50% of regular cost per credit

GENERAL AND OTHER FEES

Fees Applicable to all Campuses

General and Other Fees	Semester	Trimester	Summer Session
General Fee	$60.00	$40.00	$28.00
Center for Access to Information	$25.00	$17.00	$12.00
Technological Infrastructure	$64.00	$47.00	$40.00

OTHER FEES

Applicable to All Campuses

Late Registration $50.00 upon registration
Partial or Total Withdrawal from Courses $6.00 upon withdrawal
Additions of courses or changes
of one course for another $6.00 upon change
Deferred Payments Arrangement $6.00 upon arrangement
Late Payment of Deferred Payment 5% of total debt when lateness occurs
Late Final Examination $19.00 per examination
Removal of Incomplete $19.00 upon application per course
Graduation $100.00 all degrees
Transcript of Credits $6.00 per transcript
Change of Major $13.00 with application starting with second change
Bank Returned Checks $25.00 each time
Identification Card Replacement $7.00 with each request

Applicable to All Campuses
Internship or Practice Teaching $19.00 per credit
Proficiency Examinations 50% of regular cost per credit
Portfolio Evaluation 50% of regular cost of a 3 credit course
Laboratories $90.00 per hour laboratory
Open Laboratories $30.00 per course

CHANGES IN TUITION AND FEES

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

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

PAYMENTS

The total cost of tuition fees and other charges is payable at the time of registration.

The difference between the total cost of tuition, fees and other charges and the total amount of financial aid a student receives (except aid received under the Federal Work-Study Program) is payable at the time of registration.

Payments may be made by means of money orders, checks drawn to the order of "Inter American University of Puerto Rico" or in cash. Payment may also be made by MasterCard, Visa, American Express or ATM debit cards. In addition, payments may be made through Banco Popular de Puerto Rico at any of its branches, by mail or electronically.

Deferred Payment Arrangements

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

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

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

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

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

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

Students who do not meet their financial commitments by the due date may be suspended and will not receive a grade in courses in which they have enrolled. Students who have not met their financial commitment will lose their rights to receive University service until their debts are removed in accordance with the Federal and Florida regulations.

THERE IS NO DEFERRED PAYMENT PLAN DURING THE SUMMER SESSIONS except by authorization of the Vice-President for Financial Affairs, Administration and

Services. This deferred amount must be paid within thirty (30) days from the last day of classes of the summer session in which the aid was awarded.
Debts for other Reasons

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

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

ADJUSTMENTS AND REIMBURSEMENTS

Withdrawals

Per Semester and Trimester:

100% return of Tuition and Fees during the first week of class.
50% return of Tuition and Fees during the second week of class.

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

Per Summer Session:

100% return of Tuition and Fees during the first, second or by the third day of class.
50% return of Tuition and Fees during the fourth day of class.

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

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

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

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

Return of Funds to Title IV Programs

Students who officially withdraw: To determine the applicable percentage the last date of withdrawal up to 60% of the term.

Students who stop attending class: The Policy for Return of Funds will be applied up to 60% of the term with a refund equivalent to 50% of the assigned funds.

Students who never attended class: One hundred percent (100%) will be refunded.

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

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

Per Semester and Trimester:

100% return of funds during the first week of class.
50% return of funds during the second week of class.

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

Per Summer Session:

100% return of funds during the first, second or by the third day of class.
50% return of funds during the fourth day of class.

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

Students who pay with financial aid will be responsible for the difference resulting between registration costs and the financial aid award. In case a balance remains, this will be returned to the student.

THE UNIVERSITY AGREES TO REFUND ALL TUITION AND FEES IF THE STUDENT WITHDRAWS DURING THE FIRST WEEK OF CLASS OF A SEMESTER OR TRIMESTER ACADEMIC TERM OR FIRST, SECOND OR BY THE THIRD DAY OF THE SUMMER ACADEMIC TERM.

ALL REFUNDS WILL BE MADE WITHIN 30 DAYS OF WITHDRAWAL.

General Information

History of the University

Inter American University of Puerto Rico is a private institution with a Christian heritage and an ecumenical tradition. It is a non-profit organization that provides college instruction to youth of both sexes. It was originally founded in 1912 as the Polytechnic Institute of Puerto Rico by the Reverend J. William Harris and offered elementary and secondary education on the land occupied today by the San Germán Campus. The first college level courses were started in 1921. In 1927, the first group of students graduated with Bachelor's Degrees. In 1944, the Institution was accredited by the Middle States Association of Colleges and Schools. It was the first four-year liberal arts college to be so accredited outside the continental limits of the United States. This accreditation has been maintained since. Approved for the training of students under the various GI Bill® programs. The programs of the University are authorized by the Council on Higher Education of the Commonwealth of Puerto Rico and by the Commonwealth's Department of Education, which certifies teachers for the public school system of Puerto Rico. Inter American University's School of Law is accredited by the American Bar Association and the School of Optometry, inaugurated in 1981, by the Council on Optometric Education. In March 1982, the first doctoral program was initiated.

Inter American University is the largest private university in Puerto Rico. Enrollment, in recent years, has been maintained at approximately 43,000 students. At the present time, about 21 percent of all the Island's college students and 35 percent of the students who go to the Island's private colleges attend Inter American University. Inter American University's tradition of public service, the geographical location of its instructional units and its continuing attention to student needs make it especially attractive and accessible to students

Governance

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

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

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

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

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

Academic Degrees

Inter American University offers various undergraduate degree programs licensed by the Florida Department of Education's Commission for Independent Education at the Orlando Cyber Study Center through its Aguadilla, Arecibo, Barranquitas, Bayamon, Guayama, Metropolitan, Ponce and San German campuses located in Puerto Rico. Although undergraduate students will receive their distance learning instruction primarily in Spanish. They will matriculate through the Cyber Study Center, but will be deemed regular students of and enrolled in one of these campuses. The degree programs offered at the Cyber Study Center in Orlando, Florida include: A.A.S. in Accounting, A.A.S. in Business Administration, A.A.S. in Computer Science, B.S. in Computer Science, B.A. in Early Childhood Education, B.A. in Special Education, B.A. in Teaching of English as a Second Language at the Secondary Level, B.B.A. in Accounting, B.B.A. in Marketing, B.B.A. in Human Resources Management, B.B.A. in Management and Organizational Innovation, B.B.A. in Finance, B.B.A. in International Business, B.B.A. in Information Technology, B.B.A. in Entrepreneurial and Managerial Development, B.B.A. in Operations Management, B.A. in Criminal Justice, B.A. in Office Systems Administration, B.A. in Social Work, B.A. in Psychology and B.A. in Studies in Religion, notwithstanding that the Inter American University offers other pre-university, undergraduate, graduate, and professional academic programs leading to Associate, Bachelor's, and Master's degrees in Puerto Rico end elsewhere.

Vision

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

Goals of the University

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

1. To provide and maintain a positive atmosphere in the University community that will foster intellectual, social, and moral development based on the fundamental values of Christianity.
2. To promote a liberal education that will lead to the development of an educated person, well-versed in the different fields of human knowledge through the development of critical thinking, moral and civic responsibility, skills in social integration, scientific and mathematical knowledge and a sensibility for the arts that enhance a full life.

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

Religious Life Policy

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

Inter American University of Puerto Rico is a community of higher education dedicated to a comprehensive search for truth within an environment of responsible freedom and through the encouragement of a mature academic life which guarantees true freedom of investigation.

Within this context, religion is studied in the University as an academic discipline designed to engage in fruitful dialog with other university disciplines.

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

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

The University promotes the following Christian-ecumenical principles and values:

WE BELIEVE IN GOD AS A SUPREME BEING
God is the Supreme Being who created all that exists. His power and presence are revealed in the person of his Son Jesus, the Savior, and in the Holy Spirit, that guides the community of faith.

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

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

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

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

WE BELIEVE IN THE IDENTITY OF THE CHRISTIAN COMMUNITY OF FAITH
We affirm that the conviction of being Christian implies knowledge of and obedience to the Word of God and, also, identification and commitment to the Church and to the person's particular Christian community.

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

We promote the integral education of each person for carrying out his vocation in a responsible way and with moral conduct to improve the community.

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

WE BELIEVE IN SERVING OUR FELLOW MEN
We believe that to be Christian it is to have and show a commitment to serve others based on love and not on the dominion of society, but rather on promoting friendship, solidarity, tolerance and understanding to bridge human barrier.

WE BELIEVE IN THE STUDY OF THE CHRISTIAN RELIGION
We promote the study of the Christian religion as an academic discipline in which a fruitful dialog with the other academic disciplines is maintained.

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

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

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

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

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

University Anti-hazing Policy

Inter American University of Puerto Rico is committed to promoting a safe and healthy environment for its students, faculty, staff and visitors. In addition, it is dedicated to promoting an environment that fosters respect for the dignity and rights of the entire University community and the community in general. In harmony with this vision, the University hereby establishes the following anti-hazing policy for its Cyber Study Center located in Orlando, Florida to ensure that the search for knowledge can be carried out in the Center with the highest standards of integrity, free from conduct that could result in harm to any individual of the internal or external communities.

Inter American University will not tolerate hazing activities by any individual, group, team, or recognized student organization. The subjecting of any person to and/or encouraging any person to commit an act that violates human dignity, the General Student Regulations, or the law for the purpose of initiating, promoting, fostering, or confirming any form of affiliation with a group or organization is prohibited. The express or implied consent of participants or victims will not be a defense.

The University will enforce this policy through internal disciplinary procedures, the external prosecution of alleged offenders, or both. Individuals who participate in acts of hazing will be held accountable under this policy. The internal sanctions or remedial actions imposed on offenders will be those established in the policy and will be appropriate to the circumstances. For more information, call the Orlando Cyber Study Center at 407-218-4164.

As used in this section, "hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. "Hazing" includes, but is not limited to, pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student, and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

In addition, Inter American University defines hazing to include any action that intentionally or recklessly causes or poses a substantial risk of harm to the mental or physical health or safety of one or more persons.

Pursuant to s. 1006.63(2), Florida Statutes, a person commits hazing, a third degree felony, punishable as provided in s. 775.082 or s. 775.083, Florida Statutes, when he or she intentionally or recklessly commits any act of hazing as defined above upon another person who is a member of or an applicant to any type of student organization and the hazing results in serious bodily injury or death of such other person.

Pursuant to s. 1006.63(3), Florida Statutes, a person commits hazing, a first degree misdemeanor, punishable as provided in s. 775.082 or s. 775.083, Florida Statutes, when he or she intentionally or recklessly commits any act of hazing as defined above upon another person who is a member of or an applicant to any type of student organization and the hazing creates a substantial risk of physical injury or death to such other person.

To make a report of hazing, or to determine whether a proposed activity constitutes or will constitute hazing, contact the Cyber Study Center at 407-218-4164.

Associations

Inter American University is member of the following professional organizations:

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

Service Members Opportunity College (SOC)

The University participates in the network of colleges and universities in the United States and abroad known as Service members Opportunity College (SOC). Member institutions are open to men and women on active duty in any of the military services and to their dependents. Information regarding the SOC program at Inter American University may be obtained from the Registrar Office.

Educational Resources

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

Information Access Center (Library)

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

The Centers provide remote access to electronic databases through the Internet to students, faculty and administrators of the University. The system collection contains more than one million volumes of printed, audiovisual and electronic resources.

Publications

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

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

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

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

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

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

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

Alumni Association

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

Description of the Orlando Cyber Study Center

The Cyber Study Center's floor plan consists of a total of 4,356 square feet of learning space at the Village in Hunter Creek in Orlando, 3,120 square feet located at 13574 Village Park Drive, Suite 150, serve as the main location and 1,236 square feet located at 13526 Village Park Drive, Suite 222, are used as auxiliary classroom space. Students enter the Center through the reception area and then proceed to the orientation and enrollment section, which consists of four study areas where assistance can be provided and questions answered.

The Main Location has three classroom areas. One of them can accommodate 35 students and two of them 30 students. There are also an additional study area located toward the rear of the Main Location. All administrative offices on the Center main location. The auxiliary classroom space includes a small library which compliments students' on-line course studies and resources and a proctored exam area that is equipped with 8 computers and a classroom space that is equipped which 15 computers. A nine person seminar/conference room outfitted with a video conferencing room is available where students will have the ability to conduct meetings and virtual classroom interaction with their online instructors. All areas include wireless internet access.

Accreditation

Middle States Association of Colleges and Schools accredits Inter American University of Puerto Rico including its nine undergraduate and graduate campuses located in Puerto Rico in the cities of Aguadilla, Arecibo, Barranquitas, Bayamon, Fajardo, Guayama, Ponce, San Juan (Metropolitan Campus) and San German, as well as The University School of Law and School of Optometry located in Puerto Rico. Middle States also recognizes the Cyber Study Center located in Orlando, Florida as an other instructional site for all the undergraduate and graduate campuses that offer degree programs through it. Students enrolled through the Center in one campus may take select classes offered by other campuses at the Center.

Academic Information

Admission Requirements to Distance Learning Programs

The admission requirements for students interested in undergraduate studies totally through distance learning are presented below. The information includes: (a) Admission of Students from the Educational System of the United States of America and Puerto Rico, (b) Admission by Transfer from Other University Level Institutions, (c) Admission of Students from Other Educational Systems, (d) Special Admission of Students not Interested in a Degree or Academic Title and (e) Conditional Admission.

A. Admission of Students from the Educational System of the United States of America and Puerto Rico

Students from the educational system of the United States of America and Puerto Rico must:

1. Present evidence of graduation from an accredited secondary school or its equivalent with a minimum grade point index of 2.00;
2. Present the scores obtained on one of the following admission tests, or equivalent:

a. Test for Evaluation and Admission to University Studies (PEAU) administered by the College Board of Puerto Rico;
b. Scholastic Aptitude Test (the SAT) administered by the College Board in the United States of America; or
c. American College Test (ACT);

3. Obtain a minimum academic index score calculated as follows: The minimum required average test score on all of the parts of the PEAU is 400, on the SAT is 272, and on the ACT is 6.12. The minimum test score is factored together with the grade point average to develop an academic index score. This is done by adding to the average test score the high school grade average times 200. Using this computation, the minimum acceptable admission index score for the PEAU test takers is 800, for SAT test takers is 672, and for ACT test takers is 406.12.
3. Be interviewed by the means available when deemed necessary.

B. Admission by Transfer from Other University-Level Institutions

Candidates for admission by transfer from other university-level institutions must:

1. Submit the admission application with an official copy of the academic transcript from the university or college of origin. The copy of the transcript must be sent directly from the offices of the registrar of those institutions to the appropriate Admissions Office of Inter American University.
2. Have at least twelve transferable semester credits with a minimum grade of "C" from another accredited institution. When an academic program has different grade requirements, students must meet these minimum grade requirements.
3. Meet the particular admission norms of the academic programs for which admission is requested.
4. Meet the minimum academic index score indicated in Item A above. All courses taken will be considered in determining the fulfillment of this requirement.
5. Not be under suspension for disciplinary reasons by their former institution.
6. Students who have not taken courses in English, must present their College Board results for placement in the different levels of English.

Students who have approved less than twelve transferable credits in the institution of origin, will be evaluated in agreement with the norms applicable to applicants without university studies. If they are admitted, they will receive credit for the transferable academic work of the other institution.

TRANSFERABILITY OF CREDIT IS AT THE DISCRETION OF THE ACCEPTING INSTITUTION. IT IS THE STUDENT'S RESPONSIBILITY TO CONFIRM WHETHER OR NOT CREDITS WILL BE ACCEPTED BY ANOTHER INSTITUTION OF THE STUDENT'S CHOICE.

FOR A STUDENT TO EARN A DEGREE FROM THE UNIVERSITY AT LEAST 25% OF THE CREDITS HOURS REQUIRED TO SATISFY THE PROGRAM REQUIEREMENTS MUST BE COMPLETED AT THE INSTITUTION AWARDING THE CREDENTIAL.

C. Admission of Homeschooled Students

Homeschooled students interested in applying for admission to the University may do so if they meet the following requirements:

1. Meet the minimum academic index score indicated in Item A above. All courses taken will be considered in determining the fulfillment of this requirement.

2. Complete a home education program according to s. 1002.41, Florida Statutes.

3. Present evidence of graduation from an accredited secondary school with equivalency certified by the Puerto Rico Department of Education.

In both cases, if deemed necessary by the University, an interview with the student will be required.

D. Admission of Foreign Students Without University Studies

Students from educational systems outside the United States and Puerto Rico with no prior university studies must present official evidence of having satisfactorily completed, in their country, secondary studies equivalent to graduation from high school in Puerto Rico or Florida and bear the burden to prove that they meet essentially the same admission standards as the University's other students. The official evidence of studies must be submitted in English or Spanish, properly authenticated by the appropriate authorities of the country of origin.

Foreign students interested in entering the University must submit their admission applications through the Cyber Study Center directly to the academic unit to which they wish to be admitted. Inter American University reserves the right to interview the applicants as part of the admission requirements.

E. Other Admissions and Course Credit Opportunities

Admission of Veterans

The center is approved for the training of students under the various GI Bill® programs. Veterans intending to enroll and receive VA educational benefits should submit an application through the Cyber Study Center to the Office of the Registrar of the campus in which they intend to pursue studies.

VA Pending Payment Compliance

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

Admission of Special Students

Special students are: (1) students in good standing at another institution of higher learning who, with due authorization of their home institution, wish to study at Inter American University to fulfill requirements of their home institution, (2) people who, for their professional improvement or personal fulfillment, want to take courses, but are not interested in obtaining a degree, or (3) teachers from the Department of Education of Puerto Rico who want to take courses to satisfy requirements of that department. Students from other institutions of higher education should present an official certification from their home institution, indicating the courses for which they will receive credit at their own institution. Teachers admitted as special students should present a letter from their Superintendent of Schools certifying that they are teachers with university degrees. Special students do not have to submit transcripts of credits to be admitted.

All applicants interested in taking courses, but not in receiving a degree or certificate from this University may be admitted upon meeting admission requirements. Any applicant who later decides to continue studies toward a university degree or certificate must meet all requirements and all steps in the University's admission procedures. Special students are not eligible to receive financial aid under Title IV.

All non-traditional study modalities will be available for students admitted under these criteria.

Readmission to the University

Students who discontinue studies for two semesters or more, four trimesters or more or eight bimesters or more must request readmission at the Office of the Registrar of the campus to which they seek admission. The application may be submitted with the assistance of the Cyber Study Center through traditional means or through electronic media (Web, fax, email, or other available media). The Office of the Registrar, after analyzing the official documents, will determine the students' eligibility for readmission, using the norms established by each campus. All requests should be made at least one month before the following enrollment period. The Dean of Studies will consider exceptions individually.

Students who have passed courses at another institution of higher learning should present an official transcript of the credits taken. This evidence will be submitted to the Admissions Office for evaluation.

Students readmitted will follow the General Catalog and the rules and regulations in effect at the time of their readmission.

Students interested in readmission to the University through the Adult Higher Education Program must comply with the requirements established in that section of the General Catalog.

Intra-University Transfers

Students who want to transfer from one campus to another must meet the admission requirements of the program and campus to which they request admission. Students must request a transfer through the Cyber Study Center from the Office of the Registrar of the campus in which they studied. The application may be submitted through traditional means or through electronic media (Web, fax, email, or other available media) After approval of the transfer, students will be referred to the appropriate academic advisor in agreement with their course of studies.

University Credits through Advanced Placement Testing

Entering students may obtain university credits upon fulfilling the following:

1. Have obtained 3 or more points on a 5 point scale on the College Board Advanced Placement Test. Six university credits will be given for each test.
2. Have obtained scores recommended by the American Council on Education on College Examination Program tests.
3. Have taken in British areas the General Certificate of Education (GCE) Advanced Level Examination and have obtained a grade of "Pass."

F. Special Admission of Students not Interested in a Degree or Academic Title:

Students interested in taking courses totally through distance learning, but not interested in a degree or university title, must present evidence of having satisfactorily completed the secondary studies equivalent to the high school graduation requirements in Puerto Rico.

ALL STAFF WHO RECRUIT PROSPECTIVE STUDENTS OR WHO PARTICIPATE IN THE ADMISSION OF PROSPECTIVE STUDENTS HAVE COMPLETED AN ADMISSIONS TRAINING PROGRAM IN COMPLIANCE WITH RULE 6E-1.0032(12), F.A.C.

Distance Learning

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

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

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

Objectives of Distance Learning

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

Technologies and Media Used in Distance Learning

Distance learning uses diverse technologies for the transmission of video, voice and data; thus, making possible a teaching and learning process beyond the limits of time and space. There are a variety of courses using these technologies as the basis for the learning experience; for example, interactive video conference courses, televised courses, radio

courses, online courses, courses recorded on CD-ROM, desktop conferencing and courses on the Internet. All courses differ in the means used to achieve teaching objectives, the teaching process for promoting the development of concepts and skills, the degree of interaction between faculty-student and student-student, and the assessment and certification of learning.

Inter American University has incorporated various technologies and media into its teaching and learning process. These include interactive videoconference, courses on-line, and Internet courses.

Proctored Evaluations

Proctored evaluations are evaluations administered by authorized personnel other than the course professor in the distance learning modality. The evaluations are administered in a locality accessible to the student. Each campus will establish the rules and procedures for the administration of proctored evaluations in distance courses.

Interactive Videoconference

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

Courses on Line

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

Internet Courses

Internet courses are online asynchronous courses, meaning students are not required to attend at a set time, but rather at their convenience may access pre-recorded lectures and digital curriculum materials. The communication and interactivity between students and other students or faculty is primarily via e-mail, discussion boards, social networking and collaborative documents at a time of the student's choosing. Faculty must respond to students within 48 hours. Students must have personal computers with access to the Internet to

communicate with the instructor or visit the Cyber Study Center to use computers available to students there on a first-come, first-served basis during regular business hours.

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

Combined Study Courses

Combined study courses are courses in which the student combines the modalities of class attendance and study on-line. The combined study modality offers students the opportunity to take fifty percent of the teaching-learning process through direct contact (faculty-students) and fifty percent of this process through the World Wide Web in each academic term. Each student has access to a computer with connection to the Internet, where the student receives the materials and sends the assignments and other class work. The communication and interaction (faculty-students) take place primarily in the class attendance sessions. For this reason, class attendance is fundamental and obligatory in order to give continuity to the works assigned on the Web.

Service of the Registrar

The Office of the Registrar is responsible for registration, maintenance of all official academic records of students, the issuance of transcripts and certification of studies and certification that students have met graduation requirements. The Office of the Registrar also issues study certification upon student request. There is an Office of the Registrar at each campus of the University. Students at the Cyber Study Center may fill out forms requesting services of the Registrar at one of the Campuses through the Internet.

Registration and Program Changes

Students will register on the day and hour designated for this purpose. After registration, students will be able to make changes to their class programs during the period specified in the Academic Calendar.

1. Program modifications during the period of changes: To add or drop a course or change a course section during the period of change designated on the Academic Calendar, students should complete a change-of-program form or submit their petition for a change through electronic media. This should be presented or sent to the Office of the Registrar to be officially processed.
2. Dropping courses: After the period of program change has ended, a student will be able to drop one or more courses (partial withdrawal or total withdrawal). For partial withdrawal, the student will first consult the professor of the course and will present a completed partial withdrawal form to the Registrar's Office. For total withdrawal from the University, please consult the section "Withdrawal from the University" of this Catalog. Students may drop a class or completely withdraw from the University until the last day of class as established in the Academic Calendar.
3. When a student stops attending a course, and does not qualify for the grade of "Incomplete" or "F," the professor will enter the symbol "UW" in the column

"Grade" and will indicate the student's last date of class attendance or the student's last activity related to the course in the column "Last Attend Date," following the format of the BANNER System: DD/MON/YYYY (day, month, year).

4. Students who never participated in the class will receive the administrative symbol "AW".

University Policy Regarding Student and Alumni Academic Records

The University, in compliance with state and federal law, the "Family Educational Rights and Privacy Act" (FERPA) (20 U.S.C. s.1232g), provides students and alumni access to their academic files, the right to request that the information contained in those files be amended, and the right to exercise certain controls over the disclosure of academic information.

1. Students and alumni have the right to inspect and review their academic files by making a request in writing of the file custodian and indicating the file they wish to review. The Executive Director of the Cyber Center, will make the necessary arrangements, so that the student or alumni may review the files within the presence of staff. Except as otherwise stated herein, students may not make copies of the documents contained in their files. The documents received by the University become the exclusive property of the University.
2. Transcripts, study certificates and certification of degrees are available to students from the Office of Registrar. The cost of each transcript is $6.00. Transcripts requested for transfer to another educational institution, for continuing graduate studies, completing the requirements of certifying agencies or for the purpose of employment are sent directly to the address provided by the student in the request. In no case will transcripts requested for these purposes be delivered to the student. Requests for transcripts by students whose files are active will be processed within a reasonable time that should not exceed three weeks, under normal circumstances. Requests for transcripts of students whose files are inactive require a longer processing time.
3. Students and alumni have the right to request that incorrect information contained in their academic files be corrected. Interested students or alumni must present a written request to the University official in charge of the file, indicate the part of the file to be corrected and explain the mistake. If the University decides not to correct the file, the student or alumnus will be notified of this decision in writing and the person will be informed of the right to request an informal hearing.
4. Students or alumni have the right to prevent the University from disclosing education records and personal information found in the academic files, except in those cases where FERPA authorizes disclosure. These cases include the following:

    a. Disclosure of information to Institution officials who, in the regular performance of their functions, have to work with these files "Institutional officials" are taken to mean administrative or teaching employees, persons contacted by the University, members of the Board of Trustees and student members of special committees.

b. Disclosure of Directory Information unless the University receives a written request from the student. The University has designated the following data as Directory information: student or alumni name, address, major and year of study. Students and alumni have the right to prevent the University from disclosing Directory information to third parties. The disclosure to third parties includes the release of information to the Armed Forces. If students or alumni wish to prevent their information from being disclosed to the United States Armed Forces, it is necessary that they express their desire that no information be disclosed to third parties. To prevent Directory information from being disclosed to third parties, it is necessary that students or alumni submit their request to this effect, in writing, to the Office of the Registrar of their academic unit. In order for the request to be effective for the academic year, it is important that students submit the request September 1st of that year.
c. Disclosure of information pursuant to written authorization or court order. The University will release student or alumni information to third parties such as universities with the student's written authorization unless otherwise prohibited by law. The University will also release student or alumni information pursuant to court order or subpoena.
d. Disclosure of information to the parents of dependent children. Parents must present evidence of their status as father or mother. The University assumes undergraduate students are economically dependent upon their parents; therefore, in some cases the University may disclose information without the consent of the student to parents who request it. Undergraduate students who are not economically dependent upon their parents must present this evidence to the Office of the Registrar to prevent information from being released to their parents. Information on graduate students or alumni will not be given to parents without the graduates' consent.
e. Emergency cases. These are cases in which the health or security of a student, alumni or other person is in danger, necessitating release of student or alumni information.
f. Immigration and Naturalization Service. The University is obliged to give information to the Immigration Service and some other agencies regarding certain foreign students or alumni.

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

Student Records

At the end of each academic term, the Registrars will mail grade reports to their respective students. Students who believe there are errors in these reports should notify the appropriate Registrar, in writing. The deadline to submit these claims is the date established for the removal of grades of “Incomplete” in the following academic term of the same type. A student who does not receive a grade report should contact the corresponding Office of the Registrar.

Upon completion of the degree, the academic transcript will indicate the degree and the major and minor concentrations as certified by the Council on Higher Education.

Diplomas

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

Change of Address

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

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

Class Attendance

Meeting the requirements established for courses offered by non-traditional modalities are essential elements of the educational process. In the same manner, the fulfillment of requirements is compulsory for all courses offered by non-traditional modalities. Students are responsible for completing course requirements as stipulated in the course syllabus.

Students, who have not participated in any academically-related activities as defined in the course syllabus during the two weeks of the academic semester or its equivalent, will be dropped administratively from the course. This includes courses offered through nontraditional modalities. The instructor, "after receiving the class lists", will submit, in writing, the names of all such students to the Office of the Registrar through the Department Chairperson. For administrative purposes, these administrative drops will be considered equal to withdrawals for which the student has applied, as established in the Adjustments and Reimbursements Section.

Also, Inter American University requires its faculty to report in the electronic register the last day of participation in course activities of those students who dropped class without having withdrawn officially from the University. The administrative action symbol "UW" will be used to identify these students.

The last date of class attendance to an academically-related activity will be used to determine the applicable refund for students who withdraw unofficially. This arrangement is established in harmony with University regulations.

Declaration of Major (Regular Program)

Students will declare a major in one of the programs authorized for the campus upon admission to the University. Once they are admitted, students will receive appropriate professional and academic guidance related to the program of their interest from the Cyber Study Center administrative staff with assistance from the campus through which a degree program is offered.

Students who justify a change of major will follow the procedure for declaration of major in the concerned department.

The declaration of major does not imply admission to the program. Admission to a program depends upon satisfying the requirements of that program.

The first change of major will be free of cost; a fee will be charged for each change thereafter.

Withdrawal from the University

Students wishing to withdraw from the University must email any of the following University contacts: the Executive Director of the Cyber Study Center, a professional advisor, or any other person designated by the Chief Executive Office of the academic unit in which the student is enrolled. Students must disclose their student number, their complete name and the academic term from which they wish to withdraw. The University contact will fill out a withdrawal form and submit it, along with the e-mail, to the Management of Registration Services Office. The date of withdrawal will be the date on which the student sent the e-mail. When a student withdraws, the criteria that will be used for determining grades are outlined in the section titled "Registration and Program Changes." The University refund policy for students who withdraw is outlined in the section titled "Adjustments and Reimbursements."

Discontinuation of Academic Offerings

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

Withdrawal of a Course from the Schedule

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

Course Load

The University uses semester credit hour. One credit hour is awarded for every 15 class hours per academic session.

A normal course load is 12-18 credit hours per semester, 9-12 per trimester or 6-9 per bimester. Students may not take more than 18 credit hours per semester, more than 12 per trimester or 9 per bimester, unless their overall grade point index is 3.00 or higher. In order to take more than the normal course load, students must have the written consent of their advisor and of the Dean of Studies of their campus. Students on academic probation because of an unsatisfactory grade point index are limited to a program of 12 credit hours per semester, 9 per trimester or 6 per bimester.

During each of the four-week summer sessions, students may enroll for a maximum of two courses, provided that the number of credit hours does not exceed 7 per session.

Students who register without written authorization for credits in excess of the maximum stated above in any academic term shall receive credit only for authorized credits and shall forfeit payment made for unauthorized credits. In such cases, students shall choose the courses for which they wish to receive credit. Students are classified as full-time or part-time according to the number of credits in which they are enrolled. Under the semester and trimester calendars, these classifications are as follows:

Full-time - twelve or more credits.
Three-fourth time - from nine to eleven credits.
Half-time - from six to eight credits.
Less than half-time - five or less credits.

A “credit hour” is “a unit consisting of a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester, plus a reasonable period of time outside of instruction which the institution requires a student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects.”

Repeating Courses

Students will have the right to repeat courses when not satisfied with their grades. In case a course is no longer offered at the University, it will be substituted with the new course created in the curricular revision or with an equivalent course approved by the Vice-President for Academic and Student Affairs and Systemic Planning. The highest grade and its corresponding credits will remain on the student’s transcript and lower grades will be changed to an "R" (repeated) course. When students repeat a course and obtain the same grade as in the previous term, the grade of the most recent term will appear on the transcript. The administration action symbol "R" and its corresponding credits will not be considered in determining if a student has satisfied the graduation requirements. Courses repeated after graduation are not considered in the computation of the graduation grade point index.

Auditing Courses

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

Study in Other Institutions of Higher Education

Students desiring to take courses in other institutions of higher education either in or outside of the United States and Puerto Rico must obtain previous authorization from the Dean of Studies, who will evaluate the description of the courses to be authorized in the other institution to ascertain their equivalency with the requirements of this University. A maximum of 15 credits may be authorized for a Bachelor’s Degree and 9 for an Associate Degree. The authorized credits obtained will be considered as University credits for all

purposes. Courses will not be authorized for students who have transferred from other institutions with 90 or more credits.

Grading System

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

A	Superior attainment; 4 honor points per credit hour.
B	Above-average attainment; 3 honor points per credit hour.
C	Average attainment; 2 honor points per credit hour.
D	Lowest passing grade; 1 honor point per credit hour.
F	Failure; no honor point per credit hour.
P	Passing; this grade is assigned to students satisfying the requirements in courses taken by proficiency examinations and for courses in which such grade is required. This grade is not included in the computation of the grade point index.
NP	Not Passing; this grade is assigned to students who fail in the courses indicated under the grade P. This grade is not included in the computation of the grade point index.

Courses completed at the University and taken in other higher education institutions having previous authorization from the corresponding authorities at Inter American University will be included in the computation of the grade point index. The grade point index is determined by dividing the total number of honor quality points by the total number of credits completed with the grades of A, B, C, D, or F.

All courses that grant academic credit require tests or other grading tools. This includes a final examination or its equivalent. Faculty members will indicate on their class register how the final grade was determined.

Change of Grades Request

Students who believe that their final grade in a course is erroneous must notify the course instructor. This faculty member will be responsible for discussing the evaluations with the student and, if necessary, will submit a grade change.

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

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

Administrative Action Symbols

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

W	Course Withdrawal: Assigned when the student withdraws from a course after the end of the period for class changes and no later than the date established on the academic calendar for withdrawals with W.
DC	Course Withdrawal: Assigned when the student withdraws from a course before the end of the period for class changes. The symbol does not appear on the student transcript.
AD	Administrative Drop: Assigned when the University drops the student for reasons such as death, suspension or other situations warranting a drop.
AW	Assigned when the professor informs in the electronic register that the student never attended class.
I	Incomplete: When students have not completed a course requirement and present valid reasons for it, the professor may assign the symbol “I” (Incomplete). Together with the symbol “I”, the professor will include a provisional grade after assigning zero for the unfinished work. When faculty members assign an “I”, they shall report to their immediate supervisor the grade that the student has earned up to that time, the evaluation criteria and a description of the unfinished work (if applicable). A student who receives an “I” must remove it by the date specified on the Academic Calendar. The responsibility for removing the “Incomplete” rests on the student. If the “Incomplete” is not removed within the time specified, the student will receive the informed provisional grade. This policy will apply whether or not the student enrolls again at the University.
AU	Symbol used to indicate on student transcripts that the course was audited. No honor points or University credits are awarded.
R	Symbol used to indicate the course was repeated.
T	Symbol used to indicate the course was transferred from another institution.
UW	Assigned in the electronic register when a student stops attending a course, and does not qualify for a grade of "I" or "F".
MW	Symbol used to indicate total withdrawal for military reasons

Satisfactory Academic Progress Requirements

The University requires that all students demonstrate satisfactory academic progress at the end of each academic year by:

1. Achieving a minimum cumulative grade point index until completion of the degree as shown in Item A below;
2. Completing the academic degree within a reasonable time as reflected in Item B below: and
3. Passing the number of credits reflected in Item C below.

A. Grade Point Index Requirement

Bachelor's Degree		Associate Degree	
Credits Completed	Minimum Index	Credits Completed	Minimum Index
47 or less	1.50	23 or less	1.50
48 – 71	1.75	24-47	1.75
72 – 95	1.90	48 or more	1.90
96 or more	2.00		

Completed credits are taken to mean all those credits for which grades A, B, C, D, F, P, NP or T (credits accepted by this University as transfer credits from other institutions) have been received.

Any student who does not meet the requirement stated in Item A above will be placed on academic probation for two semesters or the equivalent. Students who, by the end of their probationary period, have not raised their academic index to the minimum required for the level of credits completed, have not made satisfactory academic progress and will be suspended from the University for academic deficiency for a period of one semester or its equivalent. However, students who, during the probationary period, pass a minimum of 75 percent of the credits attempted with an average academic index of at least 2.50 in all courses completed during that period, may continue their studies at the University on a probationary status. Once students graduate, their transcripts will not reflect probationary periods or suspensions to which they may have been subject.

B. Time Period Requirement

1. Requirements Established by the University

Students must complete the Bachelor's Degree within a maximum of ten (10) years of study. The Associate Degree must be completed within a maximum of four and one-half (4 1/2) years of study. Years of study are accumulated as shown in the following table:

Term	Student Classification	Years of Study by Percent
Semester	Full-time	50.0
	Part-time	25.0
Trimester	Full-time	33.3
	Part-time	16.7

Transfer credits also accrue time towards years of study. Such time is accumulated at the rate of one year of study for 24 transfer credits. Students who do not complete their degree within the designated maximum time have not made satisfactory academic progress.

If students exceed established time limits, the Dean of Studies or his representative, upon the recommendation of the appropriate department directors, will evaluate each case to determine the requirements necessary to complete the degree after analyzing the content of the courses.

Students on academic probation retain their eligibility for financial aid, except students who do not comply with the time period requirements established by the University.

2. Limited Eligibility to Receive Federal Funds

In addition to the time limits established by the University, the Government of the United States has established a limit to the period of eligibility to receive federal funds for studies. This limit depends on the duration of the study program selected by the student. For additional information on this topic, the section on "Federal Funds" in this Catalog may be consulted.

Students on academic probation retain their eligibility for financial aid, except students who do not comply with the time period requirements established by the University or Federal government.

C. Requirements for Credits Passed in Relation to Credits Attempted

Students must pass at least 75 percent of the credits attempted. Credits attempted are taken to mean those credits corresponding to courses in which the student has registered and obtained the grade or administrative action symbol of A, B, C, D, F, P, NP AD, I, W, UW, or T (credits transferred from other institutions).

Credits approved are taken to mean those credits corresponding to courses in which the student has received grades of A, B, C, D, P or T (credits transferred from other institutions.)

Students who do not meet the requirements for Item C will be placed on academic probation for two semesters or equivalent. During this period, students must correct their deficiency in credits accumulated in passed courses. Students, who, by the end of their probationary period, have not met these requirements have not made satisfactory academic progress and will be dropped for one semester or equivalent. Nevertheless, students who, during the probationary period, pass a minimum of 75 percent of the credits attempted with an average index of at least 2.50 in the courses completed during that period may continue their studies at the University on a probationary status.

At the end of this suspension, students may be readmitted to the University with academic probationary status for two semesters or equivalent. However, students who have been dropped twice for academic reasons will be suspended from the University for five years.

This norm will be applied upon completion of the second regular semester of each academic year. Students will have ten workdays before the beginning of the course in either the first or second regular semester of the following academic year to appeal the decision. The appeal request should be in writing and should be sent to the Dean of Studies of the Campus. The Dean will convene the Appeals Committee so that it may consider the cases submitted to it.

Student transcripts will reflect the probationary or suspension periods to which students have been subjected due to the application of this norm. Once students have graduated, their transcripts will not reflect these periods.

In each Campus, an Appeals Committee will be appointed which will evaluate the requests for reconsideration made by students regarding the application of the Satisfactory Academic Progress Norm. This Committee will be composed of the Dean of Studies or a representative of this Dean, the Dean of Students or a representative, and a third member designated by the Chancellor. That committee will meet at least once each regular semester to consider the cases that it has received. Once these cases have been studied and analyzed, the committee will submit a report to the chancellor of the campus regarding the decision taken. This report will be submitted no later than five workdays after considering the cases under study. The chancellor will notify the student and the Appeals Committee of the action taken.

When probation is due only to noncompliance with the requirements for Item C, students may take the maximum number of credits allowed each term for regular students.

Dean's List

Announcement is made at the beginning of the academic year by the Dean of Studies of those students who have a cumulative grade point index of at least 3.25 and who have in the previous year achieved an academic index between 3.25 to 3.84.

1. When considering students to be included on the Dean's List, the academic year will be defined as the period from June to December of each calendar year and from January to May of the next calendar year.
2. To be on the Dean's List, students must have passed at least twenty-four (24) credits during the previous academic year.
3. The Registrar will submit the list to the Dean of Studies who will then notify the students who have attained this distinction.

The student transcript will reflect the academic years in which the student was on the Dean's List.

Chancellor's List

At the beginning of the academic year, the Chancellor will announce the names of students who have a cumulative grade point index of at least 3.85 and who have in the previous year achieved an academic index of at least 3.85.

1. When considering students to be included on the Chancellor's List, the academic year will be defined as the period from June to December of each calendar year and from January to May of the next calendar year.
2. To be on the Chancellor's List, students must have passed at least twenty-four (24) credits during the previous academic year.
3. The Registrar will submit the list to the Chancellor who will then notify the students who have attained this distinction.

The student transcript will reflect the academic years in which the student was on the Chancellor's List.

Academic Excellence in Majors Award

Recognition of academic excellence will be given to the student or the students with the highest grade point average in their major if they meet the following criteria:

1. Have a general academic index of 3.50 or more.
2. Have taken at least 30 percent of their major credits at Inter-American University with a grade point index of 3.50 or above.

Inter-institutional Educational Agreements

The University has a series of agreements with educational institutions in and outside of the United States. Students interested in learning about these agreements and in benefiting from them may request information from the Director of the Cyber Study Center or Dean of Studies of any Campus.

Exchange and International Cooperation Program

The University has approximately 90 agreements with universities and organizations of North, Central and South America, Europe and Asia. The Exchange and International Cooperation Programs add new dimensions to the relationship between institutions, professors, researchers and students of the participating countries. It provides the opportunity to participate in a diversity of learning experiences outside the University. The agreements established with other public and private universities, institutions, foundations and national and international organizations include strategic alliances of support and collaboration for mutual benefit. The consortia helps maintain a pertinent academic offering, as well as strengthen and diversify the services and processes related to learning. They also facilitate cultural enrichment and the improvement of the quality of life in the university community.

The cooperative alliances have facilitated the exchange of teaching staff, students, researchers, printed material, bibliographic collections and cultural activities. Scholarships for the University teaching staff and students have been obtained, as well as donations for technological equipment and advice regarding the establishment of programs, councils and institutes. Internship programs have been established for students and faculty with agencies of the federal government, the Puerto Rican Legislature, the Congress of the United States of America and service industries.

Students interested in learning about these agreements and benefiting from them may request information from the Executive Director of the Cyber Study Center.

Internship Programs

Some degree programs may require completion of a supervised internship. Students interested in taking an internship must contact the Executive Director of the Cyber Study Center at least 10 months before registering. The University will make every effort to provide Internship placement to the student in whatever program Internship is required. To receive credit, student must comply with the employer's reasonable requirements, as well as degree program requirements. The location of supervised internships must be within 90 miles of the Cyber Study Center. THE UNIVERSITY DOES NOT GUARANTEE INTERNSHIP PLACEMENT WITH AN EMPLOYEER THAT ALLOWS STUDENTS TO COMPLETE REQUIREMENTS IN SPANISH.

Course Codification System

The course codification system (AAAA-9999) consists of a four letter alphabetical section that identifies the discipline, and a four digit numerical that identifies the course level, the course itself and the course sequence if such exists.

The first digit (9999) indicates the level of complexity of the course. This is closely associated with the year of university studies in which students would normally take the course. The numbers from 0 to 4 are used to identify the course level as follows on the first digit:

0 - Preuniversity Certificate Program courses (sub 1000 level course)
1 - First level undergraduate courses (1000 level course)
2 - Second level undergraduate courses (2000 level course)
3 - Third level undergraduate courses (3000 level course)
4 - Fourth level undergraduate courses (4000 level course)

The numerical second and third digits (9999) are used to identify courses within the same level.

The numerical fourth digit (9999) indicates the course sequence of two courses within the same level. Sequence is indicated by the number 1 and 2 on the fourth digit. This sequence is different on Special Topics courses where the fourth digit (9999) on the course code is between 1 and 9, depending on the amount of sections programmed during the academic term. The number 1 is used for the first programmed section, number 2 for the second section and so on.

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

1. The use of zero (0) as the first digit indicates a Pre-university Certificate Program course.
2. The following combinations in the first three digits indicate a special type of course as explained below:

a) Associate Degrees

1. The combination 197_ is used to identify Special Topics in all disciplines.
2. The combination 291_ is used to identify supervised practicums or internships.
3. The combination 297_ is used to identify seminars whose titles are not specified in the Catalog.

b) Bachelors' Degrees

1. The combination 397_ is used to identify Special Topics in all disciplines.
2. The combination 491_ is used to identify supervised practicums or internships.
3. The combination 497_ is used to identify seminars whose titles are not specified in the Catalog.

Validation of Learning Experiences

The University offers students the opportunity to demonstrate mastery of content in many of the courses included in the General Catalog through proficiency examinations. This opportunity will be given, as long as the means and the proper scales exist for verifying the expected performance level and the department concerned has the necessary resources

available. Students demonstrating mastery in accordance with the stipulations of this section will be granted the corresponding academic credits without attending classes. Regular students may approve up to 15 credits through this modality.

Written Tests for Validation of Learning Experiences

Students may take written tests to validate their mastery of the content of select courses. Tests in Spanish may be prepared by the Spanish faculty of the University. The tests in English and mathematics may be prepared and administered by CLEP, the Advanced Placement tests of the College Board or the English and mathematics faculty of the University. Passing scores on the CLEP will be those recommended by the American Council on Education for examinations given in English.

Freshman students who have obtained scores above 600 on the College Board Aptitude Test in Mathematics or in the English Achievement Test may take proficiency examinations in the basic courses of those disciplines in which such courses are obtained at least fifteen (15) workdays before the beginning of classes. Each campus will make the necessary arrangements, so that students will be able to take one or more examinations within the specified time.

Proficiency Examinations

Some of the courses in the General Catalog are not suitable for testing by written examinations, as in the case of skills courses that require some type of manual performance or experimentation. In these cases, other means may be provided to measure their skills.

Examples of measurements are typing exercises and supervised activities in art, music, education courses, and laboratory procedures.

The rules governing proficiency examinations are the following:

1. Students should consult the proficiency examination schedule in the respective academic departments for the dates of the examinations.
2. Students desiring to take proficiency examinations must make a request to do so of the Executive Director of the Orlando Cyber Study Center at least three weeks prior to the date officially announced for the examinations.
3. Students shall have access to course syllabi and shall be informed as to the type of examination for which they should prepare.
4. Students shall pay 50 percent of the regular per credit cost for the written and performance tests. This payment must be made at least 10 workdays before the date of the examination. Payment for College Board examinations shall be according to the fees established by the College Board.
5. Students shall present and deliver to the examination proctor a written authorization from the Department Chairperson. This proctor will notify the student and Office of the Registrar of the test results. The Office of the Registrar will enter the course and a corresponding grade of "P" or "NP" on the student's transcript.
6. University-level credit earned through proficiency examinations will appear on the students' academic transcript with the grade of "P". The minimum grade for which credit will be given is that indicated by the letter grade of "C" or its

equivalent. In those cases where equivalencies have not been determined by prior norms or standards, the Vice President for Academic and Student Affairs and Systemic Planning will determine them.

7. Students shall not be permitted to take proficiency examinations for courses in which they are enrolled.
8. Students who have discontinued their studies for a period equal to or greater than one semester must request readmission before the beginning of the academic term in which they expect to take the examination.

Portfolio

The portfolio is a document compiled by the student, which contains information and evidence showing the student's experiences and achievements. In this document, the student's learning experiences and achievements, except those acquired in high school, are identified, organized, developed and carefully evidenced. Students must meet the following requirements: (1) be registered or be an active student of the University, (2) have declared a major and be admitted to a program of studies, and (3) meet the academic progress norms, unless they are newly admitted students. Students studying in a Baccalaureate program may obtain a maximum of 24 credits by portfolio, and those in Associate Degree programs a maximum of 12 credits. A maximum of three university courses may be validated by portfolio. The portfolio should be prepared in harmony with the "Institutional Guide: The Validation of Learning Experiences by Means of the Portfolio."

The academic standards governing portfolio are:

a) Academic credit is granted only for knowledge acquired and not for experiences.
b) University credit is granted only for University-level knowledge.
c) The learning must have the proper balance between the required theory and practical application.
d) The decision regarding the level of competence and the corresponding credits is made by professors who master the subject matter.
e) The credits granted and accepted must correspond proportionately to the academic context for which they are awarded.

The process for presenting a portfolio is the following:

1. Interested students must make a request to the Director of the Department asking that their learning experiences be granted academic credits through a portfolio.
2. The Director of the Department will name three faculty members to constitute the Evaluation Committee.
3. The student will meet with the Evaluation Committee to receive orientation regarding the process and the criteria to be utilized to evaluate the student's learning. Once it is determined for which course or courses the portfolio will be presented, the Committee will decide if the student qualifies or not for this modality.
4. If students qualify for a portfolio, they shall pay 50 percent of the regular course tuition cost for the evaluation. After evidence of payment has been presented to the Director of the Department, this person will assign an expert faculty member to evaluate the portfolio.

5. The student will prepare and organize the portfolio in coordination with the expert faculty member, who will determine which documents should be presented and the techniques that should be used to evidence that the student possesses the required knowledge.
6. The faculty member shall determine the date on which the student should turn in the portfolio. The portfolio will be evaluated during the same academic term in which it was handed in to the faculty member.
7. During the evaluation process, the faculty member will make recommendations to the student, if necessary.
8. The faculty member will submit the results of the evaluation to the Director of the Department. If necessary, the faculty member will consult with the Evaluation Committee during this process.
9. When the evaluation of the portfolio is favorable, the Director of the Department will endorse the validation and will submit it to the Office of the Registrar for the corresponding official action.
10. The student will receive the grade of "P" (passed) or "NP" (not passed).
11. When the evaluation of the portfolio is unfavorable, the faculty member will inform the student of the reason for this decision.

Grievance Policy

A grievance procedure is available to any student who believes a College decision or action has adversely affected his/her status, rights or privileges as a student. The purpose is to provide a prompt and equitable process for resolving student grievances. Students with grievances should first meet with the Coordinator of Student Services and complete a written statement. If the grievance is not resolved, then the Executive Director will review it with all parties concerned. The General Student Regulation Handbook will serve as the guideline for the Executive Director during the process. The Executive Director's decision is final.

Student Services and Activities

Student Financial Aid

The University awards financial aid, within the limitations of available funds, to students who meet the specific requirements established by those offering the aid. Applicant eligibility for such aid is reviewed each academic year.

The Free Application for Federal Student Aid may be completed via Internet and Application forms may also be obtained from high school principals or counselors or from the Orlando Cyber Study Center.

The University will use the results from the Free Application for Federal Student Aid to award additional federal funds to eligible students.

Military service personnel and other qualified individuals may use their Veterans' benefits under the applicable legislation. Information on these programs may be obtained from the Registrars' Offices in the campuses.

Persons interested in detailed information concerning the eligibility requirements and the evaluation procedures used for applications should refer to the Student Financial Aid Manual and/or contact the Financial Aid Office.

Financial Aid funds originate from different sources such as the United States Government (Federal Funds), University and private entities.

Students who opt for a second major and/or a minor not within their academic program may not use Title IV financial aid to pay the related costs.

THE UNIVERSITY IS NOT CURRENTLY QUALIFIED TO PARTICIPATE IN FLORIDA SCHOLARSHIP AND LOAN PROGRAMS OTHER THAN THE FLORIDA PREPAID PROGRAM.

FINANCIAL AID IS AVAILABLE ONLY FOR THOSE STUDENTS WHO QUALIFY.

Federal Funds

Maximum Time Requirements for Federal Financial Aid

The period of time for which students are eligible to receive financial aid from federal sources depends on the duration of the program of studies as defined by the University. For this purpose, the University has determined the duration of its programs according to the number of credits they require. Students must complete their program of studies within a time period that does not exceed 150% of its duration. The courses considered in this percentage are those required by the selected program. Students accumulate time for transferred credits.

Study Benefit Time Limits for Veterans and Beneficiaries

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

Study time required for completing an academic program depends on the number of credits required for the program, the nature of the courses and the number of credits the student takes each term. An estimate of the period of time required may be obtained by dividing the total number of credits required for the program by 15, which is the average number of credits taken by a full-time regular student.

Students accumulate semesters of study as indicated below:

Term	Student Classification	Terms of Study (in percent)
Semester	Full-time	100.0
	Part-time	50.0
Trimester	Full-time	66.7
	Part-time	33.3
Bimester	Full-time	50.0
	Part-time	25.0

Students also accumulate study time at the rate of one (1) semester for every twelve (12) transferred credits.

Federal Pell Grant

This Program was instituted by the United States Government as the basis for student financial aid programs. Interested persons apply by submitting the Federal Student Aid application form that is distributed by the Financial Aid Office, post offices and high schools or by completing the application via Internet at www.fafsa.ed.gov. Several ways to submit the application follow:

1. The new student completes the application via Internet or submits it to the Financial Aid Office of The University where it will be processed, electronically, to the United States Central Processing Center. The University will receive information concerning the eligibility of the applicant listed on the Student Aid Report (ISIR) and will communicate this to the applicant. The advantage of this method is that it speeds up the process, avoids errors and the applicant does not have to wait to receive the response by mail. Normally, The University receives the response within 72 working hours from the time the application was transmitted. This method speeds up the process because:

    a. The Free Application for Financial Student Aid (FAFSA) is available on the Internet and may be completed from anywhere at any time.
    b. Information does not need to go through the mail.
    c. If the application is not approved or if information was assumed in the approval process, the Financial Aid Director can help and can get in touch with the student. The Financial Aid Office corrects the error electronically.
    d. If the application is approved, the financial aid offer letter will be prepared when the student selects courses for registration,
    e. The payment process during enrollment is simplified. It can even be done by mail.

2. Applicants who received Federal Aid at The University the previous year need only to update their application for renewal via Internet by using a personal identification number "PIN number" mailed by the U.S. Department of Education. Students not receiving the "PIN number" may request it at www.pin.ed.gov. This form will be electronically processed.
3. Indicate on the application the campus of The University where the student intends to study, authorize said campus to receive the information regarding the applicant's eligibility, and send the application by mail. This method is not as fast as the one described in Item #1, because the application is sent by mail to an intermediary agency, where the data is entered and transmitted to the Central Processing Center. Furthermore, the information is not reviewed by a financial aid official to avoid errors. The response is electronically transmitted to Inter American University.
4. Send the application by mail without authorizing The University to receive the information electronically. This is the slowest method of processing the application, because the University cannot process the application for the grant until the applicant receives it by mail and submits the answer to the Financial Aid Office.

The Financial Aid Officer will determine the amount of aid to be awarded by using the federally approved formula, which takes into account the cost of education, the academic load and the Expected Family Contribution.

Eligibility for the Federal Pell Grant expires when the student completes the academic requirements for a Bachelor's Degree for the first time. Upon completion of the second year of study, students must maintain a minimum grade point index of 1.50 in order to receive federal financial aid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The University distributes this grant to students who have not completed any Bachelor's Degree. Awards go first to students with exceptional need. Priority is given to Pell Grant recipients.

Perkins Federal Student Loan Program

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

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

These funds are matched with University funds.

Federal Stafford Loans

This Program offers both subsidized and unsubsidized loans. Subsidized loans are awarded on the basis of financial need and the federal government pays interest on the loan until the borrower begins to pay and during periods of authorized deferment. Unsubsidized loans are not awarded on the basis of need and interest is charged from the time the loan is disbursed until it is paid in full. Unsubsidized loans may not exceed the family contribution or the cost of education, whichever is less, within the limits established by the Program.

For both subsidized and unsubsidized loans, students should apply directly to the University. After the full Free Application for Federal Student Aid (FAFSA) is reviewed the University will inform students of their loan eligibility. Students must be enrolled in an academic load of at least six credits.

Dependent undergraduate students can borrow up to:

* $3,500.00 if they are first-year students enrolled in a program of study that is at least a full academic year;
* $4,500.00 if they have completed their first year of study and the remainder of their program is at least a full academic year;

* $5,500.00 a year if they have completed two years of study, and the remainder of their program is at least a full academic year.

Students may choose the lender they understand offers the best benefits.

Federal Work Study Program

The funds provided by the Federal Government to this Program are augmented by funds contributed by The University, unless the University is exempt from this requirement. Participants are assigned employment for which they receive compensation, which contributes toward payment of their educational expenses. When possible, students are assigned work related to their field of study.

Student Development Scholarship

This is an economic incentive established and administered by the Vice-President for Academic and Student Affairs and Systemic Planning to promote at the institutional level student interest in continuous learning and participation in challenging and innovative academic experiences that enrich and strengthen their formation.

University students and graduates may apply annually for this scholarship to participate in professional development projects such as graduate studies, internships, research projects, cooperative education, international exchange projects, study trips, cultural activities and other professional student development activities. The amount of the scholarship depends on the scope of the project and on the funds available to the Vice-President for Academic and Student Affairs and Systemic Planning.

Veterans Services

The University offers recruiting, guidance and referral services to Veterans of the Armed Forces who wish to study at the University. The Guidance and Counseling Office at each campus assists veterans in the solution of their individual problems and serves as liaison with other offices as needed. Students may contact the Executive Director for the Cyber Study Center about this or the Guidance and Counseling Office directly.

Other Student Services

The Cyber Study Center and Campuses have designated staff to assist students with academic advisement, personal advisement and placement services without additional charge. THE UNIVERSITY MAKES NO GUARANTEE OF EMPLOYMENT, but makes every effort to assist students (*e.g.*, through resume preparation, job interview training, online job search training, contacting prospective employers about job openings, providing official transcripts, etc.).

Graduation Requirements and Information

Students will graduate under the program and regulations stated in the University catalog under which they were admitted or in any single subsequent catalog, but no combination thereof. Readmitted students will graduate under the program and regulations of the catalog

in effect at the time of their readmission or under any subsequent catalog. In the event that a required course of the selected catalog is no longer offered by the University, substitutions may be made with the approval of the Department Chairperson. Courses required in more than one program may be credited as such in each program. Courses taken after graduation will not alter the graduation grade point index.

Graduates must meet the current laws and regulations of their profession.

Graduation Requirements for Bachelors' Degrees

In order to fulfill the basic requirements of a Bachelor's Degree from Inter American University, a student must:

1. Complete satisfactorily a minimum of 120 academic credits.
2. Complete a major consisting of the number of credit hours specified in the curriculum of the student's major department. See the section "Undergraduate (Associate and Bachelor) Degree Program and Course Descriptions."
3. Achieve an overall, minimum grade point index of 2.00, except in those programs that require a higher index. Remedial courses will not be counted toward the required academic index.
4. Achieve an overall grade point index of 2.00 or higher in the major field of study.
5. Complete satisfactorily at least 24 credits of those required for the degree at the University.
6. Complete satisfactorily at least 15 credits of the major at the University. (General Education courses and elective courses are not included.)
7. Complete the General Education requirements for a Bachelor's Degree as established in the student's major.

Application for Graduation

Candidates for an Associate or Bachelor's Degree who have completed three-fourths of the required credits should apply for graduation no later than one academic term before the term in which they expect to graduate. Students must graduate from a campus authorized to offer the major and degree to be conferred. If the students are not studying at such a campus at the moment of applying for graduation, they must apply at a campus in which they took residency courses. Applications may be obtained at the Office of the Registrar and should be returned to that Office after they have been filled out and stamped by the Business Office, showing that the non-refundable fee of $80 has been paid for the Doctor, Master, Bachelor and Associate Degrees. Failure to comply with this procedure may result in the postponement of the granting of the degree.

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

The payment of graduation fees of any kind, the listing of the student as a candidate for graduation in any document and/or invitation either to the graduation ceremonies or to any other activity related to graduation exercises shall not be interpreted as an offer to graduate nor a covenant to that effect. Only the completion of all requirements listed in this catalog or in any other official University directive entitles a student to graduation irrespective of any representation of any kind made by any official of this University.

Candidacy for graduation will be attained by the student after the faculty has determined that the requirements for graduation have been fulfilled. Subsequently, the faculty will present the degree candidates to the President of the University and to the Board of Trustees.

Students who have completed the graduate requirements and paid the graduation fee, but interrupt their studies, may request to have their payment considered effective for four regular semesters or two academic years from the date of the last term in which they studied.

Graduation with Honors

The distinctions of Cum Laude, Magna Cum Laude, and Summa Cum Laude are awarded to students who have achieved academic excellence in the Associate and Bachelor Degrees. To be eligible for these honors, the student must have earned an overall average of:

3.25 for Cum Laude (with honors)
3.50 for Magna Cum Laude (with high honors)
3.85 for Summa Cum Laude (with the highest honors)

These distinctions are awarded only to students who have completed satisfactorily at least 30 percent of the credits required for the degree at this University. This same grade point index will be used in granting all other academic honors.

General Education Program

Goals and Orientation of the General Education Curriculum

The University curriculum is composed of three interrelated components: general education, specialization and electives, which address the formation of the student in terms of a comprehensive education.

The University offers a General Education Program that, independent of the area of specialization that the student selects, contributes to the achievement of the following goals:

Goal I	To develop an educated person through the cultivation of skills, knowledge, values and attitudes that strengthen the student's intellectual and moral formation.
Goal II	To develop a person interested in improving the personal, family, environmental, economic and political life of the United States and the rest of the world.
Goal III	To develop a person capable of communicating with propriety in Spanish or English and of using the other language at an acceptable level.
Goal IV	To develop a person capable of quantitative reasoning and the application of mathematical knowledge to diverse situations.
Goal V	To develop a person with the basic knowledge of the use and function of the computer as a means of self-learning and for access to information.
Goal VI	To develop a person with a critical, analytical and constructive mind, capable of reflecting on human being’s vital problems.
Goal VII	To develop a person with an ethical conscience, capable of evaluating and making responsible decisions for his life and that of others.
Goal VIII	To develop a person with an aesthetic sensitivity who appreciates artistic values and contributions.
Goal IX	To develop a person who understands and values the Christian faith from the standpoint of ecumenical openness and awareness of the faith's implications for culture.
Goal X	To develop a person who knows and understands the problems of humanity in its social and historical context.
Goal XI	To develop a person who can comprehend the phenomena of nature and methods to study nature, as well as appreciate the contributions of science to the betterment of mankind.
Goal XII	To develop a person who appreciates and maintains his physical, emotional, spiritual and social health in a way which promotes the individual and collective well being and quality of life.

General Education Requirements for Bachelors' Degrees

General Education Requirements for Bachelors' Degrees - 48 credits

Basic Skills - 23 credits

Basic Skills: Spanish **9**

Choose one of two tracks:

Elementary Level:

GESP	1021	Basic Skills in Spanish as a Second Language	3
GESP	1022	Intermediate Spanish as a Second Language	3
GESP	2023	Writing and Composition for Non-Native Spanish Speakers	3

Intermediate Level:

GESP	1101	Literature and Communication: Narrative and Essay	3
GESP	1102	Literature and Communication: Poetry and Theater	3
GESP	2203	World View Through Literature	3

Basic Skills: English **9**

Choose one of three tracks based on College Board English Examination Score (or its equivalent):

Elementary level (<450):

GEEN 1101 English as a Second Language I	3
GEEN 1102 English as a Second Language II	3
GEEN 1103 English as a Second Language III	3

Intermediate Level (451-549):

Development of English Through Reading I	3
Development of English Through Reading II	3
Development of English Through Writing	3

Advanced Level (>550):

GEEN 2311 Reading and Writing	3
GEEN 2312 Literature and Writing	3
GEEN 2313 Writing and Research	3

Basic Skills: Mathematics 3

Select one course from the following:

GEMA	1000	Quantitative Reasoning	3
GEMA	1200	Fundamentals of Algebra	3

Basic Skills: Access to Information and Computers 3

GEIC	1010	Information and Computer Literacy	3

Philosophical and Esthetic Thought - 6 credits

GEPE	4040	Ethical Dimensions of Contemporary Affairs	3

In addition, select one course from the following:

GEPE	2020	Humanistic Studies	3
GEPE	3010	Art Appreciation	3
GEPE	3020	Music Appreciation	3
GEPE	3030	Theatre Appreciation	3

Christian Thought – 3 credits

GECF	1010	The Christian Faith	3

Entreprenurial Context – 3 credits

GEEC	2000	Entreprenurial Culture	3

Historical and Social Context - 6 credits

Select two courses from the following:

GEHS	2001F	Historical Process of Florida	3
GEHS	2020	Global Vision of Economics	3
GEHS	3020	Global Society	3
GEHS	3030	Human Formation and Contemporary Society	3
GEHS	3040	The Individual, Society and Culture	3
GEHS	4020	Ancient and Medieval Western Civilization	3
GEHS	4030	Modern and Contemporary Western Civilization	3

Scientific and Technological Context - 3 credits

Select one course from the following:

GEST	2020	Science, Technology and Environment	3
GEST	3030	The Individual and the Physical World	3

Health, Physical Education and Recreation - 3 credits

GEHP	3000	Well-being and Quality of Life	3

General Education Categories and Course Descriptions

The General Education Program emphasizes the development of a personal and social conscience; the refinement of communication skills; quantitative and philosophical thought; the use of technology as a means of access to information, the cultivation of ethical and aesthetic sensitivity; and knowledge of principles of Christian faith and practice.

The General Education Program requires the satisfactory completion of 48 credits for the Bachelor's Degree. It allows students to take courses in sequence, according to years of study. This is accomplished through the codification of each course, where the first number of the course usually responds to the year of study. It is recommended that the student take courses following the established sequence.

Categories of the General Education Program

The General Education Program of the Inter American University of Puerto Rico comprises the following seven categories.

Basic Skills: This category develops competencies in the following areas: Spanish and English communication skills, mathematics, and information and computer technologies.

Christian Thought: This category develops the competencies that allow the understanding and appreciation of Christian faith from an ecumenical openness.

Entrepreneurial Culture: This category develops the competencies for the formation of a person with an entrepreneurial attitude and capability for self-management and entrepreneurship in the context of a globalized society.

Philosophical and Aesthetic Thought: This category develops competencies related to ethics, social responsibility, and musical, artistic, and theatrical appreciation.

Historical and Social Context: This category develops the fundamental competencies of history and social sciences to allow the understanding of society in a local and global context.

Scientific and Technological Context: This category develops the fundamental competencies for the study and understanding of the interrelation between the natural sciences, the environment, technology and the human being. It also encourages the development of a responsible ecological attitude.

Health and Quality of Life: This category develops competencies that contribute to integral health, quality of life, and healthy individual and collective lifestyles.

Basic Skills

Basic Skills - 23 credits
Basic Skills: These courses enable a Spanish or English-speaking person to learn, respectively, English or Spanish as a second language, the skills of mathematical analysis and methods of quantitative and qualitative research, and how to use emerging technology in another language. These courses strengthen the skills necessary for a person's personal and professional life.

Basic Skills: Spanish

Three (3) courses in Spanish in the established sequence are required for a total of nine (9) credits. The courses GESP 1101, 1102, and 2203 will be supported by an open laboratory (virtual). For students whose native language is not Spanish, GESP 1021, GESP 1022, and GESP 2023 are the required courses.

Elementary Level (English Speaking Students)

GESP 1021 BASIC SKILLS IN SPANISH AS A SECOND LANGUAGE
Intensive development of linguistic skills (understanding, speaking, reading and writing). Study of the lexical and morphosyntactical aspects of Spanish that will prepare students with no prior knowledge of Spanish to perform satisfactorily in that language. Required course.
3 credits

GESP 1022 INTERMEDIATE SPANISH AS A SECOND LANGUAGE
A more in-depth study of the lexical, morphological and syntactical aspects of the Spanish language in diverse contexts. Introduction to the reading of texts of intermediate complexity. Writing based on simple and intermediate complex structures. Required course. Prerequisite: GESP 1021.
3 credits

GESP 2023 WRITING AND COMPOSITION FOR NON-NATIVE SPANISH SPEAKERS
Study of the oral and written language of Spanish through readings that develop the student's critical and creative capabilities and writing and composition of different types of prose, including descriptive, narrative and expository prose. Required course. Prerequisite: GESP 1022.
3 credits

Intermediate Level (Spanish Speaking Students)

GESP 1101 LITERATURE AND COMMUNICATION: NARRATIVE AND ESSAY
Reading and discussion of narrative and essay works of the Spanish, Hispanic-American and Puerto Rican literature for the development of analytical and oral and written communication skills. Systematic practice of the different types of paragraphs and grammatical structures. Required course.
3 credits

GESP 1102 LITERATURE AND COMMUNICATION: POETRY AND THEATER
Reading and discussion of poetic and theatric works of the Spanish, Hispanic-American and Puerto Rican literatures for the development of analytical and oral and written communication skills. Systematic practice of the different types of grammatical structures and the different types of elocution with emphasis on exposition and argumentation. Prerequisite: GESP 1101. Required course.

3 credits

GESP 2203 WORLD VIEW THROUGH LITERATURE
Study of literature as an artistic expression and as a means for expressing reality with emphasis on refining oral and written communication skills. Includes a selection of universal literary works representative of different themes and epochs. Requires additional time in an open lab. Required course. Prerequisite: GESP 2023.

3 credits

Basic Skills: English

Three (3) courses in English in the established sequence and level are required for a total of nine (9) credits. This curriculum is divided into three levels: elementary, intermediate and advanced. Students will be placed in English courses based on their score on the English examination of the College Board (or its equivalent). This placement will be made according to the following scores: elementary level, a score up to 450; intermediate level, scores from 451 to 549; and advanced level, scores of 550 or above. Special cases, such as transfer students from universities or other higher education systems not requiring the College Board examination, as well as readmitted students who have not taken the basic skills in English requirements, will be required to have an interview with the Director of the English Department or the person designated, for their placement in the corresponding level. The elementary level courses (GEEN 1101, GEEN 1102 and GEEN 1103) and those of the intermediate level (GEEN 1201, GEEN 1202 and GEEN 1203) require additional time in an open laboratory (virtual). The advanced level courses include GEEN 2311, GEEN 2312, and GEEN 2313.

Elementary Level

GEEN 1101 ENGLISH AS A SECOND LANGUAGE I
Development of English as a second language. Emphasis on auditory comprehension, oral production and vocabulary acquisition in context. Requires additional time in a laboratory. Required course.

3 credits

GEEN 1102 ENGLISH AS A SECOND LANGUAGE II
Development of English as a second language. Practice in listening, speaking and reading skills. Emphasis on reading skills and vocabulary acquisition in context. Introduction to paragraph writing. Requires additional time in a laboratory. Prerequisite: GEEN 1101. Required course.

3 credits

GEEN 1103 ENGLISH AS A SECOND LANGUAGE III
Development of English as a second language. Practice in listening, speaking and reading skills. Emphasis on writing process skills, using different formats and vocabulary acquisition in context. Requires additional time in a laboratory. Prerequisite: GEEN 1102. Required course.

3 credits

Intermediate Level

GEEN 1201 DEVELOPMENT OF ENGLISH THROUGH READING I
Development of reading skills. Refinement of English through oral presentations, paragraph writing, and vocabulary acquisition in context. Requires additional time in a laboratory. Required course.

3 credits

GEEN 1202 DEVELOPMENT OF ENGLISH THROUGH READING II
Development of reading skills, with emphasis on critical reading. Refinement of the reading process and vocabulary acquisition in context. Requires additional time in a laboratory. Prerequisite: GEEN 1201. Required course.

3 credits

GEEN 1203 DEVELOPMENT OF ENGLISH THROUGH WRITING
Introduction to essay writing including organization process, revision and editing. Emphasis on the organization, essay paragraph development, refinement of grammar and vocabulary acquisition in context. Requires additional time in a laboratory. Prerequisite: GEEN 1202. Required course.

3 credits

Advanced Level

GEEN 2311 READING AND WRITING
Reading and analysis oriented toward essay writing. Emphasis on organization skills, revision in the writing process and vocabulary acquisition in context. Required course.

3 credits

GEEN 2312 LITERATURE AND WRITING
Analysis and discussion of literary works. Essay writing on topics related to the readings. Emphasis on vocabulary acquisition in context. Prerequisite: GEEN 2311. Required course.

3 credits

GEEN 2313 WRITING AND RESEARCH
Planning, research and writing of academic works. Emphasis on skills for searching, comprehension, evaluation, and effective use of information and vocabulary acquisition in context. Required course.

3 credits

Basic Skills: Mathematics

Three credits in mathematics are required. These courses will be supported by an open laboratory (virtual). There are two alternatives: GEMA 1000 or GEMA 1200. Students in the Education program will take GEMA 1001 and GEMA 1002.

GEMA 1000 QUANTITATIVE REASONING
The content of this course is developed through problem solving and the integration of available technology as a work tool. Study of sets of real numbers, measuring systems, geometry (length, area and volume), operations with polynomials, equation solving for linear variables that include ratios, proportions, mathematical financial formulas and literal equations. Basic concepts of statistics: frequency distribution and measures of central tendency dispersion. Principles of probability and methods of counting. Requires additional time in an open lab.

3 credits

GEMA 1200 FUNDAMENTALS OF ALGEBRA
Application of algebra to problem solving, including graphic and symbolic representations. Study of algebraic expressions with whole and rational exponents. Simplification and factorization of algebraic expressions. Binomial expansion. Real and logarithmic exponents. Equations with rational expressions, radicals, exponents or logarithms. Linear and quadratic inequalities. Linear equations in two variables and its graph. Requires additional time in an open lab.

3 credits

GEMA 1001 MATHEMATICS FOR TEACHERS I
Study and application of the fundamental topics of the Theory of Sets, Numeration and Operation and Data Analysis and Probability. Emphasis on the development of content through problem solving. Includes communication in mathematics, mathematical reasoning, representation, the integration of mathematics with other contents, the integration of the cross-sectional topics of the curriculum and the integration of available technology as a work tool. This course is designed for elementary school teachers. A minimum grade of C is required to pass this course. Requires additional time of open laboratory.

3 credits

GEMA 1002 MATHEMATICS FOR TEACHERS II
Study and application of the fundamental topics of Measurement, Geometry and Algebra. Emphasis on the development of content through problem solving Includes communication in mathematics, mathematical reasoning, representation, the integration of mathematics with other contents, the integration of the cross-sectional topics of the curriculum and the integration of available technology as a work tool. This course is designed for elementary school teachers. A minimum grade of C is required to pass this course. Requires additional time of open laboratory. Prerequisite: GEMA 1001.

3 credits

Basic Skills: Access to Information and Computers

Three credits are required in this category. This course (GEIC 1010) will be supported by an open laboratory (virtual).

GEIC 1010 INFORMATION AND COMPUTER LITERACY
Development of skills in the use of the computer and in search for and the processing of information. Includes general concepts of computer systems and systems for organizing information. Recovery, evaluation, synthesis and presentation of information. Management of software such as operating systems, word processors, presentations, calculation sheets, navigators and information databases. Requires 45 hours of lecture-lab. Requires additional time in an open laboratory. Required course.

3 credits

Entrepreneurial Context

Students will take 3 credits in this category.

GEEC 2000 ENTREPRENEURIAL CULTURE
Discussion of aspects that foster the development of attitudes and mentality aimed at taking initiatives, identifying opportunities, and addressing challenges of personal, social, and economic settings to promote an entrepreneurial culture. Core course.

3 credits

Philosophic and Aesthetic Thought

Philosophical and Aesthetic Thought: The competencies and skills of logical thought, argumentation and rhetoric skills applying to all knowledge (critical, imaginative, contextual, synthetic, and evaluative, among others) and which constitute the principal intellectual repository for learning to learn. The development of fundamental knowledge that propitiates the refinement of musical artistic sensitivity.

Six credits are required in this category. Course GEPE 4040 is required.

GEPE 2020 HUMANISTIC STUDIES
Philosophic reflection on language, esthetics, religion, history, society, science and technology. Logical and critical approach to everyday life affairs of the present day world. From the perspective of philosophy, the course adds an integrating method of knowledge to general education. Prescribed distributive course.

3 credits

GEPE 3010 ART APPRECIATION
Study of the fundamentals of visual arts and how these form an integral part of life. Study of the historical and aesthetical background in which works of art are produced. Prescribed distributive course.

3 credits

GEPE 3020 MUSIC APPRECIATION
Study of the value of music in our society. Stimulate the enjoyment of universal music from a multicultural approach, using methods that develop auditory perception. Emphasis on the elements of music and on basic musical forms. Prescribed distributive course.

3 credits

GEPE 3030 THEATRE APPRECIATION
Study of the fundamentals of the performing arts and their incorporation to life in society. Integration of the elements for the analysis of the performing arts, allowing for the development of a critical and evaluative exercise of these. Theoretical revision of theatrical production milestones from its origins to the present, both in dramaturgy as in staging. Prescribed distributive course.

3 credits

GEPE 4040 ETHICAL DIMENSIONS OF CONTEMPORARY MATTERS
Critical analysis of current principles and problems from the perspective of the past and present ethical systems most relevant for western civilization. Includes a project related to quality of life and community action. Required course.

3 credits

Christian Thought

Christian Thought: The development of fundamental knowledge on the history, principles and practice of Christianity and on Jesus as its central figure. From an ecumenical posture, it examines the Christian values of our society, with openness towards other religions.

Three credits are required in this category.

GECF 1010 THE CHRISTIAN FAITH
Academic study of the Christian faith with an ecumenical openness in the interdisciplinary dialog. Special attention will be given to the life and teachings of Jesus and their implications for the Christian community and the pluralistic society of today. Required course.

3 credits

Historic and Social Context

Historical and Social Context: The fundamental competencies and knowledge of the social sciences and the history of Florida. Included are the economic, political, psychological and cultural analyses that foster the understanding of the performance and behavior of our people and of the global community.

Six credits are required in this category.

GEHS 2001F HISTORICAL PROCESS OF FLORIDA
Analysis of the historical process of Florida through the study of the economic, political, social and cultural transformations of Florida, with emphasis on the period of its acquisition from Spain in 1821 until the present. Required course.

3 credits

GEHS 2020 GLOBAL VISION OF ECONOMICS
A vision of the world economy from the end of the twentieth century to the present is developed. Emphasis on the economic policies of neoliberalism, privatization, stock market, globalization and international economic institutions. Prescribed distributive course.

3 credits

GEHS 3020 GLOBAL SOCIETY
Study of the global society and its components from an economic, political and sociological perspective. Emphasis on the analysis of concepts and reasons that foment a better understanding of the challenges and problems of the contemporary world. Prescribed distributive course.

3 credits

GEHS 3030 HUMAN FORMATION IN CONTEMPORARY SOCIETY
Study of the factors that intervene in the development and formation of human beings from a biological, psychological, social and existential approach. Analysis and reflection of the biopsychosocial factors that human beings face, as a result of living in a dynamic and complex society. Emphasis on human beings as agents promoting change to improve their quality of life and that of their social environment. Prescribed distributive course.

3 credits

GEHS 3040 INDIVIDUAL, SOCIETY AND CULTURE
Analysis of the different processes of organization and cultural adaptation from anthropological and sociological perspectives. Emphasis on the impact on human behavior of evolution, systems, processes and the changes of society and the person. Case studies are integrated for understanding the dynamics of sociocultural systems. Prescribed distributive course.

3 credits

GEHS 4020 ANCIENT AND MEDIEVAL WESTERN CIVILIZATION
Analysis of the most outstanding economic, political, social and cultural processes of Western Civilization from the appearance of human beings to the end of the Middle Ages. Prescribed distributive course.

3 credits

GEHS 4030 MODERN AND CONTEMPORARY WESTERN CIVILIZATION
Analysis of the most outstanding economic, political, social and cultural processes of modern and contemporary Western Civilization. Prescribed distributive course.

3 credits

Scientific and Technological Context

Scientific and Technological Context: Fundamental competencies and knowledge of the natural sciences and the technology that foments the development of a responsible ecological attitude.

Three credits are required in this category.

GEST 2020 SCIENCE, TECHNOLOGY AND ENVIRONMENT
Study of the basic concepts of the Natural Sciences, their impact on technological development, on society and on the environment. Application of these concepts to the discussion of current topics. Emphasis on the importance of the scientific method in the search for and construction of knowledge. Prescribed distributive course.

3 credits

GEST 3030 THE PHYSICAL WORLD AND THE INDIVIDUAL
Study of the physical environment in which human beings function: describing, observing, evaluating and comparing the processes that structure and mold the surface of the earth. The atmosphere and its processes, climate, composition and structure of the lithosphere, hydrosphere, biosphere, effect of rotation and revolution of the planet and the human being as an agent of change on the earth's surface. Presents an interdisciplinary view of the natural sciences that allows the student to integrate theoretical knowledge framed in human reality. Prescribed distributive course.

3 credits

Health, Physical Education and Recreation

Health, Physical Education and Recreation: The competencies and skills that contribute to the development of a feeling of the necessary self-esteem, confidence and discipline for personal care (physical, emotional and social), which serves as the basis for health and well-being.

Three credits are required in this category. Students of the Nursing Program are exempt from this category.

GEHP 3000 WELL-BEING AND QUALITY OF LIFE
Study of the dimensions of well-being and its effect on the physical and neural muscular parameters. Emphasis on the scientific base of knowledge related to physical aptitude, nutrition and other components that contribute to the quality of life. Emphasis on the individual and community responsibility, adequate life styles for the conservation and promotion of health, and integral well-being. Required course.

3 credits

Undergraduate (Associate of Applied Sciences and Bachelor) Degree Programs

Accounting (A.A.S. and B.B.A.)

Associate Program

The Associate of Applied Sciences Degree in Accounting offers students the opportunity to develop the fundamental skills and knowledge in the accounting field. It provides the technical preparation that allows Program graduates to perform basic tasks in the accounting field. This program offers the student the opportunity to continue studies leading to the Bachelor's Degree.

Students must pass the required core and major courses with a minimum grade of C.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$11,590
Fees	$1,600
Books	$1,804
Supplies	$1,152
Total	$16,146

REQUIREMENTS FOR THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN ACCOUNTING

General Education Requirements	24 credits
Major Requirements	34 credits
Elective Courses	3 credits
	61

General Education Requirements - 24 credits

GESP	Spanish	6
GEEN	English	6
GECF 1010	Introduction to the Christian Faith	3
GEHS 2001F	Historical Process of Florida	3
GEIC 1010	Information and Computer Literacy	3
GEMA 1200	Fundamentals of Algebra	3

Major Requirements - 34 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 3055	Cost Accounting	4
ACCT 3061	Intermediate Accounting I	4

ACCT 3062	Intermediate Accounting II	4
ACCT 3085	Federal Taxes for Individuals	3
ACCT 3030	Computerized Systems Applied to Accounting	3
BADM 1900	Fundamentals of Management	3
FINA 2101	Corporate Finance I	3
MAEC 2211	Principles of Economics (Micro)	3
MAEC 2221	Basic Statistics	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Bachelor's Program

The Baccalaureate in Business Administration in Accounting aspires to develop professionals in the Accounting field who are successful in the performance of their functions in the private and public sectors.

Profile of the Competencies of Graduates
This Program is designed to develop the competencies that will permit students to:

Knowledge

Knowledge and understanding of:
1. the accounting theory using as its base the generally accepted principles of financial accounting in the national and international environment.
2. the generally accepted theory and norms for auditing the financial information of the organization.
3. the state and federal tax legislation applicable to individuals.
4. the theory of managerial accounting and costs for its application in organizations.
5. the theory and the applicable accounting principles in non-profit organizations.
6. the information and communication technology used in accounting processes.
7. the legal responsibility, the ethical principles and the Code of Ethics of the accounting profession.

Skills
1. Apply the theory and the principles of financial accounting to prepare, analyze and report on the economic results and the financial situation of the organization.
2. Apply the theory and the audit norms to emit judgment on the results of the structure of the internal control and the results of an audit of accounts.
3. Apply the provisions of the Code of Internal Revenue of Puerto Rico and the United States (federal) and their amendments to determine the taxes of the individual.
4. Apply the theory of managerial accounting and costs for the accumulation, allocation, communication of results and analysis for decision making.

5. Analyze the accumulation of costs for the purpose of planning, implementing and controlling the operations of the company.
6. Use information and communication technology related to the accounting profession.

Attitudes
1. Value the importance of continuous learning to stay competent in the profession.
2. Demonstrate an ethical conduct in the different scenarios that you are in.
3. Demonstrate interest in participating in professional activities that contribute to your academic and professional development, such as workshops, lectures, seminars, professional contests encounters, internships.

The Accounting program has as goals to:

1. Develop professionals dedicated to the mastery of knowledge and skills related to the exercise of the profession of Accounting at the national and international levels.
2. Foment the use of social, ethical and legal aspects in the process of decision making.
3. Promote the continuous development of the competencies required in this discipline as a core part of their commitment with their personal and professional improvement.

The program has as its objectives to:

1. Integrate the knowledge and skills related to the applicable principles, norms and current laws, as well as the technology in diverse scenarios at the national and international levels, into the accounting practice.
2. Apply the social, ethical and legal principles as a basis for the process of decision making.
3. Foment in students the responsibility to maintain a process of continuous learning in order to obtain their personal and professional development and to give relevant answers to the exigencies of their environment.

The Accounting program provides learning experiences through the use of technology and it exhorts students to continue their professional training. The new trends in the way of conducting businesses require ample knowledge in accounting and other areas such as communication skills, use of the technology, economics, and finance, among others.
Students must pass core and major courses with the minimum grade of C.

Students have the option of taking courses for this program entirely in-person, entirely on line, or any hybrid of the two.

TOTAL COST OF PROGRAM

Tuition	$23,560
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,536

REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE IN ACCOUNTING

General Education Requirements	48 credits
Core Course Requirements	37 credits
Major Requirements	36 credits
Elective Courses	3 credits
	124

General Education Requirements - 48 credits
Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students in this Program will take GEMA 1200 in the Basic Mathematical Skills category.

Core Course Requirements - 37 credits

ACCT 1161	Introduction to Financial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
BADM 4300	Managerial Economics	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements - 36 credits

ACCT 1162	Introduction to Managerial Accounting	4
ACCT 3055	Cost Accounting I	4
ACCT 3061	Intermediate Accounting I	4
ACCT 3062	Intermediate Accounting II	4
ACCT 3063	Intermediate Accounting III	4
ACCT 3085	Introduction to Federal Taxes for Individuals	3
ACCT 3030	Computerized Systems Applied to Accounting	3
ACCT 3086	Federal Taxes for Corporations, Partnerships and Other Entities	3
ACCT 3460	Accounting for Non Profit Organizations	3
ACCT 4010	Audit and Ethics for Accountants	4

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Course Descriptions, Faculty and Learning Resources (Accounting)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

TORRES DECOS, GUSTAVO, Part-Time Professor. B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Taxation, Florida Atlantic University; M.B.A. in Forensic Accounting, Florida Atlantic University.

GUTIERREZ, BENITO, Part-Time Professor. B.A. in Accounting, University of Massachusetts; Master in Mathematics, University of Central Florida.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Sons.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

ACCT 3055 COST ACCOUNTING I
Application and analysis of cost accumulation in order to plan, implement and control the operations of the company. The concepts of cost based on the activity, budget and standard cost are included. Ethical values and the use of technology are incorporated.. Prerequisite: ACCT 1161.

4 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

TORRES DECOS, GUSTAVO, Part-Time Professor. B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Taxation, Florida Atlantic University; M.B.A. in Forensic Accounting, Florida Atlantic University.

Homgren, C.T., Datar, S.M., & Rajan, M. (2017). *Cost Accounting: A Managerial Emphasis*. (16th ed.). Prentice Hall.

Blocher, E., Stout, D., Juras, P, & Smith, S. (2018). *Cost Management: A Strategic Emphasis*. Irwin/McGraw Hill.

ACCT 3061 INTERMEDIATE ACCOUNTING I

Application of the accounting cycle. Discussion, analysis, interpretation and application of the national and international accounting conceptual framework. Study and practice of the accounting cycle and the acquisition, classification, valuation and disposition of current and intangible assets. The concepts of professional ethics, international accounting and the use of technology are integrated. Prerequisite: ACCT 1161.

4 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

TORRES DECOS, GUSTAVO, Part-Time Professor. B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Taxation, Florida Atlantic University; M.B.A. in Forensic Accounting, Florida Atlantic University.

Keiso, D.E., Weygandt, J.J., Warfield, T.D. (2019). *Intermediate Accounting.* (17th ed.). John Wiley & Sons.

ACCT 3062 INTERMEDIATE ACCOUNTING II

Discussion, analysis, interpretation and application of the theoretical and practical aspects of accounting for property, physical plant and equipment, natural resources investments and short and long term liabilities, corporate capital and recognition of income from short and long term contracts. The concepts of professional ethics, international accounting and the use of technology are integrated. Prerequisite: ACCT 2061.

4 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

TORRES DECOS, GUSTAVO, Part-Time Professor. B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Taxation, Florida Atlantic University; M.B.A. in Forensic Accounting, Florida Atlantic University.

Keiso, D.E., Weygandt, J.J., Warfield, T.D. (2019). *Intermediate Accounting.* (17th ed.). John Wiley & Sons.

ACCT 3063 INTERMEDIATE ACCOUNTING III
Discussion, analysis, interpretation and application of theoretical and practical aspects of accounting related to: pensions, rent, corporate income taxes and changes in estimates, accounting principles and correction of mistakes in financial statements. Preparation of complex financial statements and current topics. The concepts of professional ethics, international accounting and the use of technology are integrated. Prerequisite: ACCT 2062.
4 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Keiso, D.E., Weygandt, J.J., Warfield, T.D. (2019). Intermediate Accounting. (17th ed.). John Wiley & Sons.

ACCT 3085 FEDERAL TAXES FOR INDIVIDUALS
Discussion of the dispositions of the Federal Internal Revenue Code related to individual income taxes, including the preparation of required forms. Discussion of the special dispositions applicable to the residents of Puerto Rico. The use of technology is integrated. Prerequisite: ACCT 1161.
3 credits

MARTINEZ, JOSE A., Part-Time Professor, B.B.A. in Accounting, University of Puerto Rico; M.B.A. in Finance, Wake Forest University.

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

MARTINEZ, JOSE A., Part-Time Professor, B.B.A. in Accounting, University of Puerto Rico; M.B.A. in Finance, Wake Forest University.

Whittenburg, G. E., Altus-Buller, M, & Gill, S. (2020). *Income Tax Fundamentals*. (39th ed.). South-Western Cengage Learning.

ACCT 3030 COMPUTERIZED SYSTEMS APPLIED TO ACCOUNTING
Application of the computerized programs used in the processes of gathering, analyzing, interpreting, synthesizing and communication of accounting information. Ethical values and the use of technology are incorporated. Prerequisites: GEIC 1010, ACCT 2061.

3 credits

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Hall, J.A. (2015). *Accounting Information Systems*. South-Western Collage Publications.

ACCT 3086 FEDERAL TAXES FOR CORPORATIONS, PARTERSHIPS AND OTHER ENTITIES
Discussion and application of the dispositions of the Federal Internal Revenue Code related to income taxes applicable to corporations, partnerships and other entities, including the preparation of the required forms. Ethical values and the use of technology are incorporated. Prerequisite: ACCT 2085.

3 credits

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

MARTINEZ, JOSE A., Part-Time Professor, B.B.A. in Accounting, University of Puerto Rico; M.B.A. in Finance, Wake Forest University.

Raabe, W.A., Young, J.C., Hoffman, W.H., Nellen, A. & Maloney, D.M. (2021). *South-Western Federal Taxation 2022: Corporations, Partnerships, Estates and Trusts.* Cengage.

ACCT 3460 ACCOUNTING FOR NON PROFIT ORGANIZATIONS
Discussion and practice of accounting for non-profit organizations such as: government, hospitals, universities and other public and private entities. Includes accounting for trusts and estates. Ethical values and the use of technology are incorporated. Prerequisite: ACCT 2062.

3 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

MARTINEZ, JOSE A., Part-Time Professor, B.B.A. in Accounting, University of Puerto Rico; M.B.A. in Finance, Wake Forest University.

Copley, P.A. (2017). *Essentials of Accounting for Governmental and Not-for-Profit Organizations*. (13th ed.). Irwin. McGraw-Hill.

ACCT 4010 AUDIT AND ETHICS FOR ACCOUNTANTS
Description of the theory, norms and types of audits, the role of the auditor and the different information (opinions). The ethical principles and the legal responsibility of the auditor are discussed. Includes the planning and design of the audit, the evaluation of internal control and risk, substantive and analytical tests and the preparation of reports. Ethical values and the use of the technology are incorporated. Prerequisite: ACCT 2063.

4 credits

DAVILA COLON, RUBEN, Assistant Professor, B.B.A in Accounting, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

RIVERA RIVERA, EILLEN, Part-Time Professor, B.B.A. in Finance, University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Whittington, R. & Pany, K, (2015). *Principles of Auditing and Other Assurance Services.* 20th ed. Irwin/McGraw Hill Company.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

RIVERA DE MARQUEZ, ELBA, Professor of Business Administration. B.A. in Business Education, Bernard M. Baruch College, New York, NY; M.A. in Administration and Supervision, Inter American University; Ph.D. Business Education, New York University; Knowledge Management and Organization (Professional Certificate), Universidad Iberoamericana Miguel de Cervantes.

ORTIZ MATEO, EDWIN, Full-Time Professor, B.B.A. in Management, Universidad Catolica de Puerto Rico; M.B.A. in Management, Universidad Catolica de Puerto Rico; 51 Approved Doctoral Credits towards a Ph.D. in International Business, Inter American University of Puerto Rico.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2016). Fundamentals of Management: Essential Concepts and Application. Prentice Hall.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

ROMERO VAZQUEZ, JOSE M., Part-Time Professor, B.S. in Computers, Inter American University of Puerto Rico; M.A. in Educational Computing, Caribbean University; Ed.D. in Educational Management, Pontificial Catholic University of Puerto Rico.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

BADM 4300 MANAGERIAL ECONOMICS
Application of contemporary economic theory. Use of analytical instruments from other disciplines in the managerial decision-making process. Prerequisites: MAEC 2212, 2221.

3 credits

ORTIZ MATEO, EDWIN, Full-Time Professor, B.B.A. in Management, Universidad Catolica de Puerto Rico; M.B.A. in Management, Universidad Catolica de Puerto Rico; 51 Approved Doctoral Credits towards a Ph.D. in International Business, Inter American University of Puerto Rico.

Keat, P.G. & Young, P.K.Y. (2011). *Economía de Empresa.* (4th ed.). Prentice Hall.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

ORTIZ RAMIREZ, LUZ A., Part-Time Professor, B.B.A. in Marketing, Inter American University of Puerto Rico; M.B.A. in Marketing, Turabo University.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

RIOS CINTRON, ALEJANDRO, Part Time Professor of Business Administration. B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). Addison Wesley

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

ORTIZ MATEO, EDWIN, Full-Time Professor, B.B.A. in Management, Universidad Catolica de Puerto Rico; M.B.A. in Management, Universidad Catolica de Puerto Rico; 51 Approved Doctoral Credits towards a Ph.D. in International Business, Inter American University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics.* (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

ORTIZ MATEO, EDWIN, Full-Time Professor, B.B.A. in Management, Universidad Catolica de Puerto Rico; M.B.A. in Management, Universidad Catolica de Puerto Rico; 51 Approved Doctoral Credits towards a Ph.D. in International Business, Inter American University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9th ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

TORRES OCASIO, JUAN L., Assistant Professor of Business Administration, B.B.A in Business Administration, Inter American University of Puerto Rico; M.B.A. in Human Resources, Inter American University; 43 Approved Doctoral Credits towards a Ph.D. in Business Management Development, Inter American University of Puerto Rico.

GUTIERREZ, BENITO, Part-Time Professor. B.A. in Accounting, University of Massachusetts; Master in Mathematics, University of Central Florida.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

TORRES OCASIO, JUAN L., Assistant Professor of Business Administration, B.B.A in Business Administration, Inter American University of Puerto Rico; M.B.A. in Human Resources, Inter American University; 43 Approved Doctoral Credits towards a Ph.D. in Business Management Development, Inter American University of Puerto Rico.

GUTIERREZ, BENITO, Part-Time Professor. B.A. in Accounting, University of Massachusetts; Master in Mathematics, University of Central Florida.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

ORTIZ MATEO, EDWIN, Full-Time Professor, B.B.A. in Management, Universidad Catolica de Puerto Rico; M.B.A. in Management, Universidad Catolica de Puerto Rico; 51 Approved Doctoral Credits towards a Ph.D. in International Business, Inter American University of Puerto Rico.

GUTIERREZ, BENITO, Part-Time Professor. B.A. in Accounting, University of Massachusetts; Master in Mathematics, University of Central Florida.
Columbia University.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

Computer Science (A.A.S. and B.S.)

Computer Science Associate of Applied Science Program

The Associate of Applied Sciences Degree in Computer Sciences offers an applied theoretical and practical preparation to develop in students basic and current concepts in the field of computation and information.

The Program promotes the development of skills such as logical reasoning, concepts and basic principles of assembly, microcomputer repair and configuration, mastery of at least one programming language, database management, and the basic knowledge of technical writing.

The Program also aims to develop professionals capable of continuing their learning, programming and installing software, and making publications by electronic means, in addition to having the capability of working in teams and possessing knowledge on professional ethics.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$11,780
Fees	$1,600
Books	$1,736
Supplies	$1,152
Total	$16,268

REQUIREMENTS FOR THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN COMPUTER SCIENCE

General Education Requirements	24 credits
Major Requirements	35 credits
Elective Credits	3 credits
Total	62

General Education Requirements - 24 credits

GESP	Spanish	6
GEEN	English	6
GEMA1200	Fundamentals of Algebra	3
GEHS 2001F	Historical Process of Florida	3

GECF 1010	Introduction to the Christian Faith	3
GEIC 1010	Information and Computer Literacy	3

Major Requirements - 35 credits

COMP 2025	Development of Webpages	3
COMP 2120	Programming Logic	3
COMP 2315	Structured Programming	3
COMP 2400	Object Oriented Programming	3
COMP 2501	Discrete Computational Structures I	3
COMP 2800	Databases	3
COMP 2850	Mobile Computing	3
COMP 2900	Data Structures	3
COMP 3015	Web Programming with Databases	3
COMP 2970	Seminar and Practice	3
MATH 1500	Precalculus	5

Elective Credits – 3 credits
An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Computer Science Bachelor's Program

The Bachelor of Science Degree in Computer Science offers a theoretical and practical preparation to develop current concepts in the technical and diversified areas of the computer field. The Program fosters the development of skills such as: logical reasoning, developing well-documented structured programs in various programming languages that work efficiently in a reasonable period of time, recognizing which types of problems are susceptible to solution by computer and using the necessary tools to solve problems and measure the implications of the student's work as an individual, as well as a team member. The Program also includes detailed knowledge of the organization, architecture, operation and limitations of computerized systems and a background that allows students to continue studying and developing themselves in the field of computer sciences.

Practice or internship experience may be credited to students who have had a satisfactory work experience and request such credit in writing to the director of the academic department. This credit will be subject to whether:

1. The student has been working for a minimum period of two years in a company within the five-year period immediately prior to the date of the request.
2. The student presents a certification and letter from the employer or the Human Resources Office of the company that specifies:
    a. Years of experience
    b. Period of time employed
    c. Position (s) occupied
    d. Description of tasks

e. Any other evidence of professional performance during the time of employment.

3. The student pays 50% of the cost of registration for the practice or internship course for which credit is requested.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$23,180
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,156

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN COMPUTER SCIENCE

General Education Requirements	48 credits
Major Requirements	65 credits
Prescribed Distributive Requirements	6 credits
Elective Courses	3 credits
Total	122

General Education Requirements - 48 credits

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Major Requirements - 65 credits

COMP 2025 Development of Webpages	3
COMP 2120 Programming Logic	3
COMP 2315 Structured Programming	3
COMP 2400 Object Oriented Programming	3
COMP 2501 Discrete Computational Structures I	3
COMP 2502 Discrete Computational Structures II	3
COMP 2800 Databases	3
COMP 2900 Data Structures	3
COMP 3015 Web Programming with Databases	3
COMP 3300 Organization and Computer Architecture	3
COMP 3400 Software Engineering	3
COMP 3500 Operating Systems	3
COMP 3900 Visual Computation	3
COMP 4200 Teleprocessing and Networks	3
COMP 4400 Systems Development and Implementation	3
COMP 4410 Computer Security	3
COMP 4910 Practice and Professional Ethics	3
MATH 1500 Precalculus	5

MATH 2100 Introduction to Probability and Statistics	3
MATH 2251 Calculus I	5
PHYS 3001 General Physics I	4

Prescribed Distributive Requirements - 6 credits
Select six (6) credits from the following courses:

COMP 2850 Mobile Computation	3
COMP 3600 Computer Graphics	3
COMP 3800 Programming Languages	3
COMP 397_ Special Topics	3
COMP 4160 Parallel Processing	3
COMP 4210 Cloud Computing	3
COMP 4415 Forensics Computation	3
COMP 4480 Artificial Intelligence	3
COMP 4580 Introductions to Robotics	3
MATH 2100 Introductions to Probability and Statistics	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Course Descriptions, Faculty and Learning Resources (Computer Science)

MATH 1500 PRECALCULUS
Study of functions, with emphasis on linear, polynomical, rational, exponential, logarithmic and trigonometric functions. Operations with functions and inverse functions. Study of analytical trigonometry of complex numbers; linear and nonlinear equation systems, inequalities, matrices, determinants and polar coordinates. Prerequisite: GEMA 1200

5 credits

GONZALEZ, ROSA E., Associate Professor. B.A., M.A. in Education in Mathematics, University of Puerto Rico.

Lial, M., Hornsby, J., & Schneider, D. (2016). *Precalculus.* (6th ed.). Boston: Pearson.

MATH 2251 CALCULUS I
Limits of a function, the derivative, Rolle's theorem and the mean value theorem, application of the derivative. The definite integral and the fundamental theorem of calculus. Derivatives and integrals of trigonometric, exponential and logarithmic functions. Applications of the definitive integral. Topics of analytical geometry: the circle, parabola, ellipse, and hyperbola. Prerequisite: MATH 1500.

5 credits

CALDERON, HELMUTH, Assistant Professor. B.A. in Mathematics, Chile University; M.S. in Mathematics, Chile University.

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering; M.S. in Computer Engineering; M.S. in Electrical Engineering.

Stewart, J. (2015). *Calculus.* (8th ed.). Cengage.

MATH 2100 INTRODUCTION TO PROBABILITY AND STATISTICS

Experimental and theoretical probability. Emphasis on the relationship between empirical reality and mathematical proof. Elements of probability, probability distributions and elementary theorems of conditional probability. Independent and mutually exclusive events. Measures of central tendency and measures of dispersion. Sampling, frequency distributions, normal distribution, percentiles, scoring and graphs. Confidence intervals. Hypothesis testing, correlation and regression. Use of the graphic calculator and computer software. Prerequisite: MATH 1500.

3 credits

CALDERON, HELMUTH, Assistant Professor. B.A. in Mathematics, Chile University; M.S. in Mathematics, Chile University.

Johnson, R., & Kuby, P. (2011). *Elementary Statistics.* (11th ed.). Duxbury Press.

PHYS 3001 GENERAL PHYSICS I

Logical and unified presentation of physics at the introductory level, emphasizing the basic ideas constituting its foundations: laws of motion and the conservation and interaction between particles and fields. Students are exposed to different experiences in the fields of mechanics and heat in the teaching-learning process. Emphasis on the integration and application of concepts throughout the experimentation. Requires 45 hours of lecture and 45 hours of lab. Prerequisite: MATH 1500.

4 credits

SANTIAGO, ANTONIO. Part Time Professor. B.S. in Physics, University of Puerto Rico; M.S. in Physics, University of Puerto Rico; M.S. in Computer Science, Evansville University.

Serway, R.A., & Vuille, C. (2017). *College Physics*. (11th ed.). Cengage Learning.

COMP 2025 DEVELOPMENT OF WEBPAGES

Discussion of the concepts of designing and developing WebPages. Application of the HTML and Javascript languages together with CSS for the creation of WebPages. Creation and adaptation of multimedia elements to be used in interactive pages.

3 credits

ROSARIO, JOEL, Part Time Professor. B.S. in Computer Science, Inter American University of Puerto Rico; M.S.in Open Information System, Inter American University of Puerto Rico.

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

Larsen, R. (2013). *Beginning HTML and CSS*. Wrox.

COMP 2120 PROGRAMMING LOGIC
Analysis, design, evaluation and representation of algorithms. Includes flow charts and pseudo codes. Introduction to programming. Class design with UML. Emphasis on the basic structures of data, algorithms for searches and ordering. Lecture/Lab. Requires additional time in an open lab.

3 credits

ROSARIO, JOEL, Part Time Professor. B.S. in Computer Science, Inter American University of Puerto Rico; M.S.in Open Information System, Inter American University of Puerto Rico.

Sprankle, M., & Hubbart, J. (2011). *Problem Solving and Programming Concepts.* (9th ed.). Upper Saddle River, N.J.: Prentice Hall.

Farrell, J. (2017). *Programming Logic and Design*. (9th ed.). Cengage.

COMP 2315 STRUCTURED PROGRAMMING
Discussion of the fundamentals of programming of data types, declarations, control structures and subprograms. Includes modular programming and data transfer between modules, capability of variables, basic data structures, sets, registries, archives and pointers. Design, coding, verification, debugging errors and documentation. Requires 30 hours of lecture and 30 hours of closed laboratory. Requires additional time of open laboratory. Prerequisites: COMP 2110, 2120.

3 credits

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

RIVERA, TERESA, Part Time Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.B.A. in Computing Engineering Management, University of Puerto Rico; M.S. in Computer in Engineering, University of Puerto Rico.

ROSARIO, JOEL, Part Time Professor. B.S. in Computer Science, Inter American University of Puerto Rico; M.S. in Open Information System, Inter American University of Puerto Rico.

Deitel, P., & Deitel, M. (2010). *Visual C++ How to Program*.(7th ed.). Upper Saddle River, NJ: Prentice Hall.

COMP 2400 OBJECT ORIENTED PROGRAMMING
Introduction to object-oriented languages. Includes objects, classes, messages, instances, variables, capsuling, polymorphism, heritage, methods, expressions, blocks, collections, flows, and applications. Requires additional time in an open laboratory. Prerequisite: COMP 2300.

3 credits

NIEVES, MIGUEL, Part Time Professor. B.S. in Computer Science, Inter American University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico.

LOPEZ, JUAN, Associate Professor. B.S. in Biology, University of Puerto Rico, Mayaguez Campus; M.S. in Computer Science, Evansville University.

Murach, J. (2022). *Murach's Java Programming. (6th ed.).* Mike Murach & Associates.

COMP 2501 DISCRETE COMPUTATIONAL STRUCTURES I
Theory and algebra of sets. Applications of one set in another, transformations and substitutions. Relations of equivalencies, order and partial order. Propositional logic. Conditionals: condition of sufficiency, necessity and of sufficiency and necessity. Deductive process and inference rules. Boolean, Karnaugh maps and combination circuits. Requires additional time in an open lab. Prerequisite: COMP 2315.

3 credits

CALDERON, HELMUTH, Assistant Professor. B.A. in Mathematics, Chile University; M.S. in Mathematics, Chile University.

Johnsonbaugh, R. (2008). *Discrete Mathematics.* (7th ed.). New York: Macmillan

COMP 2502 DISCRETE COMPUTATIONAL STRUCTURES II
Theory of graph and trees. Flow webs. Counting and combinatorial analysis. Recurrence relations: Difference equation of first and second order. Algebraic structures of simple and double composition. Scalar and vectorial fields. Lineal transformations. Fine state machines. Requires additional time in an open lab. Prerequisite: COMP 2501.

3 credits

CALDERON, HELMUTH, Assistant Professor. B.A. in Mathematics, Chile University; M.S. in Mathematics, Chile University.

Johnsonbaugh, R. (2008). *Discrete Mathematics.* (7th ed.). New York: Macmillan

COMP 2800 DATABASES
Discussion of the components and operation of a basic database system. Description of the different data models for the design and implementation of a database by means of the use of the Organization-Relation model. Application of SQL. Requires 45 hours of lecture-lab. Prerequisite: COMP 2315.

3 credits

CARDONA SOTO, MELVIN J., Part Time Professor. B.A. in Computer Science, Inter American University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico.

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

LOPEZ, JUAN, Associate Professor. B.S. in Biology, University of Puerto Rico, Mayaguez Campus; M.S. in Computer Science, Evansville University.

Silberschatz, A., Korth, H., & Sudarshan, S. (2019). *Database Systems Concepts.* (7th ed.). McGraw-Hill.

COMP 2850 MOBILE COMPUTATION
Discussion of tools and platforms for the design of movable applications. Design of programs considering their ease of utilization. Creation of applications by means of the use of a development platform for movable devices. Prerequisite: COMP 2315.

3 credits

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

LOPEZ, JUAN, Associate Professor. B.S. in Biology, University of Puerto Rico, Mayaguez Campus; M.S. in Computer Science, Evansville University.

Hiran, K.K., Doshi, R., & Baura, T. (2020). *Mobile Applications Developmen with Python in Kivy*. DeGunter.

COMP 2900 DATA STRUCTURES
Design and implementation of objects from capsulated data and their operations. Includes handling of data in sequential and dynamic structures, solution of problems with basic abstract data types such as, stacks, queues, arrays, trees and graphs. Emphasis on techniques for handling data such as searching and ordering. Implementation of different data structures through the use of recursive and non-recursive processes. Use of an object oriented programming language. Requires additional time in an open lab. Prerequisites: COMP 2400, 2501.

3 credits

RIVERA, JOSE, Part Time Professor. B.S. in Mathematics Computer Programming, Inter American University of Puerto Rico; M.S. in Computing Open Information System, Inter American University of Puerto Rico.

SANTIAGO, ELIZABETH, Part Time Professor. B.S. in Computer Science, University of Puerto Rico; M.S. in Open Information System, Inter American University of Puerto Rico,

Drozdek, A. (2008). *Data Structures and Algorithms in Java.* (3rd ed.). Mexico: Thomson Learning.

COMP 2970 SEMINAR AND PRACTICE
Research and study of important topics in computer science. Practice in skills and knowledge developed in the study of the Associate Degree in Applied Science in Computer Science. For Associate Degree candidates only.

3 credits

ROSA-ROSARIO, MARIA G., Associate Professor. B.A. Business Administration, University of Puerto Rico; M.A. in Business Education, New York University; D.B.A. in Information Technology, Aragosy University.

No Textbook

COMP 3015 WEB PROGRAMMING WITH DATABASES
Integration of databases and dynamic pages in the development of programs for the WEB. Programming of forms for data capture, validation and presentation. Prerequisite: COMP 2800.

3 credits

SANTIAGO, ELIZABETH, Part Time Professor. B.S. in Computer Science, University of Puerto Rico; M.S. in Open Information System, Inter American University of Puerto Rico,

CARDONA SOTO, MELVIN J., Part Time Professor. B.A. in Computer Science, Inter American University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico.

NIEVES, MIGUEL, Part Time Professor. B.S. in Computer Science, Inter American University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico.

Bramer, M. (2015). *Web Programming with PHP and MYSQL: A Practical Guide*. Springer.

COMP 3300 ORGANIZATION AND COMPUTER ARCHITECTURE
Analysis of the structure and architecture of processors and multiprocessors with emphasis on the characteristics, benefits and interaction of the functional components. Discussion of the foundations and strategies of access and administration of data. Analysis of memory hierarchies and architectures. Application of digital logic for the representation of data. Prerequisite: COMP 2900.

3 credits

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

VARGAS-MOYA, EDGARDO, Part Time Professor. B.S. in Computer Science Engineering, University of Puerto Rico, Mayaguez Campus; M.S. in Open Information System, Inter American University, Metropolitan Campus.

DIAZ, ANDRES, Professor. B.S. in Electrical Engineering, Universidad Nacional Pedro

Henríquez Ureña; M.S. in Electrical Engineering, University of Puerto Rico; Ph.D. in Electronical Engineering, Michigan State University.

Stallings, W. (2015). *Computer Organization and Architecture: Designing for Performance.* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

COMP 3400 SOFTWARE ENGINEERING
Analysis of the phases in the implementation and development cycle of software: specifications, design, verification, validation, documentation and maintenance. Emphasis on efficiency measures and reengineering techniques. Requires additional time in an open lab. Prerequisite: COMP 2900.

3 credits

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

Sommerville, I. (2018). *Software Engineering*. (10th ed.). NY: Addison-Wesley.

COMP 3410 COMPUTER SECURITY
Analysis of the fundamentals necessary to understand the risks and threats against computational systems. Includes the study of the vulnerability of possible attacks of computational systems. Emphasis on the use of the controls and protection methods necessary to guarantee the suitable operation of the systems. Prerequisite: COMP 3200.

3 credits

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

Stallings, W., & Brown, L. (2017). *Computer Security: Principles and Practice*. (4th ed.). Upper Saddle River, N.J.: Prentice Hall.

COMP 3500 OPERATING SYSTEMS
Analysis of the concepts and functions of operating systems. Includes multiprogramming, multithreads, multiprocessing and timesharing. Emphasis on the administration of resources, such as: processors, memory and peripherals. Discussion of the administration of real and virtual memory, file systems, security and protection. Requires additional time in an open lab. Prerequisite: COMP 3200.

3 credits

VARGAS-MOYA, EDGARDO, Part Time Professor. B.S. in Computer Science Engineering, University of Puerto Rico, Mayaguez Campus; M.S. in Open Information System, Inter American University, Metropolitan Campus.

NIEVES, MIGUEL, Part Time Professor. B.S. in Computer Science, Inter American University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico.

Stallings, W. (2017). *Operating Systems: Internals and Design Principles.* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

COMP 3600 COMPUTER GRAPHICS
Basic principles and techniques of computer graphics: point plotting, clipping, windowing, viewports, polygons and perspectives. Introduction to graphic nucleus. Graphics for data presentation. Linear transformations: rotation, transfer and change of scales. Animation techniques. Deletion of lines and hidden surfaces. Requires additional time in an open lab. Prerequisites: COMP 2502, 2900.

3 credits

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

Hughes, J.F., Van-Dam, A., Mcguire, D.F.., Sklar, D.F., Foley, J.D., Feiner, S.K., et al. (2013). *Computer Graphics: Principles and Practice.* (3rd ed.). Addison-Wesley.

COMP 3800 PROGRAMMING LANGUAGES
Analysis of the evolution of programming languages: data types, operations, verification of types, control structures, control and access of data, administration of memory, syntax, semantics and content binding. Emphasis on the introduction to alternating paradigms in programming languages. Includes comparison in implementing different concepts among several programming languages. Requires additional time in an open lab. Prerequisite: COMP 3200.

3 credits

NAVARRO, JOSE, Assistant Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico; M.S. in Electrical Engineering, University of Puerto Rico.

Sebesta, R.W. (2015). *Concepts of Programming Languages*. (11th ed.). Pearson.

COMP 3900 VISUAL COMPUTATION
Application of human-computer interaction concepts. Development of applications with graphical interfaces and interaction with databases. Design and production of reports. Prerequisite: COMP 3015.

3 credits

LOPEZ, JUAN, Associate Professor. B.S. in Biology, University of Puerto Rico, Mayaguez Campus; M.S. in Computer Science, Evansville University.

Preece, J., Sharp, H., & Rogers, Y. (2015). Interaction Design: Beyond Human-Computer Interaction. (4th ed.). Wiley.

COMP 397_ SPECIAL TOPICS
Analysis of current topics relevant to the computer science area. Prerequisite: Authorization from the Director of the Department.

1-6 credits

CARDONA SOTO, MELVIN J., Part Time Professor. B.A. in Computer Science, Inter American University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico.

Depends on the selected topic.

COMP 4160 PARALLEL PROCESSING
Evolution of parallel processing in computation systems. Parallel-processing architecture. Pipeline principles. Vector and Matrix processing. Techniques for developing control algorithms for concurrent multiple processing. Applications of multi-process systems will be discussed. Requires additional time in an open lab. Prerequisites: COMP 3500, 4000.
3 credits

CARDONA SOTO, MELVIN J., Part Time Professor. B.A. in Computer Science, Inter American University of Puerto Rico; M.S. in Computer Engineering, University of Puerto Rico.

McCool, M., Reinders, J., & Robinson, A. (2012). *Structured Parallel Programming: Patterns of Efficient Computation*. Morgan Kaufmann.

COMP 4200 TELEPROCESSING AND NETWORKS
Fundamental concepts of communication, classification, topology, analysis, design, implementation, data communication network security and communication architecture, including the OSI model. Communication protocols and distributed processing. Hardware equipment evaluation and software programs of high commercial acceptance networks. Requires additional time in an open lab. Prerequisites: COMP 2502, 3500.
3 credits

LOPEZ, JUAN, Associate Professor. B.S. in Biology, University of Puerto Rico, Mayaguez Campus; M.S. in Computer Science, Evansville University.

Stallings, W. (2013). *Data and Computer Communications.* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

COMP 4210 CLOUD COMPUTING
Analysis of the concepts and technologies that facilitate the creation of a global market for Cloud Computing services. Comparison of infrastructure technologies, architecture models, platforms, services, security, resource allocation and development of a Private Cloud. Requires 45 hours of lecture-lab. Prerequisite: COMP 3300.
3 credits

LOPEZ, JUAN, Associate Professor. B.S. in Biology, University of Puerto Rico, Mayaguez Campus; M.S. in Computer Science, Evansville University.

Bahga, A., & Madisetti, V. (2019). *Cloud Computing Solutions Architect*. VPT.

COMP 4400 SYSTEMS DEVELOPMENT AND IMPLEMENTATION
Determination of programming tools. Prototype elaboration, testing, debugging and validation. Processes for change; the techniques used for systems implementation. Systems documentation and users operation manual. Systems evaluation and optimization. Requires additional time in an open lab. Prerequisite: COMP 4420.

3 credits

LOPEZ, JUAN, Associate Professor. B.S. in Biology, University of Puerto Rico, Mayaguez Campus; M.S. in Computer Science, Evansville University.

VARGAS-MOYA, EDGARDO, Part Time Professor. B.S. in Computer Science Engineering, University of Puerto Rico, Mayaguez Campus; M.S. in Open Information System, Inter American University, Metropolitan Campus.

Valacich, J.,George, J., & Hoffer,J.(2014). *Essentials of System Analysis and Design.* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

COMP 4415 FORENSIC COMPUTATION
Analysis of the fundamental concepts used in a computer science forensic investigation. Application of methods and techniques necessary for the extraction of data from digital devices that can be used in investigations of a legal nature. Prerequisite: COMP 3300.

3 credits

RIVERA, TERESA, Part Time Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.B.A. in Computing Engineering Management, University of Puerto Rico; M.S. in Computer in Engineering, University of Puerto Rico.

Maras, M.H. (2014). *Computer Forensics*. Jones and Bartlett Learning.

COMP 4480 ARTIFICIAL INTELLIGENCE
History, fundamentals and applications of artificial intelligence. State space, heuristic search strategies and search control (depth first, breadth first). Representation of knowledge. Reasoning strategies (forward, backward). Knowledge engineering: production rules, diffuse logic. Requires additional time in an open laboratory. Requires 30 hours of lecture and 15 hours in a closed lab. Prerequisites: COMP 2550, 2900.

3 credits

RIVERA, TERESA, Part Time Professor. B.S. in Computer Science Engineering, University of Puerto Rico; M.B.A. in Computing Engineering Management, University of Puerto Rico; M.S. in Computer in Engineering, University of Puerto Rico.

Russell, S., & Norvig, P. (2020). *Artificial Intelligence: A Modern Approach*. (4th ed.). Pearson Education.

COMP 4580 INTRODUCTION TO ROBOTICS
History and evolution of automatons (robots). Robotics and applications. Manipulators (arms), actuators, and effectors, controllers, classification of robots. Homogeneous transformations. Direct and inverse kinematics. Dynamic and kinematic modelings. Internal and external sensors. Artificial-vision systems; robotic languages; job planning. Programming techniques of robots. Requires additional time in an open lab. Prerequisite: COMP 3200.
3 credits

DIAZ, ANDRES, Professor. B.S. in Electrical Engineering, Universidad Nacional Pedro Henríquez Ureña; M.S. in Electrical Engineering, University of Puerto Rico; Ph.D. in Electrical Engineering, Michigan State University.

Niku, S.B. (2020). *Introduction to Robotics: Analysis, Systems, Applications*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

COMP 4910 PRACTICE AND PROFESSIONAL ETHICS
Performance of tasks by means of the application of the knowledge and skills included in the Program in an actual work environment and in an institution approved by the practice coordinator. Integration of topics related to the ethics of the profession. Requires a minimum of one hundred thirty-five (135) hours of practice. Prerequisites: COMP 4200, 4400.
3 credits

DIAZ, ANDRES, Professor. B.S. in Electrical Engineering, Universidad Nacional Pedro Henríquez Ureña; M.S. in Electrical Engineering, University of Puerto Rico; Ph.D. in Electronical Engineering, Michigan State University.

Johnson, D.G. (2009). *Computer Ethics*. (4th ed.). Prentice Hall.

Criminal Justice (B.A.)

The Bachelor of Arts Degree in Criminal Justice focuses on criminal or forensic investigation. The Program's modern curriculum adjusts the knowledge, theory and techniques of the field of Criminal Justice to the demands of a dynamic and changing society. The curriculum is inter-disciplinary with branches of knowledge related to human behavior. The Program permits students to acquire personal and professional skills in accord with their interests and aptitudes. It also stresses the importance of the adequate development of attitudes and characteristics of the student's personality, while emphasizing knowledge of the causes and spread of crime, the methods and modern techniques of criminal justice, crime prevention. and rehabilitation. The Program is designed to: 1) prepare the student to occupy positions at the operational level in the field of the criminal justice system, both in the private and public sector, 2) upgrade the preparation of personnel offering services in these areas, 3) stimulate students to pursue graduate studies, and 4) permit students to put into practice the theoretical knowledge acquired in their studies through an internship experience in their area of major. All course requirements for a major in penology and criminal justice must be passed with a minimum grade of C.

Students who are candidates for the Internship must meet the requirements established by the University for this Program. They must complete or provide the following: internship application; satisfactory criminal background investigation; proof of immunizations; General

Release; official transcript of credits; satisfactory official evaluation of the Registrar; three letters of recommendation; four pictures 2X2; and a letter from the coordinator of the Program to the Registrar.

In addition, students must meet the requirements stipulated by the practice center.

The curriculum is inter-disciplinary but emphasizes branches of knowledge related to human behavior. The requirements for the Bachelor of Arts Degree in Criminal Justice include the following: (1) 48 general education credits; (2) 40 core course credits; (3) 6 prescribed distributive (elective concentration) credits; (4) 21 concentration credits; and (5) 6 elective credits.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$22,990
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$31,966

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN CRIMINAL JUSTICE

General Education Requirements	48 credits
Core Course Requirements	40 credits
Concentration Requirements	21 credits
Prescribed Distributive Requirements	6 credits
Elective Courses	6 credits
Total	121

General Education Requirements - 48 credits

Forty-eight (48) credits are required, as explained in the section "General Education Requirements for Bachelors' Degrees." In addition to the courses GEHS 2010F and GEHS 2011, students of this Program will select two courses, from the following alternatives in the Historic and Social Context Category: GEHS 2020, GEHS 4020, or GEHS 4030.

Core Course Requirements - 40 credits

CJUS	1000	Introduction to Criminology	3
CJUS	2050	Victims of Crime	3
CJUS	2090	Juvenile Justice System	3
CJUS	3025	Criminal Law	3
CJUS	3027	White Collar Crimes	3
CJUS	3300	Alternate Methods of Conflict Resolution	3
CJUS	4972	Seminar in Criminal Justice	3
POLS	1011	Introduction to Political Science	3

PSYC	1051	General Psychology I	3
PSYC	3001	Statistical Methods	3
SOCI	1030	Introduction to Sociology	3
SOCI	2080	Criminal Justice System	3
CJUS	4500	Social Scientific Research Techniques	4

Prescribed Distributive Requirements - 6 credits from the following courses:

CJUS	1010	Police and Community	3
CJUS	2010	Criminal Procedures in Justice System	3
CJUS	2075	Social Deviation	3
CJUS	2095	Ethics in Process of Prevention and Police Intervention	3
CJUS	3015	Women Faced with Crime	3
CJUS	3055	Federal Jurisdiction	3
CJUS	397_	Special Topics*	3
CJUS	4020	Alcoholism and Drug Addiction	3
CJUS	4914	Internship in Criminal Investigation	3
PSYC	4213	Psychopathology	3
PSYC	4520	Crisis Intervention	3
SOCI	2050	Urban Society and its Transformation	3

*The Special Topics course does not substitute for the Seminar in Criminal Justice.

Concentration Requirements - 21 credits

Criminal Investigation (Criminal Justice)

Criminal Investigation - 21 credits

CJUS	2070	Human and Civil Rights	3
CJUS	3030	Interviews and Interrogation	3
CJUS	3035	Special Criminal Laws	3
CJUS	3250	Criminal Investigation	3
CJUS	4035	Modern Technology in Investigation	3
CJUS	4040	Evidence Management	3
CJUS	4060	Fraud Detection and Management	3

Students may substitute an Internship in Criminal Investigation with research work in the fields of penology or criminology in those cases where students present evidence of experience in the areas of criminal justice. The substitution will be subject to the following: a) students must have worked full-time for a period of two years within five years immediately preceding the application; b) the experience to be validated must correspond to an internship in the student's specialization and must be in agreement with the criteria established by the University for this internship; and c) students must present evidence of their work experience and this must be certified by their immediate supervisor and approved by the Chief Executive Officer of the institution where they were employed.

Forensic Investigation (Criminal Justice)

Forensic Investigation - 21 credits

CJUS 2070	Human and Civil Rights	3
CJUS 2205	Oral and Written Communication for Forensic Investigation	3
CJUS 3035	Special Criminal Laws	3
CJUS 3241	Forensic Investigation I	3
CJUS 3242	Forensic Investigation II	3
CJUS 397_	Special Topics	3
CJUS 4014	Data Analysis for Forensic Investigation	3

Elective Requirements - 6 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Course Descriptions, Faculty and Learning Resources (Criminal Justice)

CJUS 1000 INTRODUCTION TO CRIMINOLOGY
Discussion of the principles and foundation of the etiology of crime and the criminological theories from a biopsychosocial context. Includes intervention and prevention strategies.
3 credits

VEGA GARCÍA, ELIA. Assistant Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

SANTINI RIVERA, OSARI. Part-Time Professor. B.A. in Criminal Justice: Criminal Investigation, Universidad Interamericana de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.

Villa, J. (2006). *Crimen & Criminalidad en PR*. Puerto Rico: Ediciones Situm, Inc.

CJUS 1010 POLICE AND COMMUNITY
Study of the social problems in the communities, the strategies of prevention, intervention and integration of the law enforcement agents in the communitarian context. Emphasis on the relation of police and the community.

3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Hunter, R.D., & Barker, T.D. (2017). *Police Community Relations and the Administration of Justice.* (9th ed.). Prentice Hall.

CJUS 2010 CRIMINAL PROCEDURES IN JUSTICE SYSTEMS
Study of the general principles of the right to a process of criminal justice from the point of view of intervention of the law enforcement officer in our criminal justice systems. Analysis of the applicable legislation.

3 credits

CEPEDA BORRERO, JOSÉ R. Assistant Professor of Criminal Justice. B.A. in Political Science and Sociology, Pontificia Universidad Católica de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.

Federico, J.N., Fradella, H.F., & Totten, C.D.(2015). *Criminal Procedure for the Criminal Justice Professional*. (12th ed.). Wadsworth Publishing.

CJUS 2050 VICTIMS OF CRIME
Discussion of the victims of crime from a social, political and legal approach. Analysis of programs, services, support groups and their implications for the victims and their families.

3 credits

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.

Neuman, E. (2001). *Victimología*. Puerto Rico: Compañía Caribeña de Libros.

CJUS 2070 HUMAN AND CIVIL RIGHTS
Discussion of the principles and contemporary foundations of human and civil rights. Prerequisite: POLS 1011.

3 credits

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.

Jackson T. (2006). *From Civil Right to Human Martin Luther King Jr. and the Struggle for Economic Justice*. Philadelphia, PA: University of Pennsylvania Press.

CJUS 2075 SOCIAL DEVIATION
Discussion of the theoretical foundations of social deviation. Emphasis on the identification of the biopsychosocial factors that influence altered conduct and social reaction.
3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Thio, A., Taylor, J.D., & Schwartz, M.D. (2018). *Deviant Behavior*. (12th ed.) Boston: Pearson.

CJUS 2090 JUVENILE JUSTICE SYSTEM
Discussion of the origin, philosophy and development of the Juvenile Justice System and its substantive and procedural aspects. Emphasis on the System's response to juvenile delinquency, its course, development and analysis.
3 credits

CEPEDA BORRERO, JOSÉ R. Assistant Professor of Criminal Justice. B.A. in Political Science and Sociology, Pontificia Universidad Católica de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.

Champion, D.J., Merlo, A.V., & Benekos, P.J. (2018). *The Juvenile Justice System: Delinquency, Processing and the Law*. (9th ed.). Prentice Hall.

CJUS 2095 ETHICS IN PROCESSES OF PREVENTION AND POLICE INTERVENTION
Study of the ethical principles that govern the strategies of prevention and police intervention. Discussion of the applicable legislation and jurisprudence.
3 credits

CEPEDA BORRERO, JOSÉ R. Assistant Professor of Criminal Justice. B.A. in Political Science and Sociology, Pontificia Universidad Católica de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.

Goodman, D. J. (2012). *Enforcing Ethics: A Scenario Based Workbook for Police and Corrections Recruits and Officers*. (4th ed.). Prentice Hall.

CJUS 2205 ORAL AND WRITTEN COMMUNICATION FOR FORENSIC INVESTIGATION
Writing of documents to be used as part of the expert work of investigation. Includes oral and written communication techniques for the presentation and writing of forensic information.
3 credits

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

No Textbook

CJUS 3241 FORENSIC INVESTIGATION I

Analysis of the fundamental techniques and elements of forensic investigation. Includes the reconstruction of the crime scene as a result of criminal activities and the identification of suspects. Study and application of the rules of evidence and criminal procedure regarding the presentation of proof in judicial processes.

3 credits

CEPEDA BORRERO, JOSÉ R. Assistant Professor of Criminal Justice. B.A. in Political Science and Sociology, Pontificia Universidad Católica de Puerto Rico; J.D.. Pontificia Universidad Católica de Puerto Rico.

Turvey, B.E., & Crowder, S. (2017). *Forensics Investigations: An Introduction*. Academic Press.

Geberth, V.J. (2013). *Practical Homicide Investigation Checklist and Field Guide*. (2ne ed.). CRC Press.

CJUS 3242 FORENSIC INVESTIGATION II

Analysis of technology within the field of forensic investigation. Application of computerized programs of forensic and investigation such as: the identification of the suspect, the reconstruction of the scene, dactylographic and ballistic applications.

3 credits

CEPEDA BORRERO, JOSÉ R. Assistant Professor of Criminal Justice. B.A. in Political Science and Sociology, Pontificia Universidad Católica de Puerto Rico; J.D.. Pontificia Universidad Católica de Puerto Rico.

Geberth, V.J. (2015). *Practical Homicide Investigation: Tactics, Procedures, and Forensic Techniques*. (5th ed.). CRC Press.

Geberth, V.J. (2013). *Practical Homicide Investigation Checklist and Field Guide*. (2ne ed.). CRC Press.

CJUS 4014 ANALYSIS OF DATA FOR FORENSIC INVESTIGATION

Analysis of the statistical support techniques for forensic investigation. Includes the use of the computer lab to look for information and to introduce, analyze and interpret statistical data of interest to the discipline.

3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Nigrini, M. (2011). *Forensics Analytics: Methods and Techniques for Forensic Accounting Investigations*. (1st ed.). Wiley.

CJUS 3015 WOMEN FACED WITH CRIME
Analysis of the contemporary vision of women facing crime and the justice system. Emphasis on the theories regarding women in relation to sex, gender, crime and the criminal process.

3 credits

CEPEDA BORRERO, JOSÉ R. Assistant Professor of Criminal Justice. B.A. in Political Science and Sociology, Pontificia Universidad Católica de Puerto Rico; J.D.. Pontificia Universidad Católica de Puerto Rico.

Renzetti, C.M., Edleson, J.L., & Kennedy-Bergen, R. (2017). *Sourcebook on Violence Against Women*. SAGE Publications.

CJUS 3025 CRIMINAL LAW
Application of the basic principles of Criminal Law and interpretation rules. Crimes with greatest social impact and applicable legislation.

3 credits

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Samaha, J. (2016). *Criminal Law*. (12th ed.). Cengage Learning.

CJUS 3027 WHITE COLLAR CRIME
Analysis of the sociological and legal aspects of white-collar crime and its corporative and individual manifestations. Emphasis on the social, economic and ethical cost of this behavior. Discussion of cases and applicable jurisprudence.

3 credits

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Payne, B.K. (2021). *White Collar Crime: A Systems Approach*. SAGE Publications.

CJUS 3030 INTERVIEWS AND INTERROGATION
Analysis of interviewing and interrogation techniques as sources of primary information in criminal investigation. Emphasis on these techniques and report preparation and procedures for presentation.

3 credits

RODRÍGUEZ SOTO, FELIPE. Professor of Criminal Justice. B. A. in Social Work, Universidad Interamericana de Puerto Rico; M. A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Ruíz, F. (2004). *Entrevista e Interrogatorio*. (5th ed.). Puerto Rico: Ediciones Situm, Inc.

CJUS 3300 ALTERNATE METHODS IN THE RESOLUTION OF CONFLICTS
Analysis of alternate methods in the resolution of conflicts. Study of the negotiation techniques necessary to solve legal problems.

3 credits

VEGA GARCÍA, ELIA. Assistant Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Deutsch, M., Coleman, P.T.., & Marcus, E.C. (2006). *The Handbook of Conflict Resolution: Theory and Practice*. Jossey-Bass.

CJUS 3035 SPECIAL CRIMINAL LAWS
Analysis of criteria for interpretation, application and discussion of Special Criminal Laws in Criminal Justice. Study of applicable legislation. Prerequisite: CJUS 3025.

3 credits

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D. Pontificia Universidad Católica de Puerto Rico.

Samaha, J. (2016). *Criminal Law*. (12th ed.). Cengage Learning.

CJUS 3055 FEDERAL JURISDICTION
Analysis of the functions and duties of the agencies that compose the Federal Criminal Justice System. Emphasis on the substantive and procedural aspects of federal criminal legislation.

3 credits

JUSINO CRUZ, LIDIS L. Assistant Professor of Criminal Justice. M. Ed. in Counseling, Pontificia Universidad Católica de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Greenburg J. C. (2008). *Supreme Conflict: The Insider Story of the Struggle for Control of the United States Supreme Court.* USA: Pengun Press.

Bowman, A. (1993). *State and Local Government*. Houghton Mifflin College Div.

CJUS 3250 CRIMINAL INVESTIGATION
Analysis of general concepts of modern techniques for investigating crimes. Application of the scientific method and auxiliary sciences to the study of cases in criminal investigation. Prerequisites: CJUS 3025, 3030. Simulated practical experiences. Prerequisites: CJUS 3025, 3030.

3 credits

ROSARIO TORRES, ISABEL. Assistant Professor of Criminal Justice. B.A. in Political Science and History, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Kvitko, L.A. (2006). *Escenas del Crimen*. Puerto Rico: Compañía Caribeña de Libros.

CJUS 397- SPECIAL TOPICS
According to the topic to be discussed.

1-6 credits

CJUS 4020 ALCOHOLISM AND DRUG ADDICTION
Analysis of the physiological, psychological and sociological factors that motivate the use and abuse of alcohol and controlled substances; legal aspects. Emphasis on the behavior of the drug addict and the alcoholic, prevention and rehabilitation programs.

3 credits

VEGA GARCÍA, ELIA. Assistant Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Hanson, G.R., Venturelli, P.J., & Fleckensteinm A.E. (2020). *Drugs and Society.* (14th ed.). Boston: Jones & Bartlet Publishers.

CJUS 4035 MODERN TECHNOLOGY IN INVESTIGATION
Study on modern technology advances in the field of the criminal investigation. Emphasis on the application of technology to aspects of forensic sciences. Visits and activities in centers and specialized laboratories. Prerequisite: CJUS 4030.

3 credits

ROSARIO TORRES, ISABEL. Assistant Professor of Criminal Justice. B.A. in Political Science and History, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Murray, R. (2004). *Evidence from the Earth: Forensic Geology and Criminal Investigation.* Mountain Press Publishing Company.

CJUS 4040 EVIDENCE MANAGEMENT
Analysis and management of rules of evidence and criminal procedure applicable to investigation. Study of cases and applicable jurisprudence. Prerequisite: CJUS 4030.

3 credits

ROSARIO TORRES, ISABEL. Assistant Professor of Criminal Justice. B.A. in Political Science and History, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Díaz, R. (2001). *Evidencia Criminal. Caguas, PR*: First Book Publisher.

CJUS 4060 FRAUD DETECTION AND MANAGEMENT
Analysis of the concept of fraud and its different manifestations in public and private institutions. Discussion of alternatives for prevention and applicable legislation. Prerequisites: CJUS 3025, 4030.

3 credits

CEPEDA BORRERO, JOSÉ R. Assistant Professor of Criminal Justice. B.A. in Political Science and Sociology, Pontificia Universidad Católica de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Silverstone, H, & Davia, H.R. (2005). *Techniques and Strategies for Detection.* (2nd ed.). John Wiley.

CJUS 4500 SOCIAL-SCIENTIFIC RESEARCH METHODOLOGY
Study of the nature, scope, methods, and designs of research and the steps to follow in social-scientific research and its application to the discipline. Analysis of research projects performed in the field of social sciences for the identification of the different research components, such as the topic, the problem, the method and the design used, the instruments and the techniques for data collection, data analysis, and interpretation of the results. Includes the discussion of a responsible conduct in research. Prerequisite: PSYC 3001.

4 credits

VEGA GARCÍA, ELIA. Assistant Professor of Criminal Justice. B. A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Augusto, C. (2009). *Metodología de la Investigación.* México: Pearson Education.

CJUS 4914 INTERNSHIP IN CRIMINAL INVESTIGATION
Integration of knowledge, skills and attitudes in the work scenario in the area of criminal investigation, supervised by a professor. One hundred hours are required: 90 hours of practical experience and 10 lecture hours. Prerequisites: A minimum of 90 approved credits, including 12 credits in the major and all requirements established in the Internship Handbook.

3 credits

VEGA GARCÍA, ELIA. Assistant Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Internship Handbook.

CJUS 4972 SEMINAR IN CRIMINAL JUSTICE
Application of the knowledge, skills and attitudes of the discipline to situations related to the criminal justice system. Prerequisites: CJUS 2090, 3025, SOCI 2080.

3 credits

VEGA GARCÍA, ELIA. Assistant Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Ponce, O. (2001). *Redacción de Informes de Investigación. Puerto Rico:* Publicaciones Puertorriqueñas.

POLS 1011 INTRODUCTION TO POLITICAL SCIENCE
Introduction to basic concepts, institutions and processes of political science.

3 credits

ROSARIO TORRES, ISABEL. Assistant Professor of Criminal Justice. B.A. in Political Science and History, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Grigsby, E. (2011). *Analyzing Politics: An Introduction to Political Science*. (5th ed.). Wadsworth.

PSYC 1051 GENERAL PSYCHOLOGY I
The historical origins of psychology. Topics surveyed include research methods, basics of psychology, human growth and development, personality, frustration and conflict, psychotherapy and social psychology.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

Morris, C. & Maisto, A. (2009). *Psicología.* Mexico: Pearson.

PSYC 4213 PSYCHOPATHOLOGY
The psychology of deviant behavior. Analysis of problems of the various forms of behavior disorders. Varieties of disordered experiences and conduct; their contribution to an understanding of more effective personal and social adjustment. Specific disorders include neurosis and psychosis as well as psychosomatic and conduct disturbances.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

Maddux, J.E., & Winstead, B.A. (2012). *Psychopathology: Foundations for a Contemporary Understanding*. Routledge.

PSYC 3001 STATISTICAL METHODS I
Statistical techniques and their practical application as used in the field of the behavioral sciences. Special emphasis given to descriptive statistics. Prerequisite: GEMA 1000.

3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Vera-Vélez, L. (2003). *Manual Básico de Estadística Descriptiva para la Educación y las Ciencias Sociales.* Puerto Rico: Publicaciones Puertorriqueñas.

Aron, A., Aron, E.N., & Coups, E. (2012). *Statistics for Psychology*, 6th ed. Pearson.

PSYC 4520 CRISIS INTERVENTION
Discussion and application of models and techniques for intervention in crisis. Exposure to simulated practical experience in which psychotherapeutic methods are used. Prerequisite: PSYC 1051.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

James, R.K., & Gilliland, B.E. (2012). *Crisis Intervention Strategies*. Brooks Cole.

SOCI 1030 INTRODUCTION TO SOCIOLOGY
Fundamental principles and facts concerning society.

3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminology, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Shaefer, R. (2006). *Introducción a la Sociología.* México: McGraw Hill.

SOCI 2080 CRIMINAL JUSTICE SYSTEM
Discussion of the Criminal Justice System with emphasis on its components: community, legislative bodies, police, investigation and prosecution, courts and penal institutions.

3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A.in Criminology, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Cole, G. I., & Smith, C. (2016). *The American System of Criminal Justice.* (15th ed.). Cengage Learning.

SOCI 2050 URBAN SOCIETY AND ITS TRANSFORMATION
Study of metropolitan areas, their social structures, recent changes, problems, institutions and potentials.

3 credits

NAVIA ANTEZANA, BEATRIZ. Assistant Professor of Education. B. A. in Sociology, Universidad de Oriente, Venezuela; M.A. in Investigation and Teaching in the Urbanism field; Universidad Nacional Autónoma de México.

Lyon, L., & Driskell, R. (2011). *The Community in Urban Society* (2nd ed.). Waveland Press.

Early Childhood Education (B.A.)

The Teacher Education Program is an answer to the needs and aspirations of a society in constant change. The Program is directed toward the professional formation of a teacher of excellent quality; *i.e.*, one who can contribute in an effective manner to produce the changes deemed desirable in students, knowledgeable about the problems confronting education, and capable of collaborating in the process of change to improve the quality of both the teacher's life and that of others. The Program, therefore, seeks to achieve a greater integration of its components: professional courses, major courses and general education courses.

Teacher preparation emphasizes the development of those skills and attitudes that allow for the formation of a critical, flexible and creative mind that by using educational theories as the starting point is capable of identifying and posing problems, of carrying out research to find solutions and proposing adequate answers which can be verified through experimentation.

The new vision of teacher preparation requires a program of studies that provides a great number of related experiences that enables the construction of pedagogical knowledge and content. These experiences are characterized by continuous reflection, practice in real settings, research, and collaboration. The Program studies the relevance of content, the pedagogical model and tools that permit the solution of problems inherent in the teaching and learning processes in different contexts. In this Program of study, the general education, major, and core course components will be integrated.

Graduates of the Teacher Education Program should:

1. Be committed to the professionalization of their chosen field and help dignify the teaching profession with their performance.
2. Use critical reflection as a tool in pedagogical practice.
3. Recognize and use the classroom as a laboratory of human experiences that will increase and enrich the teaching-learning endeavor.
4. Utilize research as a resource for enriching and expanding knowledge and improving pedagogical practice.
5. Perform a pedagogical practice founded on the mastery of knowledge.
6. Be a leader in promoting change and innovation.
7. Conceive of education as a human process.
8. Understand how formal and informal education contribute to the development of the humanistic and scientific culture of society.
9. Be aware of the need for collaborative work as an essential component of their pedagogical practice.
10. Conceive of the oral and written language in their vernacular and second language as essential instruments for the teaching and learning process.
11. Be aware of their ethical and legal responsibilities to take positions and to contribute to the solution of problems.
12. Make effective use of technology.
13. Have a clear vision of the diverse ways in which populations are distributed.
14. Be committed to the practice and promotion of a better quality of life.

The Cyber Study Center offers study programs for the Bachelor of Arts degree in the Early Childhood Education in Elementary Primary Level (K-3), Elementary Primary Level (4-6) and Pre-School Level. The University's B.A. in Early Childhood Education: Elementary Primary Level (K-3), Elementary Primary Level (4-6) and Pre-School Level qualifies eligible students to apply for a valid standard teaching certificate issued by the Commonwealth of Puerto Rico. Eligibility is subject to change by the Puerto Rico Department of Education, but presently requires that students be at least 18, maintain an overall GPA and major GPA of 3.00 (if graduating on or after 2010), pass the *Pruebas de Certificación de Maestros*, and provide personal and professional documentation.

THE UNIVERSITY DOES NOT WARRANT, REPRESENT, OR GUARANTEE THAT GRADUATES WILL RECEIVE ANY TEACHING CERTIFICATE OR BE LICENSED TO TEACH. Students with a valid standard teaching certificate issued by Puerto Rico may apply for reciprocal treatment in Florida. This requires completing the Florida Bureau of Teacher Certification's CG-10 application form and submitting a processing fee, official transcripts showing all degrees and credits, copies of the teaching certificate issued in Puerto Rico, and fingerprints. Students without a valid standard teaching certificate issued by Puerto Rico may qualify for a Temporary Certificate from Florida, but must also pass the Florida Teacher Certification Exam (FTCE). Students wishing to teach outside their areas of specialization may also be required to take additional courses. For purposes of specialization, the Florida Bureau of Teacher Certification treats (K-3) and (4-6) as (K-6). For more information on teacher certification requirements, visit on-line the Florida Bureau of Teacher Certification website. In the event of a conflict between the terms of the website and this handbook, the website's terms will govern.

The Teacher Education Program requires completion of a variety of field placements, as well as a supervised internship. To receive credit, students interested in the teaching internship must apply for and comply with the practice location requirements and application deadlines, as well as the University's degree program requirements. Students interested in applying for an internship must contact the Executive Director of the Cyber Study Center at least one semester before the student is qualified for and would like placement.

Students who have had previous satisfactory teaching experience may apply for an exemption from the teaching internship requirement from the University; however, said exception may not be acceptable to the particular state or territory teacher certification program to which the student wants to apply. This exemption will be subject to the following conditions:

1. The student has been teaching full-time for two academic years within the last four years as verified by the principal of the school.
2. The student pays 50% of the registration cost of the courses EDUC 3015 and EDUC 4013 for the final validation of the credits.
3. The experience to be credited by the University corresponds to the requirements for the degree that the student hopes to obtain from the University.

Admission Requirements for the Teacher Education Program

All students admitted to the University who seek admission to the Teacher Education Program will be classified under the PRE-PEM until they are officially admitted to the PEM major of their interest.

When requesting admission and readmission to the Teacher Education Program, students must meet the following additional admission requirements:

1. Have a minimum general point average of 2.50 at the university level.
2. Have earned a minimum of 18 university credits in, among other courses, these courses:
    a. EDUC 1080 (Field Experiences in the Educational Scenario I), or EDUC 2890 (Field Experiences in Educational Scenario II), with a minimum grade of "B".*
    b. EDUC 2021 (History and Philosophy of Education) or EDUC 2022 (Society and Education) or EDUC 2031 (Developmental Psychology), with a minimum grade of "B".
    c. GESP 1101 (Literature and Communication: Narrative and Essay) and GESP1102 (Literature and Communication: Poetry and Theater), with a minimum grade of "B".
    d. GEEN 1101 and GEEN 1102 (English as a Second Language I and II) or GEEN 1201 and GEEN 1202 (Development of English through Reading I and II) or GEEN 2311 (Reading and Writing) and GEEN 2312 (Literature and Writing) with a minimum grade of "B".
3. Submit, in the corresponding academic department, the Application for Admission to the Teacher Education Program.
4. Students will have three (3) semesters or four (4) trimesters to complete the admission requirements. If they do not complete these requirements in the required time, they must choose another field of study.

*Students presenting official evidence of having worked under a teacher during a semester or more may apply for an exemption from taking the course EDUC 1080 – Field Experiences in Educational Scenario I.

Satisfactory Academic Progress Requirements for the Teacher Education Program

1. To remain in the Teacher Education Program, students must finish the academic year with a minimum general grade index as indicated below:
    a. 47 credits or less: 2.50
    b. 48-71 credits: 2.75
    c. 72-95 credits: 2.90
    d. 96 or more credits: 3.00
2. Student must comply with the institutional norm of credits attempted and approved.
3. Students who do not meet the required grade point index to remain in the Program will be placed on probation for a period no greater than two academic semesters or three trimesters.
4. Students who do not reach the required grade point index during the probationary period will be dropped from the Teacher Education Program.

5. Students dropped from the Teacher Education Program may request admission to or change their major to another field of study.

Admission Requirements for the Course Clinical Experiences in the Educational Scenario II (EDUC 4013) or Practice Teaching

For students admitted after August 2009, the admission requirements for the Course *Clinical Experiences in the Educational Scenario II* (EDUC 4013) include the following: students must have:

1. Passed the Core Course Requirements of the Program, except EDUC 4551 and EDUC 4552.
2. Passed the Major Requirements.
3. Earned a minimum grade point average of 3.00.
4. Earned a minimum grade point average of 3.00 in the Core Course Requirements, in the Major Requirements and in the Specialization Requirements.
5. Submit the Application for Admission and have the approval of the Practice Teaching Coordinator or Supervisor.

All qualified students must also contact the Director of the Cyber Study Center at least one semester before the student desires internship placement.

Graduation Requirements of the Teacher Education Program

Every student that is a candidate for graduation from any of the majors of the Teacher Education Programs, who have been admitted or readmitted since August of 2009, must:

1. Have obtained a minimum general grade point average of 3.00.
2. Have obtained a minimum grade point average of 3.00 in the core course requirements.
3. Have obtained a minimum grade point average of 3.00 in the major and specialization.
4. Have earned a minimum grade of B in the course EDUC 4013, Clinical Experience in Educational Scenario II).

Graduation Grade Point Indexes for Students Admitted or Re-admitted to the Teacher Education Program before August of 2009

Academic Year of Graduation	General Index, in Core, Major and Specialization Courses
2009-2011	2.50
2011-2013	2.80
2013-2014 and beyond	3.00

Early Childhood Education (B.A.)

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$23,940-$24,320
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,916-$33,926

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN EARLY CHILDHOOD EDUCATION

General Education Requirements	54 credits
Core Course Requirements	41 credits
Concentration Requirements	28-30 credits
Elective Courses	3 credits
	Total 126-128

General Education Requirements - 54 credits

Fifty four (54) credits are required in General Education for this Program. In addition to GEHS 2010F, students will take GEHS 3020, 4020 and 4030 in the Historic and Social Context category. Students will take courses GEPE 4040 and GEPE 3010 or 3020 to fulfill the six credits required in the Philosophical and Esthetic Thought category. Students of this Program are exempt from taking the course GEMA 1000 from the Basic Skills in Mathematics category. Instead they will take GEMA 1001 and GEMA 1002.

Core Course Requirements - 41 credits

EDUC	1080	Field Experiences in the Educational Scenario I	1
EDUC	2021	History and Philosophy of Education	3
EDUC	2022	Society and Education	3
EDUC	2031	Developmental Psychology	3
EDUC	2032	Learning Psychology	3
EDUC	4050	Curriculum Design	2
EDUC	2060	Use of Technology in Education	2
EDUC	2870	The Exceptional Student Population	4
EDUC	2890	Field Experiences in the Educational Scenario II	2
EDUC	3013	Teaching Strategies	2
EDUC	3015	Clinical Experiences in the Educational Scenario I	2
EDUC	4011	Evaluation and Assessment	3
EDUC	4012	Classroom Research	2
EDUC	4013	Clinical Experiences in the Educational Scenario II	4
EDUC	4551	Integration of Basic Knowledge and Communication Skills	1
EDUC	4552	Integration of Professional Skills	1

HIST	3010	Historical Process of the United States of America	3

Early Childhood Education: Elementary Primary Level (K-3)

Concentration Requirements - 29 credits

EDUC	2020	Health, Nutrition and First Aid	3
EDUC	3075	Mathematics Curriculum, Teaching and Assessment in the Primary Grades (K-3)	2
EDUC	3083	Social Studies Curriculum, Teaching and Assessment in the Primary Grades (K-3)	2
EDUC	3090	Children's Literature	3
EDUC	3130	Fine Arts in the Educational Process	3
EDUC	3150	The Kindergarten in the School Program	3
EDUC	3170	Parents as Educators	3
EDUC	3185	English Curriculum, Teaching and Assessment in the Primary Grades (K-3)	2
EDUC	3235	Reading and Writing in the Primary Grades	3
EDUC	3265	Natural Sciences Curriculum, Teaching and Assessment in the Primary Grades (K-3)	2
EDUC	4110	Children's Play as a Learning Process	3

Early Childhood Education: Elementary Level (4-6)

Concentration Requirements - 30 credits

EDUC	2020	Health, Nutrition and First Aid	3
EDUC	3076	Mathematics Curriculum, Teaching and Assessment in the Primary Grades (4-6)	3
EDUC	3084	Social Studies Curriculum, Teaching and Assessment in the Primary Grades (4-6)	3
EDUC	3090	Children's Literature	3
EDUC	3130	Fine Arts in the Educational Process	3
EDUC	3170	Parents as Educators	3
EDUC	3186	English Curriculum, Teaching and Assessment in the Primary Grades (4-6)	3
EDUC	3232	Language Arts Curriculum, Teaching and Assessment in the Primary Grades (4-6)	3
EDUC	3266	Natural Sciences Curriculum, Teaching and Assessment in the Primary Grades (4-6)	3
EDUC	4110	Children's Play as a Learning Process	3

Early Childhood Education: Pre-School Level

Concentration Requirements - 28 credits

EDUC	2020	Health, Nutrition and First Aid	3
EDUC	2875	Language Stimulation	3

EDUC 3003	Nature and Needs of Infants and Preschool Age Children with Developmental Deficiencies	3
EDUC 3090	Children's Literature	3
EDUC 3126	Psycho-philosophical Influences in Curriculum Models for Early Childhood Education	4
EDUC 3130	Fine Arts in the Educational Process	3
EDUC 3170	Parents as Educators	3
EDUC 3260	Organization and Administration of Childhood Services	3
EDUC 4110	Children's Play as a Learning Process	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Core Course Descriptions, Faculty and Learning Resources (Early Childhood Education)

EDUC 1080 FIELD EXPERIENCE IN THE EDUCATIONAL SCENARIO I
Field experiences through the exposure of the student to diverse educational scenarios in order to observe, analyze and reflect on the school environment, the function of the teacher and another educational and nonteaching personnel. Requires 10 hours in the classroom, a minimum of 10 hours in the field and a minimum grade of "B" in the course.

1 credit

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Bransford, J.D., Brown, A.L. and Cocking, R.R. (2000). *How People Learn. Brain Mind and Experience;* Washington National Academy Press.

EDUC 2021 HISTORY AND PHILOSOPHY OF EDUCATION
Critical analysis of the philosophical and historical development of education and its objectives. Consideration of educational practice in light of historical developments in the Western World.

3 credits

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M. A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Osmond, H and Craner, S. (2011). *Philosophical Foundations of Education.* (9th ed.). Pearson.

EDUC 2022 SOCIETY AND EDUCATION
Critical analysis of social, cultural and educational situations and the educational and societal alternatives to these situations. Emphasis on problems and ethical and legal aspects confronting schools.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Cáceres, J. (1991). *Sociología y Educación*. Universidad de Puerto Rico.

EDUC 2031 DEVELOPMENTAL PSYCHOLOGY
Processes of development during the human life cycle from birth to death and their effect on behavior. Identification and analysis of developmental problems and their repercussions on the teaching-learning process and on students' future development.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Papalia, D.E.,(2010). *Desarrollo Humano*. Mc Graw Hill.

EDUC 2032 LEARNING PSYCHOLOGY
The different approaches and theories of learning and their application to teaching in the classroom, in particular, in those cases that promote independent, interdependent, constructive, reflective and critical learning. Analysis and evaluation of the strategies and techniques of teaching derived from these different approaches and theories and their relationship with the general goals of formal education. Prerequisites: EDUC 2021, 2031.

3 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M. A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Woolfolk, A.E.,(2010). *Psicología Educativa*; Prentice Hall.

EDUC 2060 USE OF TECHNOLOGY IN EDUCATION
Administration of different computerized educational programs, including the search for information and the use of multimedia for conducting the educational process. Will be offered in a computer and multimedia laboratory. Prerequisite: GEIC 1010.

2 credits

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

VEGA RUIZ, DIANA. Instructor of Education. B.A. in Special Education, Universidad Interamericana de Puerto Rico; M.A. in System and Educational Technology, Universidad del Sagrado Corazón; Ed.D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Littleton, K., and Light, P. (1999). *Learning with Computers: Analyzing Productive Interaction;* London and New York: Routledge.

EDUC 2870 THE EXCEPTIONAL STUDENT POPULATION

Discussion of the general characteristics presented by the different groups that comprise the exceptional student population, as well as the strategies and procedures for working with these groups in the regular classroom. Includes the use of technological assistance. Identification of educational services offered to this population and the analysis of laws that guarantee their right to education, especially the exceptional student population under 21 years of age.

4 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Taylor, R. & Smiley, L. (2009). *Estudiantes Excepcionales y Formación de Maestros para el Siglo XX1*. Mc Graw Hill.

EDUC 2875 LANGUAGE STIMULATION

Emphasis on the emergent literacy and relationship between language and thought. The theories and approaches regarding the acquisition and development of language in early childhood. Analysis of factors that affect language development; functions of the teacher and parents in creating an environment that promotes linguistic development. Discussions of characteristics of children with speech and language problems and their etiology. Planning activities for the development of auditory skills, oral expression, comprehension, interpretation and vocabulary enrichment.

3 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Aguado-Alonso, G. E. (2010). *El desarrollo del lenguaje de 0 a 3 años: bases para un diseño curricular en la educación infantil.* Madrid: Editorial: CEPE

EDUC 2890 FIELD EXPERIENCE IN THE EDUCATIONAL SCENARIO II
Field experiences through visits to classrooms at the level in which the future teacher is going to specialize in order to observe, analyze and reflect on the environment in the classroom, the handling of the classroom, the tasks, the daily participation and the control of time, considering the paradigms of teaching. Emphasis on the teacher-student and student-teacher relationships. Requires 15 hours in the classroom, a minimum of 15 hours in the field and a minimum grade of "B" in the course. Prerequisites: EDUC 1080, 2022 and 2031.

2 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

MARTÍNEZ DE BONNET, CARMEN ILIA. Professor of Education. B. A. in Teaching Spanish, Universidad de Puerto Rico; M. Ed. in Counseling, Universidad de Puerto Rico; Ed.D in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Atkinson, T. & Claxton G. (2000). *The Intuitive Practitioner: On the Value of Not Always Knowing What One is Doing;* Buckingham, UK: Open University Press.

EDUC 3003 NATURE AND NEEDS OF INFANTS AND PRESCHOOL AGE CHILDREN WITH DEVELOPMENTAL DEFICIENCIES
Introduction to early intervention. Topics related to appropriate intervention methods with children up to five years of age with disabilities and the skills that they should develop. Techniques and instruments used to evaluate the development of infants and preschool children that are suspected to have some disability. Students will have the opportunity to analyze existing instruments, construct new instruments and experience the evaluation of a child. The role of the family in the development of the plan for its individualized services and its role in the intervention program.

3 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Pierangelo, R., & Giuliani, G.A. (2007). *Special Education Eligibility: A Step-by-Step Guide for Educators*. Corwin.

Maldonado, J. & Monte, P. (2000). *Fundamentos de la Educación en la Niñez Temprana*. Publicaciones Puertorriqueñas

EDUC 3013 TEACHING STRATEGIES
Careful examination of the strategies used by teachers to establish a favorable learning climate. Study of the most effective teaching methods, including those that promote the development of values and their application in the classroom. Utilization of educational technology as a resource aid in class design. Emphasis on the formulation of questions, the problematization of learning and on activities which lead students to meet and build their own understanding. Use of collaborative work (in teams) as a teaching technique.

2 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M. S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Maldonado-Villamil, F. (2008). *Estrategias, Métodos y Técnicas de Enseñanza para Maestros*. Publicaciones Puertorriqueñas.

EDUC 3015 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO I
Clinical experiences as a student-teacher in a school at the level and in the subject matter of the student's specialty. Emphasis on the student's professional development and the use of effective educational strategies to work with small groups and later with the whole group. Requires 15 hours in the classroom, a minimum of 25 hours in the educational scenario and a minimum grade of "B" in the course. Prerequisites: EDUC 2890 and the authorization of the Coordinator or Supervisor of Clinical Experiences.

2 credits

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Campbell, L., Campbell, B., & Dickinson. D. (2003). *Teaching and Learning Through Multiple Intelligences.*(3rd ed.). Allyn & Bacon/Pearson Education.

EDUC 3126 PSYCHO-PHILOSOPHICAL INFLUENCES IN CURRICULUM MODELS FOR EARLY CHILDHOOD EDUCATION
Historical background of preschool education. The principal psycho-philosophical trends and their influence in curricular models at the preschool level. The constructive, behavioral and maturation theories and their educational implications. Includes the analysis and comparison of the principal models and/or educational programs for early childhood (Head Start, Montesstori, High Scope, Distar and Bank Street, among others) based on the relationship of the variables they have in common. Emphasis on the design of a curriculum guide for the preschool level based on the principles of the appropriate practices for the development and planning of teaching.

4 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Dodge, D. T. (2010). *El Currículo Creativo para Pre-Escolares*.(5th ed.). México: Teaching Strategies.

EDUC 3260 ORGANIZATION AND ADMINISTRATION OF CHILDHOOD SERVICES

Planning, administration and evaluation of programs and services for the child. Discussion of the rules that govern the operation of different types of public, private or individually owned centers. Review of the roles and responsibilities of the board of directors, the administration, the teacher and other employees. Emphasis on budgetary management and personnel supervision and evaluation. Includes the planning of physical space inside and outside the classroom, as well as the criteria for the selection and purchase of materials and equipment. Discussion of the policies of the centers as they relate to the operating norms manual.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Early Head Start and Head Start Policy and Regulations

EDUC 4011 EVALUATION AND ASSESSMENT

Theories, techniques and means used by teachers for evaluation and assessment. Analysis of these techniques by comparing the subject content with the instrument used. Preparation, administration, correction and interpretation of tests and other evaluation and assessment techniques. Emphasis on the use of results as a means to improve the teaching-learning process. Prerequisite: EDUC 2032.

3 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M. A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Vera-Vélez, L. (2005). *Medición, Assessment y Evaluación del Aprendizaje*. Publicaciones Puertorriqueñas.

EDUC 4012 CLASSROOM RESEARCH

Introduction to research that can be carried out by the teacher in the classroom using applied quantitative and qualitative methods. Study and analysis of research carried out by teachers in the classroom.

2 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Hernández-Sampieri, R. (2010). *Metodología de la Investigación*. Mc Graw Hill, Interamericana.

EDUC 4013 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO II
Clinical experiences as a student-teacher under the direct supervision of a cooperating teacher in the classroom and a university supervisor. The student-teacher has the responsibility to plan and offer at least one class daily during the school semester. If the educational scenario permits it, at the elementary level the student can gradually teach two subjects in one grade or one subject in two grades, and at the secondary level the student must teach in the student's discipline with two different groups or grades. Requires a minimum of three (3) hours daily in the educational scenario and a minimum grade of "B" in the course. Prerequisites: 1) have passed the Core and Major Requirements, 2) have a minimum general average of 2.50 in the Core, Major and Specialization Requirements; and 3) have the authorization of the Coordinator or Supervisor of Clinical Experiences.

4 credits

MERCADO MORA, MIGUEL A. Associate Professor of Education. B. A. in Biology, Universidad de Puerto Rico; M.S. in Speech Pathology, Universidad de Puerto Rico.

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

This course has no text learning resources. The course is an internship.

EDUC 4050 CURRICULUM DESIGN
The principles for the design of educational courses and programs. The relationship between curriculum and instruction. Experiences are provided for developing skills in the design, selection and modification of teaching units, courses and programs. In addition, the criteria for the selection of texts and educational materials are studied. Prerequisites: EDUC 3013, 4011.

2 credits

DEIDA MAISONNET, NORBERTO. Lecturer of Administration and Supervision. B.A. in Teaching History, Universidad de Puerto Rico; M.A. in Teaching History and Social Science, Universidad de Puerto Rico.

Ortiz-García, A. (2007). *Diseño y Evaluación Curricular*. Editorial Edil, Inc.

HIST 3010 HISTORICAL PROCESS OF THE UNITED STATES OF AMERICA
Survey of political, social, economic and cultural events; institutions and movements of significance in the development of the United States.

3 credits

ANDERSON, CHARNEL. Professor of History. B.A. in History and English, McNeese State College; M.A. in Government, George Washington University; Ph. D. in Latin American History, George Washington University.

Brinkley, A. (2003). *American History.* McGraw-Hill Humanities.

EDUC 2020 HEALTH, NUTRITION AND FIRST-AID
Discussion of concepts and principles related to health, nutrition and first-aid. Prevention as a concept and mental attitude. Includes the study of infectious diseases and other common childhood conditions. Emphasis on the immunization schedule. Relationship between health and nutrition. Importance of breast feeding and good nutrition. Planning a menu that responds to the nutritional needs of children. The appropriate first aid practices to treat common accidents. Emphasis put on emergency plans and simulations and the function of the teacher in planning a safe and healthy environment inside and outside the school.

3 credits

GIL NAVEDO, VÍCTOR. Assistant Professor of Physical Education. B. A. in Teaching Physical Education at the Elementary Level, Pontificia Universidad Católica de Puerto Rico; M.A. in Physical Education, Universidad Interamericana de Puerto Rico.

Donatelle, R.J. (2004). *Health: The Basics.* San Francisco, CA: Pearson/Benjamin Cummings.

EDUC 3075 MATHEMATICS CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (K-3)
Analysis and discussion of the mathematics curriculum with emphasis on the mastery, interpretation and understanding of curricular content in the primary grades. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching and learning process, taking into account individual differences. Emphasis on the standards for the mathematics program. Critical analysis of computerized programs appropriate for teaching mathematics at this level.

2 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M.A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Vélez-Santiago, B. (2010). *Metodología de la Enseñanza de las Matemáticas (K-12)*. Publicaciones Puertorriqueñas.

EDUC 3083 SOCIAL STUDIES CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (K-3)
Analysis and discussion of the social sciences curriculum with emphasis on the mastery, interpretation and understanding of curricular content in the primary grades. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching and learning process, taking into account individual differences. Emphasis on the standards for the social studies program. Critical analysis of computerized programs appropriate for teaching social studies at this level.

2 credits

DEIDA MAISONNET, NORBERTO. Lecturer of Administration and Supervision. B. A. in Teaching History, Universidad de Puerto Rico; M.A in Teaching History and Social Science, Universidad de Puerto Rico.

Social Studies Curriculum available from the Department of Education of Puerto Rico.

EDUC 3090 CHILDREN'S LITERATURE
Evaluative and critical study of the literary forms and content for children from the most ancient folkloric forms through modern forms. Critical selection of a representative literary anthology for each teaching level. Problems, creative projects and laboratory, including the production of a creative literary work, reading, reports, practical observations, discussion and demonstrations of the effective use of children's literature from a non-discriminatory perspective.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Sánchez, A. (2003). Literatura Infantil: *Un Tesoro de Estrategias y Actividades*. Norberto González.

EDUC 3130 FINE ARTS IN THE EDUCATIONAL PROCESS
Teaching fundamentals in the visual arts, drama and music. Use of painting, modeling, simple puppet construction and mobile and stationary art to stimulate artistic creativity in children. Auditory, rhythmic and instrumental experience of a creative nature. Songs, simple games and organization of arrangements for orchestras and drama.

3 credits

SOTO GONZÁLEZ, ALBERTO. Lecturer of Music. B.M. in Music Education, Universidad de Puerto Rico; M.M. in Music Education, University of Southern Mississippi.

Hume, H. D. (1998). *The Art Teacher's Book of Lists.* Paramus, NJ: Prentice Hall.

EDUC 3150 THE KINDERGARTEN IN THE SCHOOL PROGRAM
This course presents a global vision of preschool-age children. The court discusses a curriculum for their personal and academic preparation and for mastery of the necessary skills that will promote self-management and satisfy their needs. Lectures, discussions, preparation of materials and observation of classes at the early childhood level. Study of the most important works in this field. Prerequisite: EDUC 2031.

3 credits

URBAEZ TORRES, JOHANNA M. Part-Time Professor. B.A. in Education, Universidad Interamericana de Puerto Rico; M.A. in Preschool Education, Universidad Central de Bayamón.

Dogde, D.T. (2004). *El Currículo Creativo para la la Educación Preescolar*. Edit Teaching Strategies.

EDUC 3170 PARENTS AS EDUCATORS

Analysis and study of the means and/or programs to achieve active parent participation in the educational process of the child. Techniques for promoting effective relations between family, school and community. Discussion of the practices and/or styles of rearing favorable to complete development during childhood. Program designs for educating parents as models, leaders and participants in the complete development of their children. Focus on the traditional and nontraditional structure of the family.

3 credits

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Berger, E.H. (2004). *Parents as Partners in Education: Families and Schools Working Together. (6th* ed.). Upper Saddle River, NJ: Prentice-Hall Inc., Publishing Co.

EDUC 3185 ENGLISH CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (K-3)

Analysis and discussion of the English curriculum with emphasis on mastery, interpretation and understanding of curricular content in the primary grades. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching learning process taking into account individual differences. Critical analysis of computerized programs appropriate for the teaching of English at this level.

2 credits

CRUZ GONZÁLEZ, JEAN. Assistant Professor of English. B.A. in Teaching English as a Second Language, Universidad de Puerto Rico; B.A. in Education/TESOL, University of Puerto Rico; M.A. in Education/TESOL, University of Puerto Rico.

English Language Arts Curriculum available from the Department of Education of Puerto Rico.

EDUC 3235 READING AND WRITING IN THE PRIMARY GRADES

Study and analysis of different stages in the development of reading and writing. Discussion and application of different techniques, methods and strategies for the teaching of reading and writing. Design of an environment that promotes the development and learning of reading and writing skills in the home and at school. Use of the computer in the process of teaching reading and writing. Evaluation and assessment of reading and writing skills. Development of favorable habits and attitudes towards reading and writing.

3 credits

VEGA RUIZ, DIANA. Instructor of Education. B.A. in Special Education, Universidad Interamericana de Puerto Rico; M.A. in System and Educational Technology, Universidad del Sagrado Corazón; Ed.D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Acosta, M.M. (2006). Nuevos *Enfoques en la Enseñanza de Lecto-escritura en la Escuela Elemental*. McGraw Hill, Interamericana.

EDUC 3265 NATURAL SCIENCES CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (K-3)

Analysis and discussion of the natural sciences curriculum with emphasis on the mastery, interpretation and understanding of curricular content in the primary grades. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching learning process, taking into account individual differences. Critical analysis of computerized programs appropriate for teaching natural sciences at this level.

2 credits

RODRÍGUEZ COLÓN, EVELYN. Lecturer of Education. B. A. in Teaching Biology, University of Phoenix; M. A. in Biology, University of Phoenix; M. S. in School Administration and Supervision, University of Bridgeport.

Natural Science Curriculum available from the Department of Education of Puerto Rico.

EDUC 4110 CHILDREN'S PLAY AS A LEARNING PROCESS

The theory of play in relation to the total development and educational process of the young child. The planning of play activities within and outside the classroom, giving attention to the cognitive, socio-emotional and kinesthetic aspects. Movement patterns characteristic of children for self-discovery. Critical analysis of commercial games emphasizing computerized games. Critical analysis of studies and pertinent scientific research. Emphasis on the role of the adult in children's games.

3 credits

RIVERA NIEVES, PEDRO. Instructor of Physical Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in Curriculum and Instruction in Physical Education, Universidad Interamericana de Puerto Rico.

Ostrosky, M. (2001). *Teaching Strategies: What to do to Support Young Children's Development.* YEC Monograph Series.

EDUC 3076 MATHEMATICS CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (4-6)

Analysis and discussion of the mathematics curriculum with emphasis on the mastery, interpretation and understanding of curricular content at the elementary level. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching and learning process, taking into account individual differences. Critical analysis of computerized programs appropriate for teaching mathematics at this level.

3 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M. A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Mathematics Curriculum available from the Department of Education of Puerto Rico.

EDUC 3084 SOCIAL STUDIES CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (4-6)

Analysis and discussion of the social sciences curriculum with emphasis on the mastery, interpretation and understanding of the curricular content at the elementary level. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching learning process, taking into account individual differences. Critical analysis of computerized programs appropriate for teaching social studies at this level.

3 credits

DEIDA MAISONNET, NORBERTO. Lecturer of Administration and Supervision. B.A in Teaching History, Universidad de Puerto Rico; M.A. in Teaching History and Social Science, Universidad de Puerto Rico.

Social Studies Curriculum available from the Department of Education of Puerto Rico.

EDUC 3186 ENGLISH CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (4-6)

Analysis and discussion of the English curriculum with emphasis on mastery, interpretation and understanding of curricular content at the elementary level. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching learning process, taking into account individual differences. Critical analysis of computerized programs appropriate for the teaching of English at this level.

3 credits

CRUZ GONZÁLEZ, JEAN. Assistant Professor of English. B.A. in Teaching English as a Second Language, Universidad de Puerto Rico; B.A. in Education/TESOL, University of Puerto Rico; M.A. in Education/TESOL, University of Puerto Rico.

English Language Arts Curriculum available from the Department of Education of Puerto Rico.

EDUC 3232 LANGUAGE ARTS CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (4-6)

Analysis and discussion of the language arts curriculum with emphasis on mastery, interpretation and understanding of curricular content at the elementary level. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching learning process, taking into account individual differences. Critical analysis of computerized programs appropriate for the teaching of language arts at this level.

3 credits

BRENES SERRANO, ANA C. Lecturer of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology, Universidad de Puerto Rico.

Reading/Language Arts Curriculum available from the Department of Education of Puerto Rico.

EDUC 3266 NATURAL SCIENCES CURRICULUM, TEACHING AND ASSESSMENT IN THE PRIMARY GRADES (4-6)

Analysis and discussion of the natural sciences curriculum with emphasis on the mastery, interpretation and understanding of curricular content at the elementary level. Includes needs assessment and the planning, implementation, evaluation and assessment of the teaching learning process, taking into account individual differences. Critical analysis of computerized programs appropriate for teaching natural sciences at this level.

3 credits

RODRÍGUEZ COLÓN, EVELYN. Lecturer of Education. B. A. in Teaching Biology, University of Phoenix; M. A. in Biology, University of Phoenix; M. S. in School Administration and Supervision, University of Bridgeport.

Natural Sciences Curriculum available from the Department of Education of Puerto Rico.

EDUC 4551 INTEGRATION OF BASIC KNOWLEDGE AND COMMUNICATION SKILLS

Integration of basic knowledge and communication skills for the would-be teacher. Requires that students spend additional time outside the school schedule to complete the course modules. Students must take and pass a final comprehensive examination with a minimum score determined by the University. Prerequisites: GESP 2203; GEEN 1103 or 1203 or 2313; GEIC 1010; GEMA 1000 or 1002 or 1200; GEPE 3010 or 3020; GEHS 2010, 3020, 4020 and 4030; and GEST 2020 or 3030. Requires authorization of the academic department. Grade: P/NP.

1 credit

BRENES SERRANO, ANA C. Lecturer of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology, Universidad de Puerto Rico.

Education Curriculum available from the Department of Education of Puerto Rico.

EDUC 4552 INTEGRATION OF PROFESSIONAL SKILLS

Integration of the pedagogical skills for the would-be teacher. Includes the analysis of teaching situations in agreement with the educational level. Requires that students spend additional time outside the school schedule to complete the course modules. Students must take and pass a final comprehensive examination with a minimum score determined by the University. Prerequisites: Have passed the Core Course Requirements of the major, except the courses of Clinical Experiences in the Educational Scenario, and have the authorization of the academic department. Grade: P/NP.

1 credit

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Education Curriculum available from the Department of Education of Puerto Rico.

Special Education (B.A.)

The Bachelor of Arts Degree in Education in Special Education aims to develop a professional in special education properly prepared with the necessary knowledge, skills and attitudes so that he may provide interdisciplinary and transdisciplinary services to the student population with disabilities.

The Program is directed to prepare a professional who can effectively intervene with the families of the student population with disabilities, as well as with the other related professionals involved with this population. The educational professional will have a base to offer educational services in inclusive classrooms, in other natural environments, and in special classrooms.

Teacher Education Program - Theoretical and Methodological Frame

The Teacher Education Program (TEP) has a psycho philosophical foundation of a behaviorist, constructivist and humanist character. This approach can be considered as an eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This frame of theoretical and methodological reference will serve as a guide of the TEP for decision making and actions related to its development and its curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.

It could be indicated, that although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his competencies of knowledge, skills, attitudes and values to improve the quality of life of his students and society.
It is important to mention that during the last half of the last century, and during the part of the current century that has past, education in Puerto Rico has been framed, generally, in two learning theories: the behavioral theory and the cognitive theory. In the last decades the idea of a constructivist approach in learning and in the curriculum has acquired particular interest among educators. The psychological frame of constructivism is delimited by cognitive theories of learning, and within the curriculum of the TEP, it is founded on a humanist basis of education.

From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences, whereas the humanist vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations, with sensitivity. This implies that all teacher education programs must provide a wide variety of educational experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.

In order to give direction to its vision, mission and declaration of goals statements, the TEP uses the professional standards of teachers established by the Puerto Rico Department of Education and by the CAEP. These standards have as their main purpose to delineate the professional characteristics that the teacher must have to achieve that the students develop, in an integral way, their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students' learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters for him to reflect on his continuous professional development and how this must be in harmony with the learning needs of his students.

In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an effective means to improve its quality of life.

Vision

The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competencies of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.

Mission

The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching-learning processes in different contexts. In this curriculum the components of the general education, core and major courses will be integrated.

Goals

In harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competencies of graduates of the Program, are established.

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.

2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.

3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.

4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.

5. Develop educational leaders committed to their professional development as a means to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

General Objectives of the Teacher Education Program

The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.

2. Use research, the sources of information and technological advances on which to base the development of educational innovations.

3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.

4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.

5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

The Teacher Education Program is an answer to the needs and aspirations of a society in constant change. The mission and goals of Inter American University of Puerto Rico, the Teacher Education Program provides a framework of integrated educational experiences. The Program is directed toward the professional formation of a teacher of excellent quality; *i.e.*, one who can contribute in an effective manner to produce the changes deemed desirable in students, knowledgeable about the problems confronting education, and capable of collaborating in the process of change to improve the quality of both the teacher's life and that of others. The Program, therefore, seeks to achieve a greater integration of its components: professional courses, major courses and general education courses.

Teacher preparation emphasizes the development of those skills and attitudes that allow for the formation of a critical, flexible and creative mind that by using educational theories as the starting point is capable of identifying and posing problems, of carrying out research to find solutions and proposing adequate answers which can be verified through experimentation.

The new vision of teacher preparation requires a program of studies that provides a great number of related experiences that enables the construction of pedagogical knowledge and

content. These experiences are characterized by continuous reflection, practice in real settings, research, and collaboration. The Program studies the relevance of content, the pedagogical model and tools that permit the solution of problems inherent in the teaching and learning processes in different contexts. In this Program of study, the general education, major, and core course components will be integrated.

Special Education Major Objectives

1. Analyze the history, etiology, prevalence, incidence and the legal basis for regulating special education services.
2. Analyze the process for identifying, evaluating and diagnosing special education populations.
3. Evaluate the importance of the collaboration process and providing guidance to parents, teachers and other staff.
4. Evaluate appropriate educational techniques and activities for the inclusion, integration and management of special education students.
5. Identify educational theories that can be used with special education students.
6. Analyze the terms diagnosis, evaluation, and assessment and their relationship with the teaching and learning process of exceptional students.
7. Design and analyze a formal test to use in the student evaluation process in one of the following areas of development: cognitive, socio-emotional, language, motor, personal help, or perceptual.
8. Develop an Educational Individualized Program (I.E.P.) based on the results obtained from the student's assessment process and evaluate its relationship to the planning process.
9. Incorporate the inculcation of values in teaching activities.
10. Analyze the terms technology, educational technology, technological assistance, adapted materials, alternative assessment, and reasonable accommodation and their relationship with the teaching and learning process of exceptional students.
11. Discuss the parts of the I.E.P and analyze them at different educational levels.
12. Analyze strategies, methods and teaching techniques for exceptional students. Define the terms strategies, methods and teaching techniques.
13. Design instructional plans for different exceptionalities and educational levels. Elaborate operational objectives. Apply appropriate methods and techniques in the writing of plans for the development and teaching of reading, writing, mathematics and perceptual skills.
14. Design demonstration classes incorporating technology for different exceptionalities and educational levels. Adapt the methods and techniques for teaching in curricular areas.

Profile of the Competencies of Graduates

This Program is designed to develop the general competencies, tied to the core courses that will permit students to:

Knowledge

To know and understand:

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.
2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.
3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.
4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.
5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

Skills

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.
2. Plan student learning by integrating educational strategies with a scientific base into instructional design.
3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.
4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.
5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.
6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.
7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.
8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

Attitudes

1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.
2. Show a positive and binding attitude between professional development and the academic needs of the students.
3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.
4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.

The Orlando Cyber Study Center offers study programs for the Bachelor of Arts degree in Special Education. The University's B.A. in Special Education qualifies eligible students to apply for a valid standard teaching certificate issued by the Commonwealth of Puerto Rico. Eligibility is subject to change by the Puerto Rico Department of Education, but presently requires that students be at least 18, maintain an overall GPA and major GPA of 3.00 (if graduating on or after 2010), pass the *Pruebas de Certificación de Maestros*, and provide personal and professional documentation.

THE UNIVERSITY DOES NOT WARRANT, REPRESENT, OR GUARANTEE THAT GRADUATES WILL RECEIVE ANY TEACHING CERTIFICATE OR BE LICENSED TO TEACH. Students with a valid standard teaching certificate issued by Puerto Rico may apply for reciprocal treatment in Florida. This requires completing the Florida Bureau of Teacher Certification's CG-10 application form and submitting a processing fee, official transcripts showing all degrees and credits, copies of the teaching certificate issued in Puerto Rico, and fingerprints. Students without a valid standard teaching certificate issued by Puerto Rico may qualify for a Temporary Certificate from Florida, but must also pass the Florida Teacher Certification Exam (FTCE). Students wishing to teach outside their areas of specialization may also be required to take additional courses. For more information on teacher certification requirements, visit on-line the Florida Bureau of Teacher Certification website. In the event of a conflict between the terms of the website and this handbook, the website's terms will govern.

The Teacher Education Program requires completion of a variety of field placements, as well as a supervised internship. To receive credit, students interested in the teaching internship must apply for and comply with the School District's requirements and application deadlines, as well as the University's degree program requirements. Students interested in applying for an internship must contact the Executive Director of the Cyber Study Center at least 10 months before the student is qualified for and would like placement.

Students who have had previous satisfactory teaching experience may apply for an exemption from the teaching internship requirement from the University; however, said exception may not be acceptable to the particular state or territory teacher certification program to which the student wants to apply. This exemption will be subject to the following conditions:

1. The student has been teaching full-time for two academic years within the last four years as verified by the principal of the school.
2. The student pays 50% of the registration cost of the courses EDUC 3015 and EDUC 4013 for the final validation of the credits.

The experience to be credited by the University corresponds to the requirements for the degree that the student hopes to obtain from the University.

Requirements for the Bachelor of Arts Degree in Special Education include the following: (1) 54 general education credits, (2) 37 core course credits, (3) 27 major credits, and (4) 3 elective credits, all as set forth in more detail on the next pages.

Fifty four (54) credits are required in General Education for this Program. In addition to GEHS 2001F, students will take GEHS 3020, 4020 and 4030 in the Historic and Social Context category. Students will take courses GEPE 4040 and GEPE 3010 or 3020 to fulfill the six credits required in the Philosophical and Esthetic Thought category. Students of this Program are exempt from taking the course GEMA 1000 from the Basic Skills in Mathematics category. Instead they will take GEMA 1001 and GEMA 1002.

The academic progress requirements for students in the Teacher Education Program are the following: (1) comply with all academic progress norms established in the General Catalog, (2) comply with the following requirements regarding general grade point index; (a) 47 credits or less – minimum of 2.50, (b) 47-71 credits – minimum of 2.75, (c) 72-95 credits – minimum of 2.90, and (d) 96 or more credits – minimum of 3.00.

In order to fulfill the graduation requirements for a Bachelor of Arts Degree in Teacher Education a student must: (1) achieve a minimum general grade point index of 3.00, (2) achieve a minimum grade point index of 3.00 in the core courses, (3) achieve a minimum grade point index of 3.00 in the major and in the specialization, (4) achieve a minimum grade of "B" in EDUC 4013, and (5) complete satisfactorily all academic requirements.

Students in the Bachelor of Arts Program in Special Education are exempt from taking the courses EDUC 4050 and 3013 from the Education Program Core Courses Requirements.

This program is authorized to be offered online.
TOTAL COST OF PROGRAM

Tuition	$22,990
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$31,996

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN SPECIAL EDUCATION

General Education Requirements	54 credits
Core Course Requirements	37 credits
Major Requirements	27 credits
Elective Courses	3 credits
	121

General Education Requirements - 54 credits
Fifty-four (54) credits are required in General Education for this Program. In addition to GEHS 2010F, students will take GEHS 3020, 4020 and 4030 in the Historic and Social Context category. Students will take courses GEPE 4040 and GEPE 3010 or 3020 to fulfill the six credits required in the Philosophical and Esthetic Thought category. Students of this Program are exempt from taking the course GEMA 1000 from the Basic Skills in Mathematics category. Instead they will take GEMA 1001 and GEMA 1002.

Core Course Requirements - 37 credits

EDUC 1080	Field Experiences in the Educational Scenario I	1
EDUC 2021	History and Philosophy of Education	3
EDUC 2022	Society and Education	3
EDUC 2031	Developmental Psychology	3
EDUC 2032	Learning Psychology	3
EDUC 2060	Use of Technology in Education	2
EDUC 2870	The Exceptional Student Population	4
EDUC 2890	Field Experiences in the Educational Scenario II	2
EDUC 3015	Clinical Experiences in the Educational Scenario I	2
EDUC 4011	Evaluation and Assessment	3
EDUC 4012	Classroom Research	2
EDUC 4013	Clinical Experiences in the Educational Scenario II	4
EDUC 4551	Integration of Basic Knowledge and Communication Skills	1
EDUC 4552	Integration of Professional Skills	1
HIST 3010	Historical Process of the United States of America	3

Major Requirements - 27 credits

EDUC 2905	Nature and Needs of Students with Mental Delay and Emotional Disturbances	3
EDUC 2906	Nature and Need of Students with Specific Learning Problems, ADD and ADHD	3
EDUC 3140	Language and Reading	3
EDUC 3270	Educational Diagnosis, Evaluation and Assessment for Students with Disabilities	3
EDUC 3290	Classroom Management	3
EDUC 3420	Curricular Content, Diagnosis and Correction of Learning Problems in Mathematics	3
EDUC 3440	Curricular Content, Diagnosis and Correction of Learning Problems in Reading and Writing	3
EDUC 3470	Technological Assistance, Curriculum and Materials for Teaching Students with Disabilities	3
EDUC 3570	Strategies, Methods and Techniques for Teaching Students with Disabilities	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Core Course Descriptions, Faculty and Learning Resources (Special Education)

EDUC 1080 FIELD EXPERIENCE IN THE EDUCATIONAL SCENARIO I
Field experiences through the exposure of the student to diverse educational scenarios in order to observe, analyze and reflect on the school environment, the function of the teacher and another educational and nonteaching personnel. Requires 10 hours in the classroom, a minimum of 10 hours in the field and a minimum grade of "B" in the course.

1 credit

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Bransford, J.D., Brown, A.L. and Cocking, R.R. (2000). *How People Learn. Brain Mind and Experience;* Washington National Academy Press.

EDUC 2021 HISTORY AND PHILOSOPHY OF EDUCATION
Critical analysis of the philosophical and historical development of education and its objectives. Consideration of educational practice in light of historical developments in the Western World.

3 credits

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M. A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Osmond, H and Craner, S. (2011). *Philosophical Foundations of Education.* (9th ed.). Pearson.

EDUC 2022 SOCIETY AND EDUCATION
Critical analysis of social, cultural and educational situations and the educational and societal alternatives to these situations. Emphasis on problems and ethical and legal aspects confronting schools.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Cáceres, J. (1991). *Sociología y Educación*. Universidad de Puerto Rico.

EDUC 2031 DEVELOPMENTAL PSYCHOLOGY
Processes of development during the human life cycle from birth to death and their effect on behavior. Identification and analysis of developmental problems and their repercussions on the teaching-learning process and on students' future development.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Papalia, D.E.,(2010). *Desarrollo Humano*. Mc Graw Hill.

EDUC 2032 LEARNING PSYCHOLOGY
The different approaches and theories of learning and their application to teaching in the classroom, in particular, in those cases that promote independent, interdependent, constructive, reflective and critical learning. Analysis and evaluation of the strategies and techniques of teaching derived from these different approaches and theories and their relationship with the general goals of formal education. Prerequisites: EDUC 2021, 2031.

3 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M. A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Woolfolk, A.E.,(2010). *Psicología Educativa*; Prentice Hall.

EDUC 2060 USE OF TECHNOLOGY IN EDUCATION
Administration of different computerized educational programs, including the search for information and the use of multimedia for conducting the educational process. Will be offered in a computer and multimedia laboratory. Prerequisite: GEIC 1010.

2 credits

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Littleton, K., and Light, P. (1999). *Learning with Computers: Analyzing Productive Interaction;* London and New York: Routledge.

EDUC 2870 THE EXCEPTIONAL STUDENT POPULATION
Discussion of the general characteristics presented by the different groups that comprise the exceptional student population, as well as the strategies and procedures for working with these groups in the regular classroom. Includes the use of technological assistance. Identification of educational services offered to this population and the analysis of laws that guarantee their right to education, especially the exceptional student population under 21 years of age.

4 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Taylor, R. & Smiley, L. (2009). *Estudiantes Excepcionales y Formación de Maestros para el Siglo XX1*. Mc Graw Hill.

EDUC 2890 FIELD EXPERIENCE IN THE EDUCATIONAL SCENARIO II
Field experiences through visits to classrooms at the level in which the future teacher is going to specialize in order to observe, analyze and reflect on the environment in the classroom, the handling of the classroom, the tasks, the daily participation and the control of time, considering the paradigms of teaching. Emphasis on the teacher-student and student-teacher relationships. Requires 15 hours in the classroom, a minimum of 15 hours in the field and a minimum grade of "B" in the course. Prerequisites: EDUC 1080, 2022 and 2031.

2 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Atkinson, T. & Claxton G. (2000). *The Intuitive Practitioner: On the Value of Not Always Knowing What One is Doing;* Buckingham, UK: Open University Press.

EDUC 2905 NATURE AND NEEDS OF STUDENTS WITH MENTAL DELAY AND EMOTIONAL DISTURBANCES
Discussion of mental delay and emotional disturbances. Includes the etiology, identification and characteristics. Emphasis on the needs of these students, educational programs beginning at the preschool level, and orientation to parents and the community.

3 credits

DELGADO MORALES, ANA R., Part-Time Professor of Special Education. B.A. in Education concentration in Special Education, University of Puerto Rico; M.A. in Special Education, University of Puerto Rico; 51 approved credits towards a Ed.D in Education Administration of Special Education Services, Inter American University of Puerto Rico.

Pierangelo, R., & Giuliani, G.A. (2007). *Special Education Eligibility: A Step-by-Step Guide for Educators*. Corwin.

Richards, S.B., Brady, M.P., & Taylor, R.L. (2014). *Perspectives, Current Practices, and Future Directions*. Routledge.

EDUC 2906 NATURE AND NEEDS OF STUDENTS WITH SPECIFIC LEARNING PROBLEMS, ADD AND ADHD

Discussion of specific learning problems, ADD and ADHD. Includes the etiology, identification and characteristics. Emphasis on the needs of these students, the different educational programs beginning at the preschool level, and orientation to parents and the community.

3 credits

ORTIZ MORALES, MARIBEL, Assistant Professor of Special Education. B.A. in Education with concentration in Children with Learning and Communications Problems, Inter American University of Puerto Rico; M.A. in Special Education, Inter American University of Puerto Rico.

Bambara, L.M., Kern, L., Elliot, S.N., Witt, J.C. (2005). *Individualized Supports for Students with Problem Behaviors: Designing Positive Behavior Plans* . Guilford Press.

Cooper, J.O., Heron, T.E., Heward, W.L. (2007). *Applied Behavior Analysis*. (2nd ed.). Pearson.

EDUC 3013 TEACHING STRATEGIES

Careful examination of the strategies used by teachers to establish a favorable learning climate. Study of the most effective teaching methods, including those that promote the development of values and their application in the classroom. Utilization of educational technology as a resource aid in class design. Emphasis on the formulation of questions, the problematization of learning and on activities which lead students to meet and build their own understanding. Use of collaborative work (in teams) as a teaching technique.

2 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M. S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Maldonado-Villamil, F. (2008). *Estrategias, Métodos y Técnicas de Enseñanza para Maestros*. Publicaciones Puertorriqueñas.

EDUC 3015 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO I
Clinical experiences as a student-teacher in a school at the level and in the subject matter of the student's specialty. Emphasis on the student's professional development and the use of effective educational strategies to work with small groups and later with the whole group. Requires 15 hours in the classroom, a minimum of 25 hours in the educational scenario and a minimum grade of "B" in the course. Prerequisites: EDUC 2890 and the authorization of the Coordinator or Supervisor of Clinical Experiences.

2 credits

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Campbell, L., Campbell, B., & Dickinson. D. (2003). *Teaching and Learning Through Multiple Intelligences.*(3rd ed.). Allyn & Bacon/Pearson Education.

EDUC 3140 LANGUAGE AND READING
Discussion of the nature of language, its formation and development, and its importance in the concept of reading. Analysis of the factors affecting the development of language and the concepts related to the ability to read. Includes planning, strategies and techniques for the development of language and reading skills. Prerequisite: EDUC 2031.

3 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M. S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Carillo Jiménez, A. (2012). *Programa de habilidades morfológicas: actividades para la lectura: educación infantil y necesidades especiales*. Madrid: Ciencias de la Educación preescolar y Especial.

EDUC 3270 EDUCATIONAL DIAGNOSIS, EVALUATION AND ASSESSMENT FOR STUDENTS WITH DISABILITIES
Analysis, management and interpretation of evaluation instruments used for collecting data related to how exceptional students function at the different educational levels. Discussion of the evaluation process for the diagnosis, placement and preparation of the individualized educational program of the student. The use of alternate techniques of evaluation and assessment is required.

3 credits

ORTIZ MORALES, MARIBEL, Assistant Professor of Special Education. B.A. in Education with concentration in Children with Learning and Communications Problems, Inter American University of Puerto Rico; M.A. in Special Education, Inter American University of Puerto Rico.

DELGADO MORALES, ANA R., Part-Time Professor of Special Education. B.A. in Education concentration in Special Education, University of Puerto Rico; M.A. in Special Education, University of Puerto Rico; 51 approved credits towards a Ed.D in Education Administration of Special Education Services, Inter American University of Puerto Rico.

Salvia, J., Ysseldyke, J., & Witmer, S. (2016). *Assessment in Special and Inclusive Education*. (13th ed.). Wadsworth Publications.

EDUC 3290 CLASSROOM MANAGEMENT
Analysis of theories and principles related to management of behavior in the classroom. Application of strategies, methods and intervention and prevention techniques that can be used by the teacher at the different educational levels. Discussion of the importance of collaboration and the consultation process with teachers, parents and another personnel.
3 credits

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Burden, P. (2016). *Classroom Management: Creating a Successful K-12 Learning Community*. (6th ed.). Wiley.

EDUC 3420 CURRICULAR CONTENT, DIAGNOSIS AND TREATMENT OF LEARNING PROBLEMS IN MATHEMATICS
Analysis of curricular content, methods and techniques for teaching mathematics to students with limitations at the different educational levels. Application of evaluation, measurement and assessment instruments for identifying problems in this area. Planning, selection and design of materials and use of technology in teaching.
3 credits

ORTIZ MORALES, MARIBEL, Assistant Professor of Special Education. B.A. in Education with concentration in Children with Learning and Communications Problems, Inter American University of Puerto Rico; M.A. in Special Education, Inter American University of Puerto Rico.

Larkey, S., Adkins, J., & Attwood, T. (2013). *Practical Mathematics for Children with an Autism Spectrum Disorder and Other Developmental Delays*. Jessica Kingsley Publishers.

EDUC 3440 CURRICULAR CONTENT, DIAGNOSIS AND CORRECTION OF READING AND WRITING PROBLEMS
Analysis of reading and writing curricular content. Application of teaching methods and techniques to students with limitations that present deficiencies in the lecto-writing area. Application of evaluation, measurement and assessment instruments for identifying the different problems presented. Planning, selection and design of materials and use of technology in teaching at the different educational levels. Prerequisite: EDUC 3140.
3 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

ORTIZ MORALES, MARIBEL, Assistant Professor of Special Education. B.A. in Education with concentration in Children with Learning and Communications Problems, Inter American University of Puerto Rico; M.A. in Special Education, Inter American University of Puerto Rico.

Kregel, J., & Wehman, P. (2012). *Functional Curriculum for Elementary and Secondary Students with Special Needs*. (3rd ed.). Pro Ed Publications.

EDUC 3470 TECHNOLOGICAL ASSISTANCE, CURRICULUM AND MATERIALS FOR TEACHING STUDENTS WITH DISABILITIES

Analysis of curricular content from kindergarten to grade 12, elaboration and adaptation of materials and handling of equipment. Emphasis on technological and instructional programs that can be used in the teaching-learning process at the different educational levels and application of the technological assistance. Discussion of the importance of alternate evaluation processes, collaboration, training and technical assistance for teachers, parents and other personnel.

3 credits

ORTIZ MORALES, MARIBEL, Assistant Professor of Special Education. B.A. in Education with concentration in Children with Learning and Communications Problems, Inter American University of Puerto Rico; M.A. in Special Education, Inter American University of Puerto Rico.

Bowden-Carpenter, L.A., Johnston, L.B., & Beard, L.A. (2014). *Assistive Technology: Access for all Students*. (3rd ed.). Pearson.

EDUC 3570 STRATEGIES, METHODS AND TECHNIQUES FOR TEACHING STUDENTS WITH DISABILITIES

Analysis of individualized educational programs, teaching strategies, methods and techniques. Includes experience in educational environments where students with different limitations in the varied educational levels are cared for. Emphasis on daily planning accompanied by simulations.

3 credits

DELGADO MORALES, ANA R., Part-Time Professor of Special Education. B.A. in Education concentration in Special Education, University of Puerto Rico; M.A. in Special Education, University of Puerto Rico; 51 approved credits towards a Ed.D in Education Administration of Special Education Services, Inter American University of Puerto Rico.

Polloway, E.A., Patton, J.R., Serna, L. (2017). *Strategies for Teaching Learners with Special Needs*. (11th ed.). Pearson.

EDUC 4011 EVALUATION AND ASSESSMENT

Theories, techniques and means used by teachers for evaluation and assessment. Analysis of these techniques by comparing the subject content with the instrument used. Preparation, administration, correction and interpretation of tests and other evaluation and assessment techniques. Emphasis on the use of results as a means to improve the teaching-learning process. Prerequisite: EDUC 2032.

3 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M. A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Vera-Vélez, L. (2005). *Medición, Assessment y Evaluación del Aprendizaje*. Publicaciones Puertorriqueñas.

EDUC 4012 CLASSROOM RESEARCH

Introduction to research that can be carried out by the teacher in the classroom using applied quantitative and qualitative methods. Study and analysis of research carried out by teachers in the classroom.

2 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Hernández-Sampieri, R. (2010). *Metodología de la Investigación*. Mc Graw Hill, Interamericana.

EDUC 4013 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO II

Clinical experiences as a student-teacher under the direct supervision of a cooperating teacher in the classroom and a university supervisor. The student-teacher has the responsibility to plan and offer at least one class daily during the school semester. If the educational scenario permits it, at the elementary level the student can gradually teach two subjects in one grade or one subject in two grades, and at the secondary level the student must teach in the student's discipline with two different groups or grades. Requires a minimum of three (3) hours daily in the educational scenario and a minimum grade of "B" in the course. Prerequisites: 1) have passed the Core and Major Requirements, 2) have a minimum general average of 2.50 in the Core, Major and Specialization Requirements; and 3) have the authorization of the Coordinator or Supervisor of Clinical Experiences.

4 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

This course has no text learning resources. The course is an internship.

EDUC 4050 CURRICULUM DESIGN
The principles for the design of educational courses and programs. The relationship between curriculum and instruction. Experiences are provided for developing skills in the design, selection and modification of teaching units, courses and programs. In addition, the criteria for the selection of texts and educational materials are studied. Prerequisites: EDUC 3013, 4011.

2 credits

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Ortiz-García, A. (2007). *Diseño y Evaluación Curricular*. Editorial Edil, Inc.

HIST 3010 HISTORICAL PROCESS OF THE UNITED STATES OF AMERICA
Survey of political, social, economic and cultural events; institutions and movements of significance in the development of the United States.

3 credits

CUEVAS CRUZ, RENE J., Professor of History. B.A.in History, Inter American University of Puerto Rico; M.A. in History, University of Puerto Rico; Ph.D. in History, University of Puerto Rico.

Brinkley, A. (2003). *American History.* McGraw-Hill Humanities.

EDUC 4551 INTEGRATION OF BASIC KNOWLEDGE AND COMMUNICATION SKILLS
Integration of basic knowledge and communication skills for the would-be teacher. Requires that students spend additional time outside the school schedule to complete the course modules. Students must take and pass a final comprehensive examination with a minimum score determined by the University. Prerequisites: GESP 2203; GEEN 1103 or 1203 or 2313; GEIC 1010; GEMA 1000 or 1002 or 1200; GEPE 3010 or 3020; GEHS 2010, 3020, 4020 and 4030; and GEST 2020 or 3030. Requires authorization of the academic department. Grade: P/NP.

1 credit

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Education Curriculum available from the Department of Education of Puerto Rico.

EDUC 4552 INTEGRATION OF PROFESSIONAL SKILLS
Integration of the pedagogical skills for the would-be teacher. Includes the analysis of teaching situations in agreement with the educational level. Requires that students spend additional time outside the school schedule to complete the course modules. Students must take and pass a final comprehensive examination with a minimum score determined by the University. Prerequisites: Have passed the Core Course Requirements of the major, except the courses of Clinical Experiences in the Educational Scenario, and have the authorization of the academic department. Grade: P/NP.

1 credit

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Education Curriculum available from the Department of Education of Puerto Rico.

Teaching of English as a Second Language at the Secondary Level (B.A.)

The major in the teaching of English as a second language at the secondary level is based on the fundamental developmental principles that individuals are capable of thinking, analyzing and evaluating their learning processes. It is expected that the graduates of this Program will be able to evaluate themselves through constant reflection. For this reason, the Program for the teaching of English as a second language at the secondary level has as its base the accepted fundamentals, theories and methodologies as well as their application in the classroom. This permits graduates from this Program to incorporate innovative technology for teaching and evaluation into the classroom.

They will keep up-to-date with the curricular guides regarding changes and adjustments that should be made when the student population they are attending requires it. This Program is designed with the goal of providing the theoretical base and the practical training needed by future teachers of English in secondary schools. This implies knowledge of:

1. The theory, methodology and application of curricular design.
2. The design of materials in English as a second language.
3. The theory and application of linguistics, the acquisition of English as a second language, the phonetics of United States English and the four language arts.
4. A comparative analysis of English and Spanish.
5. Evaluation and assessment in the classroom.
6. Adolescent literature in English.
7. Children's literature in English.
8. A solid base in writing, oral communication, grammar and the literary genres in English.

Teacher Education Program - Theoretical and Methodological Frame

The Teacher Education Program (TEP) has a psycho philosophical foundation of a behaviorist, constructivist and humanist character. This approach can be considered as an

eclectic conceptual model, which allows the Program to integrate, in an organized way, principles of the three theoretical frames in its curricular designs and in its pedagogical practice leading to the formation of the future teacher. This frame of theoretical and methodological reference will serve as a guide of the TEP for decision making and actions related to its development and its curricular revision and assessment processes, in harmony with the highest standards of quality and educational excellence.

It could be indicated, that although the TEP is based on an eclectic conceptual paradigm, it gives more emphasis to the constructivist and humanist theoretical perspectives. Under the constructivist perspective the aspiring teacher is considered as an active and totally reflective person in his professional formation process. On the other hand, the humanist approach orients the educational process of the future teacher towards his integral development as a being human, in such a way, that he contributes his competencies of knowledge, skills, attitudes and values to improve the quality of life of his students and society.
It is important to mention that during the last half of the last century, and during the part of the current century that has past, education in Puerto Rico has been framed, generally, in two learning theories: the behavioral theory and the cognitive theory. In the last decades the idea of a constructivist approach in learning and in the curriculum has acquired particular interest among educators. The psychological frame of constructivism is delimited by cognitive theories of learning, and within the curriculum of the TEP, it is founded on a humanist basis of education.

From the perspective of the philosophy and psychology of education, constructivism presents a coherent explanation of how a person learns by means of an active process of construction of knowledge through significant experiences, whereas the humanist vision in the curriculum promotes the professional and social commitment of the future teacher to attend to the educational needs and interests of the diverse student populations, with sensitivity. This implies that all teacher education programs must provide a wide variety of educational experiences for the academic formation of the aspiring teachers, directed toward the maximum development of a pedagogical culture. These practical and formative educational experiences will permit the future teacher to establish a connection between the theoretical knowledge and the pedagogical practice, in a pertinent context of human formation.

In order to give direction to its vision, mission and declaration of goals statements, the TEP uses the professional standards of teachers established by the Puerto Rico Department of Education and by the CAEP. These standards have as their main purpose to delineate the professional characteristics that the teacher must have to achieve that the students develop, in an integral way, their capacities and potentialities to the maximum in all dimensions as human beings, within a context of a culture of peace and acceptance of diversity. In addition, these standards establish the indicators of the qualities that the teachers must have to facilitate their students' learning of knowledge, skills and attitudes. It is important to indicate that the standards also serve the teacher as parameters for him to reflect on his continuous professional development and how this must be in harmony with the learning needs of his students.

In synthesis, the task of educational formation is a complex one and is a great social responsibility. In order to assume this responsibility, the TEP has designed a curriculum focused on how to prepare the teachers that society needs and demands, as an
effective means to improve its quality of life.

Vision

The Program aspires to develop a series of integrated educational experiences, focused on the professional formation of a teacher of excellence. That is to say, that the teacher will contribute to the educational scenario with his professional competencies of knowledge, skills and attitudes necessary to promote changes and answers adapted to the educational environment. Primarily, the Program aims to prepare a teacher, who is knowledgeable of the problems of education in Puerto Rico and in other countries, in such a way that he will be able to collaborate in the process of constructive changes that will improve his quality of life and that of others.

Mission

The Program is directed to the formation of teachers within a curriculum that provides an accumulation of articulated experiences which, at the same time, provides space for the construction of the pedagogical knowledge and content that will develop the future teacher. These experiences will be characterized by continuous reflection, practice in real scenarios, research, collaboration, relevance of the contents, pedagogical modeling and the search and use of means that will provide solutions to the typical problems of the teaching-learning processes in different contexts. In this curriculum the components of the general education, core and major courses will be integrated.

Goals

In harmony with the vision and the mission for the TEP, the following goals, in coherence with the profile of competencies of graduates of the Program, are established.

1. Develop educational professionals focused on the mastery of the knowledge of the discipline within the context of a scientific, pedagogical and humanist culture.

2. Promote research, the management of information and the use of technology as means to generate the production and construction of knowledge that will result in the improvement of pedagogical practice within the education system.

3. Develop education professionals, who are sensitive to the needs and interests of the diverse social groups that exist in the population, within a context of human transformation.

4. Promote the solution of problem related to the educational environment within the frame of ethical, legal and social responsibility that regulates the profession.

5. Develop educational leaders committed to their professional development as a means to promote a better pedagogical practice and, therefore, a better quality of life within the context of a culture of peace.

General Objectives

The Program aims to achieve the following general objectives:

1. Apply, in an integrated manner, theoretical and methodological knowledge to the pedagogical practice in the educational scenario.

2. Use research, the sources of information and technological advances on which to base the development of educational innovations.

3. Show an attitude of acceptance and sensitivity to the educational needs and interests presented by the diverse student populations.

4. Apply the ethical, legal and social dimensions in the processes of problem solving and decision making related to the practice of the profession in the different educational scenarios.

5. Show commitment to the continuous improvement of the required professional competencies in the field of education.

The Teacher Education Program is an answer to the needs and aspirations of a society in constant change. The mission and goals of Inter American University of Puerto Rico, the Teacher Education Program provides a framework of integrated educational experiences. The Program is directed toward the professional formation of a teacher of excellent quality; *i.e.*, one who can contribute in an effective manner to produce the changes deemed desirable in students, knowledgeable about the problems confronting education, and capable of collaborating in the process of change to improve the quality of both the teacher's life and that of others. The Program, therefore, seeks to achieve a greater integration of its components: professional courses, major courses and general education courses.

Teacher preparation emphasizes the development of those skills and attitudes that allow for the formation of a critical, flexible and creative mind that by using educational theories as the starting point is capable of identifying and posing problems, of carrying out research to find solutions and proposing adequate answers which can be verified through experimentation.

The new vision of teacher preparation requires a program of studies that provides a great number of related experiences that enables the construction of pedagogical knowledge and content. These experiences are characterized by continuous reflection, practice in real settings, research, and collaboration. The Program studies the relevance of content, the pedagogical model and tools that permit the solution of problems inherent in the teaching and learning processes in different contexts. In this Program of study, the general education, major, and core course components will be integrated.

Profile of the Competencies of Graduates

This Program is designed to develop the general competencies, tied to the core courses that will permit students to:

Knowledge

To know and understand:

1. The philosophical, psychological and sociological foundations that serve as a base for education and give direction to the pedagogical practice.

2. The processes of construction of cognitive, affective and psychomotor learning through the different stages of human development.
3. The importance of the creation of a harmonious physical and social environment that is adjusted to the diversity of the social groups and to the individual needs and interests of the students.
4. The laws, regulations and procedures of the educational system, as well as the ethical, legal and social implications of their professional performance.
5. The implications and importance of the integration of parents and other sectors of society in the educational task of the school community.

Skills

1. Integrate into the pedagogical practice the theoretical principles that serve as the basis for education.

2. Plan student learning by integrating educational strategies with a scientific base into instructional design.

3. Use a variety of teaching strategies to facilitate the effective learning of the complexity of the concepts, skills and attitudes of the subject matter they teach.

4. Apply the complementary processes of evaluation, assessment and measurement to determine the effectiveness of the teaching-learning processes and make decisions, which facilitate the improvement of all students' learning.

5. Apply research and the technological advances as resources to expand knowledge and to innovate and improve the pedagogical practice.

6. Use the existing computerized and educational resources to integrate technology in their teaching area or discipline.

7. Use a variety of educational and technological resources to facilitate learning in diverse student populations.

8. Use communication skills in an effective way to develop in the students the understanding of how they learn.

Attitudes

1. Show respect and tolerance to individual and cultural differences of students in the educational scenario.

2. Show a positive and binding attitude between professional development and the academic needs of the students.

3. Show a critical and creative attitude towards the management of information available in different sources related to the teaching discipline and to the field of education.

4. Assume leadership roles and professional responsibility in the different educational scenarios and communitarian contexts to promote learning and the integral development of students.

The Orlando Cyber Study Center offers study programs for the Bachelor of Arts degree in Special Education. The University's B.A. in Special Education qualifies eligible students to apply for a valid standard teaching certificate issued by the Commonwealth of Puerto Rico. Eligibility is subject to change by the Puerto Rico Department of Education, but presently requires that students be at least 18, maintain an overall GPA and major GPA of 3.00 (if graduating on or after 2010), pass the *Pruebas de Certificación de Maestros*, and provide personal and professional documentation.

THE UNIVERSITY DOES NOT WARRANT, REPRESENT, OR GUARANTEE THAT GRADUATES WILL RECEIVE ANY TEACHING CERTIFICATE OR BE LICENSED TO TEACH. Students with a valid standard teaching certificate issued by Puerto Rico may apply for reciprocal treatment in Florida. This requires completing the Florida Bureau of Teacher Certification's CG-10 application form and submitting a processing fee, official transcripts showing all degrees and credits, copies of the teaching certificate issued in Puerto Rico, and fingerprints. Students without a valid standard teaching certificate issued by Puerto Rico may qualify for a Temporary Certificate from Florida, but must also pass the Florida Teacher Certification Exam (FTCE). Students wishing to teach outside their areas of specialization may also be required to take additional courses. For more information on teacher certification requirements, visit on-line the Florida Bureau of Teacher Certification website. In the event of a conflict between the terms of the website and this handbook, the website's terms will govern.

The Teacher Education Program requires completion of a variety of field placements, as well as a supervised internship. To receive credit, students interested in the teaching internship must apply for and comply with the School District's requirements and application deadlines, as well as the University's degree program requirements. Students interested in applying for an internship must contact the Executive Director of the Cyber Study Center at least 10 months before the student is qualified for and would like placement.

Students who have had previous satisfactory teaching experience may apply for an exemption from the teaching internship requirement from the University; however, said exception may not be acceptable to the particular state or territory teacher certification program to which the student wants to apply. This exemption will be subject to the following conditions:

3. The student has been teaching full-time for two academic years within the last four years as verified by the principal of the school.
4. The student pays 50% of the registration cost of the courses EDUC 3015 and EDUC 4013 for the final validation of the credits.

The experience to be credited by the University corresponds to the requirements for the degree that the student hopes to obtain from the University.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$24,130
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$33,106

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE AT THE SECONDARY LEVEL

General Education Requirements	51 credits
Core Course Requirements	39 credits
Major Requirements	34 credits
Elective Courses	3 credits
	Total 127

General Education Requirements - 51 credits
Fifty-one (51) credits are required in General Education for this Program. In addition to GEHS 2010F, students will take GEHS 3020, 4020 and 4030 in the Historic and Social Context category. Students are required to have taken the courses GEEN 2311, 2312 and 2313. Students will take courses GEPE 4040 and GEPE 3010 or 3020 to fulfill the six credits required in the Philosophical and Esthetic Thought category.

Core Course Requirements - 39 credits

EDUC 1080	Field Experiences in the Educational Scenario I	1
EDUC 2021	History and Philosophy of Education	3
EDUC 2022	Society and Education	3
EDUC 2031	Developmental Psychology	3
EDUC 2032	Learning Psychology	3
EDUC 2060	Use of Technology in Education	2
EDUC 2870	The Exceptional Student Population	4
EDUC 2890	Field Experiences in the Educational Scenario II	2
EDUC 3013	Teaching Strategies	2
EDUC 3015	Clinical Experiences in the Educational Scenario I	2
EDUC 4011	Evaluation and Assessment	3
EDUC 4012	Classroom Research	2
EDUC 4013	Clinical Experiences in the Educational Scenario II	4
EDUC 4551	Integration of Basic Knowledge and Communication Skills	1
EDUC 4552	Integration of Professional Skills	1
HIST 3010	Historical Process of the United States of America	3

Major Requirements – 34 credits

ENGL 3007	Advanced Writing	3
ENGL 3073	Introduction to Linguistics	3
ENGL 3310	Public Speaking	3
ENGL 3320	Fundamentals Structures of Grammar	3

ENGL 3325	Fundamentals of Phonetics	3
ENGL 3330	Comparative Analysis of English and Spanish	3
ENGL 3350	Analysis of Literary Genres	3
ENGL 3400	Literature for Young Adults	3
ENGL 4000	Shakespeare	3
ENGL 4073	Acquisition of English as a Second Language	3
EDUC 3188	English Curriculum, Teaching and Assessment at the Secondary Level	4

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Core Course Descriptions, Faculty and Learning Resources (Teaching of English as a Second Language at the Secondary)

EDUC 1080 FIELD EXPERIENCE IN THE EDUCATIONAL SCENARIO I
Field experiences through the exposure of the student to diverse educational scenarios in order to observe, analyze and reflect on the school environment, the function of the teacher and another educational and nonteaching personnel. Requires 10 hours in the classroom, a minimum of 10 hours in the field and a minimum grade of "B" in the course.

1 credit

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Bransford, J.D., Brown, A.L. and Cocking, R.R. (2000). *How People Learn. Brain Mind and Experience;* Washington National Academy Press.

EDUC 2021 HISTORY AND PHILOSOPHY OF EDUCATION
Critical analysis of the philosophical and historical development of education and its objectives. Consideration of educational practice in light of historical developments in the Western World.

3 credits

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M. A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Osmond, H and Craner, S. (2011). *Philosophical Foundations of Education.* (9th ed.). Pearson.

EDUC 2022 SOCIETY AND EDUCATION
Critical analysis of social, cultural and educational situations and the educational and societal alternatives to these situations. Emphasis on problems and ethical and legal aspects confronting schools.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Cáceres, J. (1991). *Sociología y Educación*. Universidad de Puerto Rico.

EDUC 2031 DEVELOPMENTAL PSYCHOLOGY
Processes of development during the human life cycle from birth to death and their effect on behavior. Identification and analysis of developmental problems and their repercussions on the teaching-learning process and on students' future development.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Papalia, D.E.,(2010). *Desarrollo Humano*. Mc Graw Hill.

EDUC 2032 LEARNING PSYCHOLOGY
The different approaches and theories of learning and their application to teaching in the classroom, in particular, in those cases that promote independent, interdependent, constructive, reflective and critical learning. Analysis and evaluation of the strategies and techniques of teaching derived from these different approaches and theories and their relationship with the general goals of formal education. Prerequisites: EDUC 2021, 2031.

3 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M. A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Woolfolk, A.E.,(2010). *Psicología Educativa*; Prentice Hall.

EDUC 2060 USE OF TECHNOLOGY IN EDUCATION
Administration of different computerized educational programs, including the search for information and the use of multimedia for conducting the educational process. Will be offered in a computer and multimedia laboratory. Prerequisite: GEIC 1010.

2 credits

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Littleton, K., and Light, P. (1999). *Learning with Computers: Analyzing Productive Interaction;* London and New York: Routledge.

EDUC 2870 THE EXCEPTIONAL STUDENT POPULATION

Discussion of the general characteristics presented by the different groups that comprise the exceptional student population, as well as the strategies and procedures for working with these groups in the regular classroom. Includes the use of technological assistance. Identification of educational services offered to this population and the analysis of laws that guarantee their right to education, especially the exceptional student population under 21 years of age.

4 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Taylor, R. & Smiley, L. (2009). *Estudiantes Excepcionales y Formación de Maestros para el Siglo XX1*. Mc Graw Hill.

EDUC 2890 FIELD EXPERIENCE IN THE EDUCATIONAL SCENARIO II

Field experiences through visits to classrooms at the level in which the future teacher is going to specialize in order to observe, analyze and reflect on the environment in the classroom, the handling of the classroom, the tasks, the daily participation and the control of time, considering the paradigms of teaching. Emphasis on the teacher-student and student-teacher relationships. Requires 15 hours in the classroom, a minimum of 15 hours in the field and a minimum grade of "B" in the course. Prerequisites: EDUC 1080, 2022 and 2031.

2 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

Atkinson, T. & Claxton G. (2000). *The Intuitive Practitioner: On the Value of Not Always Knowing What One is Doing;* Buckingham, UK: Open University Press.

EDUC 3013 TEACHING STRATEGIES
Careful examination of the strategies used by teachers to establish a favorable learning climate. Study of the most effective teaching methods, including those that promote the development of values and their application in the classroom. Utilization of educational technology as a resource aid in class design. Emphasis on the formulation of questions, the problematization of learning and on activities which lead students to meet and build their own understanding. Use of collaborative work (in teams) as a teaching technique.

2 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M. S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Maldonado-Villamil, F. (2008). *Estrategias, Métodos y Técnicas de Enseñanza para Maestros*. Publicaciones Puertorriqueñas.

EDUC 3015 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO I
Clinical experiences as a student-teacher in a school at the level and in the subject matter of the student's specialty. Emphasis on the student's professional development and the use of effective educational strategies to work with small groups and later with the whole group. Requires 15 hours in the classroom, a minimum of 25 hours in the educational scenario and a minimum grade of "B" in the course. Prerequisites: EDUC 2890 and the authorization of the Coordinator or Supervisor of Clinical Experiences.

2 credits

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Campbell, L., Campbell, B., & Dickinson. D. (2003). *Teaching and Learning Through Multiple Intelligences.*(3rd ed.). Allyn & Bacon/Pearson Education.

EDUC 4011 EVALUATION AND ASSESSMENT
Theories, techniques and means used by teachers for evaluation and assessment. Analysis of these techniques by comparing the subject content with the instrument used. Preparation, administration, correction and interpretation of tests and other evaluation and assessment techniques. Emphasis on the use of results as a means to improve the teaching-learning process. Prerequisite: EDUC 2032.

3 credits

VÉLEZ SANTIAGO, BENJAMÍN. Assistant Professor of Education. B. A. in Elementary Education, Universidad Interamericana de Puerto Rico; M. A. in Supervision and Administration, Universidad Interamericana de Puerto Rico; Ed. D. in School Administration, Universidad Interamericana de Puerto Rico.

Vera-Vélez, L. (2005). *Medición, Assessment y Evaluación del Aprendizaje*. Publicaciones Puertorriqueñas.

EDUC 4012 CLASSROOM RESEARCH
Introduction to research that can be carried out by the teacher in the classroom using applied quantitative and qualitative methods. Study and analysis of research carried out by teachers in the classroom.

2 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psycology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Hernández-Sampieri, R. (2010). *Metodología de la Investigación*. Mc Graw Hill, Interamericana.

EDUC 4013 CLINICAL EXPERIENCES IN THE EDUCATIONAL SCENARIO II
Clinical experiences as a student-teacher under the direct supervision of a cooperating teacher in the classroom and a university supervisor. The student-teacher has the responsibility to plan and offer at least one class daily during the school semester. If the educational scenario permits it, at the elementary level the student can gradually teach two subjects in one grade or one subject in two grades, and at the secondary level the student must teach in the student's discipline with two different groups or grades. Requires a minimum of three (3) hours daily in the educational scenario and a minimum grade of "B" in the course. Prerequisites: 1) have passed the Core and Major Requirements, 2) have a minimum general average of 2.50 in the Core, Major and Specialization Requirements; and 3) have the authorization of the Coordinator or Supervisor of Clinical Experiences.

4 credits

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

MARTÍNEZ GUEVARA, AURIS M. Associate Professor of Education. B.A. in Elementary Education, Universidad de Puerto Rico; M.A. in School Administration and Supervision, Universidad Interamericana de Puerto Rico; Ph. D. in Curriculum and Instruction, Pennsylvania State University.

This course has no text learning resources. The course is an internship.

HIST 3010 HISTORICAL PROCESS OF THE UNITED STATES OF AMERICA
Survey of political, social, economic and cultural events; institutions and movements of significance in the development of the United States.

3 credits

CUEVAS CRUZ, RENE J., Professor of History. B.A.in History, Inter American University of Puerto Rico; M.A. in History, University of Puerto Rico; Ph.D. in History, University of Puerto Rico.

Brinkley, A. (2003). *American History.* McGraw-Hill Humanities.

EDUC 4551 INTEGRATION OF BASIC KNOWLEDGE AND COMMUNICATION SKILLS

Integration of basic knowledge and communication skills for the would-be teacher. Requires that students spend additional time outside the school schedule to complete the course modules. Students must take and pass a final comprehensive examination with a minimum score determined by the University. Prerequisites: GESP 2203; GEEN 1103 or 1203 or 2313; GEIC 1010; GEMA 1000 or 1002 or 1200; GEPE 3010 or 3020; GEHS 2010, 3020, 4020 and 4030; and GEST 2020 or 3030. Requires authorization of the academic department. Grade: P/NP.

1 credit

CORDERO NIEVES, IRIS. Professor of Education. B.A. in History, Universidad de Puerto Rico; M. A. in Counseling, Universidad de Puerto Rico; Ed. D. in Instruction and Curriculum, Universidad Interamericana de Puerto Rico.

Education Curriculum available from the Department of Education of Puerto Rico.

EDUC 4552 INTEGRATION OF PROFESSIONAL SKILLS

Integration of the pedagogical skills for the would-be teacher. Includes the analysis of teaching situations in agreement with the educational level. Requires that students spend additional time outside the school schedule to complete the course modules. Students must take and pass a final comprehensive examination with a minimum score determined by the University. Prerequisites: Have passed the Core Course Requirements of the major, except the courses of Clinical Experiences in the Educational Scenario, and have the authorization of the academic department. Grade: P/NP.

1 credit

VÁZQUEZ BRENES, MAGDA. Associate Professor of Special Education. B. A. in Elementary Education, Universidad de Puerto Rico; M.S. in Speech Pathology and Special Education, Universidad de Puerto Rico.

Education Curriculum available from the Department of Education of Puerto Rico.

ENGL 3007 ADVANCED WRITING

Development of formal writing skills. Emphasis on informative and persuasive writing. Prerequisite: GEEN 2311.

3 credits

SOTO RIVERA, VIRGINIA, Assistant Professor of English. B.A. in Secondary Education in English, University of Puerto Rico; M.A. in Education in English, University of Puerto Rico; 36 doctoral credits towards a Ph.D. in English in Rhetoric and Linguistics, Indiana University of Pennsylvania.

Munoz, M.E., Gras, S..M., & Jaskeiwicz, M. (2006). *ESL Intermediate/Advanced Writing (English as a Second Language Series)*. Research and Education Association.

Lester, M. (2017). *Practice Makes Perfect: Advanced English Grammar for ESL Learners*. (2nd ed.). McGraw Hill.

ENGL 3073 INTRODUCTION TO LINGUISTICS
Integration of the fundamental concepts of language. Includes phonology, phonetics, morphology, syntax, lexicon and semantics.

3 credits

SOTO RIVERA, VIRGINIA, Assistant Professor of English. B.A. in Secondary Education in English, University of Puerto Rico; M.A. in Education in English, University of Puerto Rico; 36 doctoral credits towards a Ph.D. in English in Rhetoric and Linguistics, Indiana University of Pennsylvania.

Fasold, R.W., Connor-Linton, J. (2014). *An Introduction to Language and Linguistics*. (2nd ed.). Cambridge University Press.

ENGL 3310 PUBLIC SPEAKING
Development of the skills of public speaking for the preparation and presentation of lectures, information and other activities. Development of the critical analysis of oral speech. Improvement of pronunciation.

3 credits

ALBORS, ESTHER M. Associate Professor of English. B.A. in Education in Teaching of Second at Secondary Level, University of Puerto Rico; M.A. in TESOL, New York University.

Lucas, S.E. (2014). *The Art of Public Speaking*. (12th ed.). McGraw Hill.

ENGL 3320 FUNDAMENTALS STRUCTURES OF GRAMMAR
Analysis of the morphology and syntax of English. Application of techniques and methods for the correction of grammar deficiencies. Prerequisite: ENGL 3073.

3 credits

CRUZ GONZÁLEZ, JEAN. Assistant Professor of English. B.A. in Teaching English as a Second Language, Universidad de Puerto Rico; B.A. in Education/TESOL, University of Puerto Rico; M.A. in Education/TESOL, University of Puerto Rico.

Pollard, C., & Sag, I.A. (1994). *Head-Driven Phrase Structure Grammar*. University of Chicago.

Barrett, G. (2016). *Perfect English Grammar. The Indispensable Guide to Excellent Writing and Speaking*. Zephyros Press.

ENGL 3325 FUNDAMENTALS OF PHONETICS
The production and perception of the phonetic and phonemic systems of United States English. Techniques and methods used to correct deficiencies in pronunciation and their application in the classroom. Requires 45 hours of lecture and 15 hours of lab. Prerequisite: ENGL 3073.

3 credits

SOTO RIVERA, VIRGINIA, Assistant Professor of English. B.A. in Secondary Education in English, University of Puerto Rico; M.A. in Education in English, University of Puerto Rico; 36 doctoral credits towards a Ph.D. in English in Rhetoric and Linguistics, Indiana University of Pennsylvania.

Small, L.H. (2015). *Audio CD Package for Fundamentals of Phonetics: A Practical Guide for Students*. (4th ed.). Pearson.

ENGL 3330 COMPARATIVE ANALYSIS OF ENGLISH AND SPANISH
Description and comparison of phonetics, morphology, syntax, semantics, and lexicon of English and Spanish. Analysis of their implications in the teaching of English as a second language. Prerequisite: ENGL 3073.

3 credits

ALBORS, ESTHER M. Associate Professor of English. B.A. in Education in Teaching of Second at Secondary Level, University of Puerto Rico; M.A. in TESOL, New York University.

No Textbook

ENGL 3350 ANALYSIS OF LITERARY GENRES
Methods of analysis and interpretation of novels, short stories, poetry, and drama. Prerequisite: GEEN 2312.

3 credits

ALBORS, ESTHER M. Associate Professor of English. B.A. in Education in Teaching of Second at Secondary Level, University of Puerto Rico; M.A. in TESOL, New York University.

Stobaugh, J.P. (2013). *Handbook for Literary Analysis Book 1*. Harvard Square Editions.

ENGL 3400 LITERATURE FOR YOUNG ADULTS
Analysis of the literature intended for young adults and of the criteria used for its selection in the teaching of English as a second language and its application to the classroom.

3 credits

CRUZ GONZÁLEZ, JEAN. Assistant Professor of English. B.A. in Teaching English as a Second Language, Universidad de Puerto Rico; B.A. in Education/TESOL, University of Puerto Rico; M.A. in Education/TESOL, University of Puerto Rico.

Bucher, K.T., & Hinton, K.M. (2013). *Young Adults Literature: Exploration, Evaluation, and Appreciation*. (3rd ed.). Pearson.

ENGL 4000 SHAKESPEARE
The most representative plays illustrating their structure, including the Elizabethan Theater, and Shakespeare's thought and art. Selection of tragedies, comedies, stories and poetry. Prerequisite: ENGL 3350.

3 credits

CRUZ GONZÁLEZ, JEAN. Assistant Professor of English. B.A. in Teaching English as a Second Language, Universidad de Puerto Rico; B.A. in Education/TESOL, University of Puerto Rico; M.A. in Education/TESOL, University of Puerto Rico.

Shakespeare, W., Wells, S., Taylor, G., Jowett, J., Montgomery, W. (2005). *The Oxford Shakespeare: The Complete Works*. (2nd ed.). Oxford University Press.

ENGL 4073 ACQUISITION OF ENGLISH AS A SECOND LANGUAGE
Theories of second language acquisition as compared and contrasted to first language acquisition. Variables that affect the acquisition of English as a second language including relative findings in the areas of psychology, sociology, neuro-linguistics and anthropology.
3 credits

CRUZ GONZÁLEZ, JEAN. Assistant Professor of English. B.A. in Teaching English as a Second Language, Universidad de Puerto Rico; B.A. in Education/TESOL, University of Puerto Rico; M.A. in Education/TESOL, University of Puerto Rico.

Celce-Murcia, M., Brinton, D.M., Snow, M.A., & Bohlke, D. (2013). *Teaching of English as a Second Language*. (4th ed.). Cengage.

EDUC 3188 ENGLISH CURRICULUM, TEACHING AND ASSESSMENT AT THE SECONDARY LEVEL
Application of teaching-learning theories and instructional models in the process of planning and developing educational activities. Diagnosis of needs, formulation of objectives, selection of content and planning of teaching units in the teaching of English as a Second Language and elaboration of materials. Application of assessment instruments and techniques in English. The teaching of reading-writing as a cognitive process.
4 credits

CRUZ GONZÁLEZ, JEAN. Assistant Professor of English. B.A. in Teaching English as a Second Language, Universidad de Puerto Rico; B.A. in Education/TESOL, University of Puerto Rico; M.A. in Education/TESOL, University of Puerto Rico.

Education Curriculum

Business Administration Program (A.A.S.)

Associate Program

The Associate of Applied Sciences Degree in Business Administration offers the student the opportunity to develop the basic skills and knowledge in the area of business administration and enterprise development. The Program offers the student the opportunity to continue studies leading to the Bachelor's degree in Business Administration.

The student must pass the courses required in the major with the minimum grade of C.

Program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$11,400
Fees	$1,600
Books	$1,736
Supplies	$1,152
Total	$15,888

REQUIREMENTS FOR THE ASSOCIATE OF APPLIED SCIENCE DEGREE IN BUSINESS ADMINISTRATION

General Education Requirements	24 credits
Major Requirements	32 credits
Elective Courses	4 credits
	60

General Education Requirements - 24 credits

GESP	Spanish	6
GEEN	English	6
GECF 1010	Introduction to the Christian Faith	3
GEHS 2001F	Historical Process of Florida	3
GEIC 1010	Information and Computer Literacy	3
GEMA 1200	Fundamentals of Algebra	3

Major Requirements - 32 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Business Information Systems	3
ENTR 2200	Fundamentals of Entrepreneurship	3
FINA 2101	Corporate Finance I	3
MAEC 2211	Principles of Economics (Micro)	3
MAEC 2221	Basic Statistics	3
MKTG 1210	Introduction to Marketing	3

OMSY 3030	Business Communication Workshop in Spanish	
or		
OMSY 3040	Business Communication Workshop in English	3

Elective Requirements - 4 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major and Other Course Descriptions and Resources (Business Administration - A.A.S.)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

PEREZ TORRES, CARLOS M., Part-Time Professor. B.B.A. in Accounting, Catholic University of Puerto Rico; M.B.A. in Accounting, Catholic University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles*. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

VEGA RODRIGUEZ, LOURDES, Assistant Professor. B.A. in Accounting, University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles*. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

PAGAN-GOMEZ, MARITZA. Assistant Professor. B.A. in Business Administration, Inter American University of Puerto Rico; M.A. in Business Administration, Inter American University of Puerto Rico.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2016). *Fundamentals of Management: Essential Concepts and Application*. Prentice Hall.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

ROSA-ROSARIO, MARIA G. Associate Professor. B.A. Business Administration, University of Puerto Rico; M.A. in Business Education, New York University; D.B.A. in Information Technology, Aragosy University.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

ENTR 2200 FUNDAMENTALS OF ENTREPRENEURSHIP
Integral study of companies, emphasizing the following topics: their basic principles, their development process or acquisition and the identification of enterprise opportunities in the real world.

3 credits

ACEVEDO CASTILLO, NANCY. Assistant Professor. B.A. in Business Administration, University of Puerto Rico; M.B.A. in Business Administration, University of Puerto Rico.

Allen, K., & Meyer, E.C. (2012). *Empresarismo: Construye tu Negocio.* (2nd ed.). Mexico: McGraw-Hill Interamericana.

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

GONZALEZ DELIZ, LIGIA. Assistant Professor. B.A. in Business Administration in Finance and Industrial Management, University of Puerto Rico; M.B.A. in Business Administration, University of Puerto Rico (9 graduate level credits in Marketing courses).

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

ACEVEDO CASTILLO, NANCY. Assistant Professor. B.A. in Business Administration, University of Puerto Rico; M.B.A. in Business Administration, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics*. (9th ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

VEGA RODRIGUEZ, LOURDES, Assistant Professor. B.A. in Accounting, University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

CARABALLO-RIVERA, JOSE E. Associate Professor. B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Marketing, Inter American University of Puerto Rico; D.B.A. in Marketing, Argosy University.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

RUIZ MONTES, MADGA E. Part-Time Professor, B.A. in Business Education, University of Puerto Rico; M.A. in Business in Higher Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

RIVERA-RODRIGUEZ, JAPHET. Assistant Professor. B.A. in Business Administration with concentration in Organizational Studies, University of Puerto Rico; M.S. in Hotel and Foodservice Management, Florida International University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

Human Resources Management (B.B.A.)

Human Resources Management is a discipline of great importance in the strategic planning of organizations. The fundamental purpose of the Bachelor of Business Administration program in Human Resources Management is to provide students the knowledge, skills and abilities on the principles, practices and the processes of the strategic management of human resources. The Program emphasizes the importance of the integration of the objectives of human resources management with the organization's objectives and foments the attitudes that professionals in this field must possess.

Profile of the Competencies of Graduates

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

Knowledge

1. Enumerate the strategies necessary to plan, direct, supervise and coordinate the activities related to the organization's employees.
2. Identify the functions of the Human Resources area related to recruitment, selection, training and development of the human resource; to compensations, labor legislation, syndication and collective bargaining; and to security and hygiene in the organizational work environment.
3. Differentiate the processes in strategic decision-making corresponding to human resources management.
4. Know the characteristics the workforce and how these influence in the practices of the strategic management of human resources.
5. Compare the legal framework applicable to human resources management.
6. Describe ethical behavior in human resources professionals.
7. Recognize the competitive advantage that the organizations must develop through their human resources to obtain a positioning in the globalized markets.

Skills
1. Apply the practices and the policies of the of human resources management that support the strategic administration of organizations.
2. Handle labor diversity for the benefit of the organization.

3. Apply technology and information systems in human resources for their development and performance.
4. Communicate with property and correction, in oral as well as in written form, with the professional language of their field.

Attitudes
1. Promote an ethical conduct in harmony with the standards of the profession.
2. Appreciate the importance of sensitivity considering the needs of the workforce.
3. Promote the desire of development of the employees through continuous learning to respond to the challenges of the human resources profession.
4. Demonstrate the disposition to become a leader and change agent, within as well as outside the organization.
5. Value the importance of continuous learning to keep updated and apply new technologies and practices that affect the profession.

Human Resources Management is a prominent functional area of business administration. The chief aim of this Program is to provide students with knowledge, skills and competence in the principles, functions and processes of human resources management. The Program emphasizes the importance of the integration of human resources management goals with those of the organization. Students must pass all courses required in the major with a minimum grade of "C".

Program is authorized to be offered online.
TOTAL COST OF PROGRAM

Tuition	$23,180
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,156

REQUIREMENTS FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE IN HUMAN RESOURCES MANAGEMENT

General Education Requirements	48 credits
Core Course Requirements	41 credits
Major Requirements	27 credits
Prescribed Distributive Requirements	3 credits
Elective Courses	3 credits
Total	122

General Education Requirements - 48 credits

Forty-eight (48) credits are required as explained in the section “General Education Requirements for Bachelors’ Degrees.” Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 41 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
BADM 4300	Managerial Economics	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements - 27 credits

BADM 2650	Human Behavior in the Organization	3
BADM 3330	Human Resources Management	3
BADM 3490	Supervision	3
BADM 3020	Safety and Hygiene in the Work Environment	3
BADM 3950	Human Resources Training and Development	3
BADM 4340	Protective Labor Legislation	3
BADM 4350	Syndication and Collective Bargaining	3
BADM 4430	Wages and Salary Management	3
BADM 4973	Integration Seminar in Human Resources Management	3

Prescribed Distributive Requirements - 3 credits

Students will select one of the following courses:

BADM 3313	Mercantile Law	3
BADM 3320	Public Policies toward Business	3
BADM 4800	Operations Management	3
BADM 4915	Human Resources Practicum	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major and Other Course Descriptions and Resources (Human Resources Management)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in Finance, Universidad Interamericana de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles*. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles*. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2016). *Fundamentals of Management: Essential Concepts and Application*. Prentice Hall.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

MUÑIZ RIVERA, EDGARDO L. Assistant Professor of Information Systems. B. B. A. in Management and Computers, Pontificia Universidad Católica de Puerto Rico; M.B.A. in System Information for Management, Universidad del Sagrado Corazón.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

BADM 4300 MANAGERIAL ECONOMICS
Application of contemporary economic theory. Use of analytical instruments from other disciplines in the managerial decision-making process. Prerequisites: MAEC 2212, 2221.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Keat, P.G. & Young, P.K.Y. (2011). *Economía de Empresa.* (4th ed.). Prentice Hall.

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M. B. A. in Finance, Universidad Interamericana de Puerto Rico.

ORTIZ NEGRÓN, LUIS. Assistant Professor of Finance and Accounting. B. B. A. in Accounting, Universidad Interamericana de Puerto Rico; M. B. A in Accounting, Universidad Interamericana de Puerto Rico.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

RIVERA VEGA, LUZ M. Professor of Mathematics. B.S. in Teaching in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.Ed. in Teaching and Curriculum in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.S. in Mathematics, Salem State College Massachusetts; Ed. D. in Teaching in Mathematics, Teachers College, Columbia University.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics*. (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9th ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

TORRES NAZARIO, MARCOS. Assistant Professor of Education and Statistics. B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.A. in Educational Management, Universidad Interamericana de Puerto Rico; Ed.D. in Education with a major in Educational Management, Universidad Interamericana de Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía.* McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

LABOY VÉLEZ, LILLIAM. Associate Professor of Marketing. B.B.A. in Marketing, Universidad Interamericana de Puerto Rico; M.B.A. in Marketing, Universidad de Puerto Rico; D.B.A. in Marketing, Argosy University.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

RIVERA APONTE, RITA E. Associate Professor of Office System Management. B.S. in Business Education, Pontificia Universidad Católica de Puerto Rico; M. Ed. in Business Education Management and Supervision, Pontificia Universidad Católica de Puerto Rico; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

MÁRQUEZ ESPINET, DELIA. Associate Professor of Office System Management. B.A. in Business Education, Universidad de Puerto Rico; M.A. in Business Education, New York University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

BADM 2650 HUMAN BEHAVIOR IN THE ORGANIZATION
Integrated study of the knowledge and skills necessary to work with individuals and groups. Analysis of the dynamics of human interactions in the organization. Emphasis on managerial strategies for handling situations related to work such as motivation, communication, change, conflict, organizational design, decision making, leadership, team work, ethical values and principles. Prerequisite: BADM 1900.

3 credits

ÁLVAREZ PEÑA, JACQUELINE. Assistant Professor of Human Resources and Management. B.A. in Biology, Pontificia Universidad Católica de Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de Puerto Rico; Ph.D. in Industrial and Organization Psychology, Pontificia Universidad Católica de Puerto Rico.

Ribbins, S.P. (2009). *Comportamiento Organizacional*. Pearson-Prentice Hall.

BADM 3020 SECURITY AND HYGIENE IN THE WORK ENVIRONMENT
Analysis of the fundamental concepts in security and hygiene in the work environment. Includes industrial and environmental factors and dangers, their effects and their control. Interpretation of federal and state laws, regulations and the standards applicable to security and health in the work place. Emphasis on the discussion of methods of prevention of risks to employees" health.

3 credits

VÉLEZ, SAMUEL. Assistant Professor of Operations Managament. B. A. in Industrial Engineering, Universidad de Puerto Rico; M.B.A. in Industrial Management, Universidad Interamericana de Puerto Rico; Ph.D in progress in Entrepreneur Development in Human Resources, Universidad Interamericana de Puerto Rico.

Creighton, B. (1985). *The Industrial Relations of Occupational Health and Safety*. Croom Helm Ltd. Tudor, T. *Successful Management of the OSHA Process. Occupational Safety and Health Administration: Industrial Management;* May 1, 1995.

BADM 3313 MERCANTILE LAW
Analysis of the principles and requirements that regulate civil and mercantile contracting. Applicable laws according to the business code, civil code, jurisprudence and special laws. Also included are the laws and regulations that rule the organization, operation and responsibilities of the different types of enterprises. Typical negotiable tools and the laws that apply will also be studied. Contemporary trends of trade laws.

3 credits

TEISSONNIERE ORTIZ, ARNALDO. Assistant Professor of Human Resources. B.A. in Labor Relations, Universidad de Puerto Rico; M.P.A. in Public Administration, Universidad de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Kuchhal M.C. (2010). *Mercantile Law.*(7th ed.).Vikas Publishing House Pvt.Ltd.

BADM 3320 PUBLIC POLICIES TOWARD BUSINESS
The role of government in economic life with emphasis on the regulation of competition and monopoly.

3 credits

TEISSONNIERE ORTIZ, ARNALDO. Assistant Professor of Human Resources. B.A. in Labor Relations, Universidad de Puerto Rico; M.P.A. in Public Administration, Universidad de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Irizarry-Mora, E. (2002). *Economía de Puerto Rico, Evolución y Perspectivas.* Thomson Learning.

BADM 3330 HUMAN RESOURCES MANAGEMENT
Analysis of the effectiveness of rules and practices related to human resources in the public and private sectors. Emphasis on the activities of strategic planning of human resources, analysis, description, specification and design of positions, recruitment, selection and hiring, equal opportunity laws, orientation, training, development, personnel changes, personnel evaluation, compensation, health and occupational security, industrial and labor relations, discipline, and audit of human resources. Prerequisite: BADM 1900.

3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Bohlander, G. & Snell, S. (2008). *Administración de Recursos Humanos*. Thomson.

BADM 3490 SUPERVISION
Analysis of the behavioral sciences related to the sales and duties of management personnel with emphasis on line supervision. Discussion of supervisory problems related to strategic planning, recruitment and selection of personnel, training, evaluation, entrustment of authority, discipline, group morale, diversity, management of time and change. Prerequisite: BADM 1900.

3 credits

ÁLVAREZ PEÑA, JACQUELINE. Assistant Professor of Human Resources and Management. B.A. in Biology, Pontificia Universidad Católica de Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de Puerto Rico; Ph.D. in Industrial and Organization Psychology, Pontificia Universidad Católica de Puerto Rico.

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B .B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Robbin, S.P. & Decenzo, D.A. (2007). *Supervisión*. Prentice Hall.

BADM 3950 HUMAN RESOURCES TRAINING AND DEVELOPMENT
Application of different learning methods in the design, implementation and evaluation of the training programs in work organizations. Planning of professional training programs that help motivate, stimulate and develop the human resources and permit them to maintain the competencies necessary to be effective and efficient in their performance. Also included is the planning of and training programs that will create a positive work atmosphere. Prerequisite: BADM 3330.

3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.BA. Candidate in Management, Argosy University.

TEISSONNIERE ORTIZ, ARNALDO. Assistant Professor of Human Resources. B.A. in Labor Relations, Universidad de Puerto Rico; M.P.A. in Public Administration, Universidad de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Martin, V. (2006). *Managing Projects in Human Resources, Training and Development.* Kogan Page.

BADM 4340 PROTECTIVE LABOR LEGISLATION
Analysis of the federal and state legal framework for Protective Labor Legislation. Constitutional guarantees, laws relative to work, contract, antidiscrimination, labor insurance, and health and occupational security. The articulation of public policy and the solution to labor conflicts in private and public enterprises. Prerequisite: BADM 3330.

3 credits

TEISSONNIERE ORTIZ, ARNALDO. Assistant Professor of Human Resources. B.A. in Labor Relations, Universidad de Puerto Rico; M.P.A. in Public Administration, Universidad de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Acevedo-Colón, A. (2005). *Legislación Protectora del Trabajo*. Ediciones Situm Inc.

BADM 4350 SYNDICATION AND COLLECTIVE BARGAINING
Study of the relations between union and management. Analysis of the legal and practical aspects of syndication, the process of collective bargaining and the administration of the collective agreement between workers and employer unions, in the public and private sectors. Emphasis on compliance with federal and state norms, illicit work practices and the importance of judicial precedents and arbitration in labor conflict resolution in industry and government. Prerequisite: BADM 4340.

3 credits

TEISSONNIERE ORTIZ, ARNALDO. Assistant Professor of Human Resources. B.A. in Labor Relations, Universidad de Puerto Rico; M.P.A. in Public Administration, Universidad de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Dannin, E., & D. Bonior. (2008). *Taking Back the Workers' Law. How to Fight the Assault on Labor Rights.* An ILR Press Book.

BADM 4430 WAGES AND SALARY MANAGEMENT
Study of the components of wage systems within the federal and state legal framework. Emphasis on the analysis, description and evaluation of positions, wage and salary management, incentives, fringe benefits, and non-monetary compensation. Prerequisite: BADM 3330.

3 credits

TEISSONNIERE ORTIZ, ARNALDO. Assistant Professor of Human Resources. B.A. in Labor Relations, Universidad de Puerto Rico; M.P.A. in Public Administration, Universidad de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Martocchio, J.J. (2009). *Strategic Compensation: A Human Resources Management Approach.* Pearson.

BADM 4800 OPERATIONS MANAGEMENT
Principles and methods of production and operations management. Organization and operation of an industrial enterprise, planning techniques, control management; and application of these principles and methods to business activities. Prerequisite: BADM 4300.

3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Slack, N., Johnston, R., & Brandon-Jones, A. (2013). *Operations Management.* (7th ed.). Prentice Hall.

BADM 4915 HUMAN RESOURCES PRACTICUM
Integration of knowledge and skills through experience in any work scenario in the area of human resources supervised by a university professor. Requires 90 hours of practice. Prerequisites: Have passed 21 credits in major courses with a 3.0 average, a general grade index of 2.50 and the authorization of the Department Director.

3 credits

No textbook

BADM 4973 INTEGRATION SEMINAR IN HUMAN RESOURCE MANAGEMENT
Analysis of current topics on human resource management. Integration of knowledge, skills and attitudes required for a professional in this field for the strategic planning of an organization. Emphasis on the transition of students to professionals. Prerequisite: To have approved a minimum of 21 credits of the major.

3 credits

ÁLVAREZ PEÑA, JACQUELINE. Assistant Professor of Human Resources and Management. B.A. in Biology, Pontificia Universidad Católica de Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de Puerto Rico; Ph.D. in Industrial and Organization Psychology, Pontificia Universidad Católica de Puerto Rico.

No textbook

Management and Organizational Innovation (B.B.A.)

This Program is designed to provide the student with the principles, concepts and practices of management. Its aim is the integrated study of the main management roles of planning, organization, leadership and control. The knowledge of these management roles, concepts and practices enables the development of the necessary skills for business success.

The requirements for the Bachelor in Business Administration Degree in Management and Organizational Innovation include the following: (1) 48 general education credits; (2) 38 core course credits, (3) 35 major credits; and (4) 3 elective credits, all as set forth in detail on the next page. Students must pass all courses required in the major with a minimum grade of C.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$23,560
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,536

REQUIREMENTS FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE IN MANAGEMENT AND ORGANIZATIONAL INNOVATION

General Education Requirements	48 credits
Core Course Requirements	38 credits
Major Requirements	35 credits
Elective Courses	3 credits
Total	124

General Education Requirements - 48 credits

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 38 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
BADM 4300	Managerial Economics	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3

Major Requirements - 35 credits

BADM 2650	Human Behavior in the Organization	3
BADM 3311	Mercantile Law	3
BADM 3330	Human Resources Management	3
BADM 3820	Management Science	3
MGOI 2100	Organizational Design	3
MGOI 3240	Ethics and Social Responsibility	3
MGOI 3300	Leadership and Organizational Change	3
MGOI 3400	Organizational Communication	3
MGOI 4245	Innovation and Creativity	3
MGOI 4900	Management Simulation	2
ENTR 2200	Fundamentals of Entrepreneurship	3
ENTR 3900	Entrepreneurial and Managerial Strategies	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses

that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Management and Organizational Innovation)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in Finance, Universidad Interamericana de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles*. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles*. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2016). *Fundamentals of Management: Essential Concepts and Application.* Prentice Hall.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

MUÑIZ RIVERA, EDGARDO L. Assistant Professor of Information Systems. B. B. A. in Management and Computers, Pontificia Universidad Católica de Puerto Rico; M.B.A. in System Information for Management, Universidad del Sagrado Corazón.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

BADM 4300 MANAGERIAL ECONOMICS
Application of contemporary economic theory. Use of analytical instruments from other disciplines in the managerial decision-making process. Prerequisites: MAEC 2212, 2221.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Keat, P.G. & Young, P.K.Y. (2011). *Economía de Empresa.* (4th ed.). Prentice Hall

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M. B. A. in Finance, Universidad Interamericana de Puerto Rico.

ORTIZ NEGRÓN, LUIS. Assistant Professor of Finance and Accounting. B. B. A. in Accounting, Universidad Interamericana de Puerto Rico; M. B. A in Accounting, Universidad Interamericana de Puerto Rico.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

RIVERA VEGA, LUZ M. Professor of Mathematics. B.S. in Teaching in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.Ed. in Teaching and Curriculum in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.S. in Mathematics, Salem State College Massachusetts; Ed. D. in Teaching in Mathematics, Teachers College, Columbia University.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics.* (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9^{th} ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

TORRES NAZARIO, MARCOS. Assistant Professor of Education and Statistics. B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.A. in Educational Management, Universidad Interamericana de Puerto Rico; Ed.D. in Education with a major in Educational Management, Universidad Interamericana de Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

LABOY VÉLEZ, LILLIAM. Associate Professor of Marketing. B.B.A. in Marketing, Universidad Interamericana de Puerto Rico; M.B.A. in Marketing, Universidad de Puerto Rico; D.B.A. in Marketing, Argosy University.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

BADM 2650 HUMAN BEHAVIOR IN THE ORGANIZATION
Integrated study of the knowledge and skills necessary to work with individuals and groups. Analysis of the dynamics of human interactions in the organization. Emphasis on managerial strategies for handling situations related to work such as motivation, communication, change, conflict, organizational design, decision making, leadership, team work, ethical values and principles. Prerequisite: BADM 1900.

3 credits

ÁLVAREZ PEÑA, JACQUELINE. Assistant Professor of Human Resources and Management. B.A. in Biology, Pontificia Universidad Católica de Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de Puerto Rico; Ph.D. in Industrial and Organization Psychology, Pontificia Universidad Católica de Puerto Rico.

Robbins, S.P. (2009). *Comportamiento Organizacional*. Pearson-Prentice Hall.

BADM 3313 MERCANTILE LAW

Analysis of the principles and requirements that regulate civil and mercantile contracting. Applicable laws according to the business code, civil code, jurisprudence and special laws. Also included are the laws and regulations that rule the organization, operation and responsibilities of the different types of enterprises. Typical negotiable tools and the laws that apply will also be studied. Contemporary trends of trade laws.

3 credits

TEISSONNIERE ORTIZ, ARNALDO. Assistant Professor of Human Resources. B.A. in Labor Relations, Universidad de Puerto Rico; M.P.A. in Public Administration, Universidad de Puerto Rico; J.D., Pontificia Universidad Católica de Puerto Rico.

Kuchhal M.C. (2010). *Mercantile Law.*(7th ed.).Vikas Publishing House Pvt.Ltd.

BADM 3330 HUMAN RESOURCES MANAGEMENT

Analysis of the effectiveness of rules and practices related to human resources in the public and private sectors. Emphasis on the activities of strategic planning of human resources, analysis, description, specification and design of positions, recruitment, selection and hiring, equal opportunity laws, orientation, training, development, personnel changes, personnel evaluation, compensation, health and occupational security, industrial and labor relations, discipline, and audit of human resources. Prerequisite: BADM 1900.

3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Bohlander, G. & Snell, S. (2008). *Administración de Recursos Humanos*. Thomson.

BADM 3820 MANAGEMENT SCIENCE

Application of quantitative methods that are adaptable to production and operations under conditions of certainty, risk and uncertainty to company decision-making. Problem solving using the techniques of linear programming, transportation, allocations, project management, queuing theory, decision analysis and simulation. Prerequisite: MAEC 2140.

3 credits

RIVERA VEGA, LUZ M. Professor of Mathematics. B.S. in Teaching in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.Ed. in Teaching and Curriculum in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.S. in Mathematics, Salem State College Massachusetts; Ed. D. in Teaching in Mathematics, Teachers College, Columbia University.

Taylor, B.W. (2012). *Introduction to Management Science*. (11th ed.). Prentice Hall.

ENTR 2200 FUNDAMENTALS OF ENTREPRENEURSHIP
Integral study of companies, emphasizing the following topics: their basic principles, their development process or acquisition and the identification of enterprise opportunities in the real world.

3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Allen, K., & Meyer, E.C. (2012). *Empresarismo: Construye tu Negocio.* (2nd ed.). Mexico: McGraw-Hill Interamericana.

ENTR 3900 ENTREPRENEURIAL AND MANAGERIAL STRATEGIES
Evaluation of the entrepreneurial and managerial strategies. Emphasis on the analysis of the strategies through the study of a company. Prerequisites: ENTR 2200, MKTG 1210.

3 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Wheelen, T., & Hunger, J.D. (2014). *Strategic Management and Business Policy: Globalization, Innovation and Sustainability*. (14th ed.). Pearson.

MGOI 2100 ORGANIZATIONAL DESIGN
Description of structures, models and organizational systems within a global economy. Discussion of various organizational perspectives, from traditional structures to contemporary models. Illustration of the relationship of structures, work integration, knowledge management and organizational innovation. Prerequisite: BADM 1900.

3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Daft, R.L. (2015). *Organization Theory and Design*. (12th ed.). South Western College Publications.

Jones, G.R. (2012). *Organizational Theory, Design, and Change*. (7th ed.). Pearson.

MGOI 3240 ETHICS AND SOCIAL RESPONSIBILITY
Discussion of the ethical principles that govern the administration of organizations. Identification of business cases inherent in ethics and social responsibility. Analysis of the influence of social responsibility and business ethics on organizational competitive advantage.
3 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Collins, D. (2018). *Business Ethics: Best Practices for Designing and Managing Ethical Organizations*. (2nd ed.). SAGE Publications.

MGOI 3330 LEADERSHIP AND ORGANIZATIONAL CHANGE
Discussion of leadership theories and their influence on organizational dynamics, performance and innovation. Use of tools for the implementation of organizational changes. Evaluation of planning and organizational change. Prerequisites: BADM 2650, ENTR 2200.
3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Daft, R.L. (2017). *The Leadership Experience*. (7th ed.). South Western College Publications.

Jones, G.R. (2012). *Organizational Theory, Design, and Change*. (7th ed.). Pearson.

MGOI 3400 ORGANIZATIONAL COMMUNICATION
Schematization of the processes, models and elements of communication in organizations. Analysis of its relationship with leadership, innovation and organizational transformation. Development of intercultural organizational communication skills. Prerequisites: BADM 2650, MGOI 3300.
3 credits

ÁLVAREZ PEÑA, JACQUELINE. Assistant Professor of Human Resources and Management. B.A. in Biology, Pontificia Universidad Católica de Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de Puerto Rico; Ph.D. in Industrial and Organization Psychology, Pontificia Universidad Católica de Puerto Rico.

Eisenberg, E.M., Trethewey, A., LeGreco, M., & Goodall, H.L. (2016). *Organizational Communication: Balancing Creativity and Constraint*. (8th ed.).Bedford/St.Marteen.

MGOI 4245 INNOVATION AND CREATIVITY
Discussion of the theoretical concepts of creativity and innovation. Analysis of creative thinking for organizational innovation. Application of techniques that promote creativity and innovation. Prerequisites: ENTR 3900, MGOI 3300.
3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Dawson, P., & Andriopoulos, C. (2017). *Managing Change, Creativity and Innovation*. (3rd ed.) SAGE Publications.

MGOI 4900 MANAGEMENT SIMULATION
Integration of managerial and innovation knowledge and skills through management simulations. Requires authorization from the Department Chair or the Coordinator.

2 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

No Textbook

Marketing (B.B.A.)

Marketing is one of the most important functional areas of business administration. It consists of a variety of activities designed to serve not only large or small enterprises, but also the individual consumer. It is also considered the link between production and consumption, therefore, affecting the nature and level of employment, the means of communication, the distribution of products and services, and the degree of social and personal satisfaction. Students must pass all courses required in the major with a minimum grade of "C".

The purpose of the marketing program is to provide the student with the theoretical and practical knowledge of this discipline to ensure the development of sensible marketing and wise consumerism.

The requirements for the Bachelor in Business Administration Degree in Marketing include 48 general education credits, 41 core course credits, 21 major credits, 9 prescribed distributive (elective concentration) credits, and 3 elective credits,

Program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$23,180
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,156

REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE IN MARKETING

General Education Requirements	48 credits
Core Course Requirements	41 credits
Major Requirements	21 credits
Prescribed Distributive Requirements	9 credits
Elective Courses	3 credits
Total	122

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 41 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
BADM 4300	Managerial Economics	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements - 21 credits

MKTG 2220	Marketing Management	3
MKTG 2223	Consumer Behavior	3
MKTG 3230	Integrated Marketing Communication	3
MKTG 4240	Contemporary Strategic Marketing	3
MKTG 4243	Marketing Research	3
MKTG 4244	Global Marketing	3
MKTG 4245	Electronic Marketing	3

Prescribed Distributive Requirements - 9 credits

Nine (9) additional credits in Marketing from the 3000 or 4000 levels.

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Marketing)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation with the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in Finance, Universidad Interamericana de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles.* (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). *Accounting Principles*. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2016). *Fundamentals of Management: Essential Concepts and Application.* Prentice Hall.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

MUÑIZ RIVERA, EDGARDO L. Assistant Professor of Information Systems. B. B. A. in Management and Computers, Pontificia Universidad Católica de Puerto Rico; M.B.A. in System Information for Management, Universidad del Sagrado Corazón.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

BADM 4300 MANAGERIAL ECONOMICS
Application of contemporary economic theory. Use of analytical instruments from other disciplines in the managerial decision-making process. Prerequisites: MAEC 2212, 2221.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Keat, P.G. & Young, P.K.Y. (2011). *Economía de Empresa.* (4th ed.). Prentice Hall

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M. B. A. in Finance, Universidad Interamericana de Puerto Rico.

ORTIZ NEGRÓN, LUIS. Assistant Professor of Finance and Accounting. B. B. A. in Accounting, Universidad Interamericana de Puerto Rico; M. B. A in Accounting, Universidad Interamericana de Puerto Rico.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

RIVERA VEGA, LUZ M. Professor of Mathematics. B.S. in Teaching in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.Ed. in Teaching and Curriculum in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.S. in Mathematics, Salem State College Massachusetts; Ed. D. in Teaching in Mathematics, Teachers College, Columbia University.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics.* (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9th ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.
3 credits

TORRES NAZARIO, MARCOS. Assistant Professor of Education and Statistics. B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.A. in Educational Management, Universidad Interamericana de Puerto Rico; Ed.D. in Education with a major in Educational Management, Universidad Interamericana de Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.
3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.
3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

LABOY VÉLEZ, LILLIAM. Associate Professor of Marketing. B.B.A. in Marketing, Universidad Interamericana de Puerto Rico; M.B.A. in Marketing, Universidad de Puerto Rico; D.B.A. in Marketing, Argosy University.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

RIVERA APONTE, RITA E. Associate Professor of Office System Management. B.S. in Business Education, Pontificia Universidad Católica de Puerto Rico; M. Ed. in Business Education Management and Supervision, Pontificia Universidad Católica de Puerto Rico; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

MÁRQUEZ ESPINET, DELIA. Associate Professor of Office System Management. B.A. in Business Education, Universidad de Puerto Rico; M.A. in Business Education, New York University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

MKTG 2220 MARKETING MANAGEMENT
Discussion of the basic concepts of the decisional process of marketing. Analysis of the macro and micro environments with emphasis on competition and the structure of the market. Includes the identification of opportunities and threats. Requires the preparation of a marketing plan for hypothetical or real situations. Prerequisite: MKTG 1210**.**

3 credits

ORTIZ RIVERA, EILEEN. Associate Professor of International Commerce and Marketing. B.B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in International Trade, Texas Agronomy and Management International University; Ph. D in Entrepreneurial and Managerial Development with Specialization in Interregional and International Business, Universidad Interamericana de Puerto Rico.

Kotler, P., & Keller, K. (2011). *Marketing Management*. (14th ed). Prentice Hall.

MKTG 2223 CONSUMER BEHAVIOR
Review of the economic, psychological and socio-cultural factors affecting the behavior and the decision-making process of the consumer. Analysis of consumer behavior when in search of alternatives (goods and/or services) that may satisfy needs and how this procedure affects management decision-making in business organizations. Prerequisite: MKTG 1210.

3 credits

LABOY VÉLEZ, LILLIAM. Associate Professor of Marketing. B.B.A. in Marketing, Universidad de Puerto Rico; M.B.A. in Marketing, Universidad de Puerto Rico; DBA in Marketing, Argosy University.

Shiffman, L.G., & Belch, G.E. (2005). *Comportamiento del Consumidor*. Pearson.

MKTG 3230 INTEGRATED MARKETING COMMUNICATION
Discussion and analysis of the components of marketing communication. Includes publicity, promotion of sales, personal sales, public relations, direct marketing and other nontraditional mass media. Emphasis on the integration of these components within the marketing process; its differences, advantages and disadvantages. Requires the design of a plan of integrated marketing communication. Prerequisite: MKTG 2223.

3 credits

LABOY VÉLEZ, LILLIAM, Associate Professor of Marketing. B.B.A. in Marketing, Universidad de Puerto Rico; M.B.A. in Marketing, Universidad de Puerto Rico; DBA in Marketing, Argosy University.

Belch, M.A., & Belch, G.E. (2004). *Publicidad y Promoción*. McGraw Hill.

MKTG 4240 CONTEMPORARY STRATEGIC MARKETING
Application of the techniques to identify, analyze and choose markets. Emphasis on the variables of the composition of marketing, includes the design, implementation and evaluation of strategies to solve problems within a competitive and changing context. Requires the design of a model of strategic marketing planning. Prerequisite: MKTG 2220, 3230.

3 credits

LABOY VÉLEZ, LILLIAM, Associate Professor of Marketing. B.B.A. in Marketing, Universidad de Puerto Rico; M.B.A. in Marketing, Universidad de Puerto Rico; DBA in Marketing, Argosy University.

Boone, L.E., & Kurtz, D.L. (2012). *Contemporary Marketing*. (15th ed). South-Western College Pub.

MKTG 4243 MARKETING RESEARCH
Application of marketing research in non-profit commercial institutions. Planning process, generation, collection, analysis and reporting of information that assists management in the decision-making process. Requires additional time in an open laboratory. Prerequisites: MKTG 1210, MAEC 2222.

3 credits

FRANCESCHI TORRES, GINO, Assistant Professor of Basic Statistics and Marketing. B.B.A. in Marketing, Universidad Interamericana de Puerto Rico; M.B.A. in Marketing, Universidad Interamericana de Puerto Rico; D.B.A. in International Business, Argosy University.

Wilson, A.M. (2006). *Marketing Research: An Integrated Approach.* (2nd ed.).Financial Times/ Prentice Hall.

MKTG 4244 GLOBAL MARKETING

Analysis of marketing concepts and practices used between different countries. Application of the marketing process, market identification, strategy planning, and modifications and adaptations needed for the operation of marketing in global markets. Requires the elaboration of a marketing plan at the global level. Prerequisite: MKTG 4240.

3 credits

ORTIZ RIVERA, EILEEN. Associate Professor of International Commerce and Marketing. B.B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in International Trade, Texas Agronomy and Management International University; Ph. D in Entrepreneurial and Managerial Development with Specialization in Interregional and International Business, Universidad Interamericana de Puerto Rico.

Cateora, P., Gilly,M., & Graham, J. (2012). *International Marketing.* (16th ed.). McGraw Hill/Irwin.

MKTG 4245 ELECTRONIC MARKETING

Analysis, design, development and implementation of technological communication and its impact using cybernetic tools. Emphasis on marketing through Internet and related technological aspects. Application of the electronic communication base in a marketing plan. The design of a marketing plan with an electronic focus is required. Prerequisites: GEIC 1010, MKTG 2220, 4240.

3 credits

ORTIZ RIVERA, EILEEN. Associate Professor of International Commerce and Marketing. B.B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in International Trade, Texas Agronomy and Management International University; Ph. D in Entrepreneurial and Managerial Development with Specialization in Interregional and International Business, Universidad Interamericana de Puerto Rico.

Tassel, J.V., & Poe-Howfield, L. (2010). *Managing Electronic Media: Making, Marketing, and Moving Digital Content*. Focal Press.

International Business (B.B.A.)

The International Business Program is designed to offer students the necessary knowledge to perform the basic managerial functions within a conceptual framework of international dimensions. The theoretical and practical academic activities aim to prepare students in the search for alternatives to promote international business within a global perspective. Students must pass the required core and major courses with a minimum grade of C.

Program Objectives

1 - Define the functions of a manager in international business.
2 -Discuss the normative aspects of international business, so that students adopt ethical and moral practices.
3 - Analyze the history, culture, economic and social environment of the most important countries and regions in the world and how they are important to the United States' economy.

4 -Analyze the different components of international business.
5 -Develop student computer technology skills needed to facilitate international business.
6 -Foster an entrepreneurial spirit enabling students to explore their own employment opportunities and to introduce new managerial approaches with global perspective.
7 -Develop the conceptual ability and human relations skills that students need to express their ideas and thoughts optimally.

Graduate Competences

1 - Possess the skills and multidisciplinary business knowledge to carry out highly professional work both locally and internationally.
2 -Understand the dynamics and causes of the changes that occur in national and international markets and how they affect business.
3 -Understand the processes related to business performance in the economic chain of production, distribution and interaction with global markets.
4 -Learn analytical techniques that will enable students to make decisions in a rational and efficient manner.
5 -Deploy technology to facilitate corporate direction, control and international projections.
6- Carry out comparative analysis of the position of a company relative to the competition.
7 - Understand the local implications of international treaties and regulations and be able to apply them to ensure corporate compliance.
8 - Integrate federal and state regulations related to international trade in the administration of companies and organizations.
9 - Possess a clear, precise and logical communication capacity.
10- Be aware of a business leader's social responsibilities.
11 - Demonstrate an attitude of reliability, honesty and responsibility in the management of economic and administrative matters.

The requirements for the Bachelor in Business Administration Degree in International Business include the following: (1) 48 general education credits; (2) 38 core course credits, (3) 39 major credits; and (4) 3 elective credits.

Students have the option of taking courses for this program entirely in-person, entirely on line, or any hybrid of the two.

TOTAL COST OF PROGRAM

Tuition	$24,320
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$33,296

REQUIREMENTS FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE IN INTERNATIONAL BUSINESS

General Education Requirements	48 credits
Core Course Requirements	38 credits
Major Requirements	39 credits

Elective Courses		3 credits
	Total	128

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 38 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements – 39 credits

INTB 2100	Introduction to International Business	3
INTB 2200	Cultural Conscience in International Business	3
INTB 2301	Basic Concepts of Imports and Exports	3
INTB 2302	Licenses and Regulations for Imports and Exports	3
INTB 3330	Management of Human Resources at the International Level	3
INTB 3600	International Business Environment in the Americas, Europe and the Pacific	3
INTB 3710	International Sales Contracts and Terms of International Business	3
INTB 3750	Financial Institutions and International Investments	3
INTB 3800	Administration of International Transportation: Ocean, Air and Land	3
INTB 3900	Computerized Information Systems in International Business	3
INTB 4220	International Business Strategy	3
INTB 4911	Practice in International Business	3
MAEC 3243	International Economics	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (International Business)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation with the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

ROBLES ORTIZ, MARIA DE LOS A., Adjunct Professor of Accounting. A.A.S. in Education, University of Puerto Rico; B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

REYES SOLERO, MYRNA M., Adjunct Professor of Accounting. B.B.A. in Accounting, University of Puerto Rico; M.B.A. in Accounting, University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

ROBLES ORTIZ, MARIA DE LOS A., Adjunct Professor of Accounting. A.A.S. in Education, University of Puerto Rico; B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

REYES SOLERO, MYRNA M., Adjunct Professor of Accounting. B.B.A. in Accounting, University of Puerto Rico; M.B.A. in Accounting, University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

RIVERA DE MARQUEZ, ELBA, Professor of Business Administration. B.A. in Business Education, Bernard M. Baruch College, New York, NY; M.A. in Administration and Supervision, Inter American University; Ph.D. Business Education, New York University; Knowledge Management and Organization (Professional Certificate), Universidad Iberoamericana Miguel de Cervantes.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2012). *Fundamentals of Management: Essential Concepts and Application.* Prentice Hall.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

KARMAN FERNANDEZ, JUAN C., Professor of Information Systems. B.B.A. in Management in Information Systems, University of Puerto Rico; M.B.A. in Management in Information Systems, Sagrado Corazon University; D.B.A. in Management in Information Systems, Turabo University.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

RIOS CINTRON, ALEJANDRO, Part Time Professor of Business Administration. B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics*. (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9th ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

RODRIGUEZ GINORIO, ALEX, Associate Professor of Marketing. B.A. in Marketing, Inter American University of Puerto Rico; M.B.A. in Marketing, Inter American University of Puerto Rico; D.B.A. in Marketing, Northcentral University, Scottsdale, AZ.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

INTB 2100 INTRODUCTION TO INTERNATIONAL BUSINESS
Study and analysis of international business from the perspective of foreign investment principles, the impact on financial markets, international markets and the operation of multinational corporations. Prerequisite: MKTG 1210.

3 credits

RIVERA DE MARQUEZ, ELBA, Professor of Business Administration. B.A. in Business Education, Bernard M. Baruch College, New York, NY; M.A. in Administration and Supervision, Inter American University; Ph.D. Business Education, New York University; Knowledge Management and Organization (Professional Certificate), Universidad Iberoamericana Miguel de Cervantes.

RIOS CINTRON, ALEJANDRO, Part Time Professor of Business Administration. B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Wild, K.L., & Wild, J.J. (2015). *International Business: The Challenges of Globalization*. (8th ed.). Pearson.

INTB 2200 CULTURAL CONSCIENCE IN INTERNATIONAL BUSINESS
The historical and cultural processes that serve as the framework for economic and business situations in international businesses of different countries and how these situations affect business relationships. The cultures and economic perspectives of Latin American, European and Pacific countries will be analyzed. Prerequisite: MKTG 1210.

3 credits

RIVERA DE MARQUEZ, ELBA, Professor of Business Administration. B.A. in Business Education, Bernard M. Baruch College, New York, NY; M.A. in Administration and Supervision, Inter American University; Ph.D. Business Education, New York University; Knowledge Management and Organization (Professional Certificate), Universidad Iberoamericana Miguel de Cervantes.

Deresky, H. (2013). *International Management: Managing Across Borders and Cultures, Text and Cases*. (8th ed.). Pearson.

Storti, C. (2017). *The Art of Doing Business Across Cultures: 10 Countires, 50 Mistakes, and 5 Steps to Cultural Competence*. Nichols Brealey.

INTB 2301 PRINCIPLES OF IMPORTS AND EXPORTS
The required steps for importing and exporting a product. Introduction to the functioning of the Federal Customs and State Tax Services, functions of a customs broker, laws and regulations that affect importing and exporting a product. Prerequisite: INTB 2100.

3 credits

RIOS CINTRON, ALEJANDRO, Part Time Professor of Business Administration. B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Bade, D.L. (2015). *Export/Import Procedures and Documentation*. (5th ed.). AMACOM.

INTB 2302 LICENSES AND REGULATIONS FOR IMPORTS AND EXPORTS
Analysis of the requirements of the Federal and State Customs with regard to licensing and the necessary regulations for imports and exports. The Commodity Control List (CCL) and the Export Control Commodity Numbering (ECCN) are studied. The application for licenses to import and export, functions of the customs broker and the Bureau of Export Administration (BXA) are also studied. Prerequisite: INTB 2100.

3 credits

RIOS CINTRON, ALEJANDRO, Part Time Professor of Business Administration. B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Bade, D.L. (2015). *Export/Import Procedures and Documentation*. (5th ed.). AMACOM.

INTB 3330 MANAGEMENT OF HUMAN RESOURCES AT THE INTERNATIONAL LEVEL
Study and analysis of the principles which govern the management of human resources from an international perspective. Emphasis on the recruitment process of persons who will work in conditions different from those prevailing in their place of origin. In addition, emphasis will be placed on decisions made regarding the requirement of the recruitment of nationals as a condition to establish business in a determined country. Study of managerial strategies focused on identifying the differences among countries and the necessary capacitating of employees to perform effectively in these circumstances and to convert this challenge into a competitive benefit. Prerequisites: INTB 2100, BADM 1900.

3 credits

RIVERA DE MARQUEZ, ELBA, Professor of Business Administration. B.A. in Business Education, Bernard M. Baruch College, New York, NY; M.A. in Administration and Supervision, Inter American University; Ph.D. Business Education, New York University; Knowledge Management and Organization (Professional Certificate), Universidad Iberoamericana Miguel de Cervantes.

Tarique, I., Briscoe, D.R., & Schuller, R.S. (2015). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. (5th ed.). Routledge.

INTB 3600 INTERNATIONAL BUSINESS ENVIRONMENT IN THE AMERICAS, EUROPE AND THE PACIFIC
Study of international business in the Americas, Europe and the Pacific. Analysis of opportunities for exports and imports, the impact of culture, restrictions, regulations and the necessary strategies for entrance to these markets in light of their respective commercial treaties. Prerequisites: INTB 2200, 2301, 2302.

3 credits

VEGA LOZADA, FEDERICK, Professor of Business Administration. B.B.A. in Finance, University of Puerto Rico; M.B.A. in International Business and Finance, Long Island University, Brookville, NY; Master of Law, University of Strathclyde, United Kingdom.

Daniels, J., Radebaugh, L., & Sullivan, D. (2014). *International Business: Environment and Operations*. (15th ed.). Pearson.

INTB 3710 INTERNATIONAL SALES CONTRACTS AND TERMS OF INTERNATIONAL BUSINESS

Study of international sales contracts through analysis of the specific and general conditions in the process of selling products. Discussion of the function of International Business terms in the allocation of risks and costs, as part of the responsibilities among the exporter, importer and transportation companies in international transactions. Prerequisite: INTB 2301.

3 credits

VEGA LOZADA, FEDERICK, Professor of Business Administration. B.B.A. in Finance, University of Puerto Rico; M.B.A. in International Business and Finance, Long Island University, Brookville, NY; Master of Law, University of Strathclyde, United Kingdom.

Feenstra, R.C., Taylor, A.M. (2016). *International Trade*. (4th ed.). Worth Publishers.

INTB 3750 FINANCIAL INSTITUTIONS AND INTERNATIONAL INVESTMENTS

Analysis of the characteristics and operation of financial markets, the role of intermediaries and other financial institutions in international businesses. Emphasis on the interpretation of financial information, the determination of the exchange rates, and the analysis of the main indices and averages of local and international markets. Identification of the characteristics and the mechanisms of the investment process and the determination of the yields and risk analysis, considering the monetary exchange rate. Includes the main negotiable investments, as well as the characteristics of their respective markets and investment strategies. Prerequisites: FINA 2101, INTB 2100.

3 credits

VEGA LOZADA, FEDERICK, Professor of Business Administration. B.B.A. in Finance, University of Puerto Rico; M.B.A. in International Business and Finance, Long Island University, Brookville, NY; Master of Law, University of Strathclyde, United Kingdom.

Eun, C., & Resnick, B.G. (2014). *International Financial Management*. (7th ed.). McGraw-Hill.

INTB 3800 ADMINISTRATION OF INTERNATIONAL TRANSPORTATION: OCEAN, AIR AND LAND

Analysis of the selection and management of transportation in international transactions. Study of document management, information systems and inventories for all type of merchandise. Emphasis on the importance of shipments in containers and the function of freight agents in the international environment. Prerequisite: INTB 2301.

3 credits

GONZALEZ NUNEZ, GERARDO, Professor of Economics and International Business. Bachelor in Economics, Havana University; Master's in Economics, Havana University; Ph.D. in International Business, Inter American University of Puerto Rico.

RODRIGO PONS, JOSE E., Associate Professor of Business Administration. B.S. in Industrial Engineering, University of Puerto Rico; M.B.A. in Management, Turabo University; 40 credits towards a Ph.D. in International Business, Inter American University of Puerto Rico.

OTERO GONZALEZ, LUIS A., Associate Professor of Business Administration. B.S. in Electronic Engineering, University of Puerto Rico; M.I.B.A. International Management, Nova Southeastern University, Ft. Lauderdale, FL; D.B.A. (ABD) in International Operations, Nova Southeastern University.

David, P.A. (2017). *International Logistics*. (5th ed.). Cicero Books.

INTB 3900 COMPUTERIZED INFORMATION SYSTEMS IN INTERNATIONAL BUSINESS

Systematic study of existing software for obtaining information by use of computerized technology in international business. Prerequisites: INTB 2100, 2200.

3 credits

KARMAN FERNANDEZ, JUAN C., Professor of Information Systems. B.B.A. in Management in Information Systems, University of Puerto Rico; M.B.A. in Management in Information Systems, Sagrado Corazon University; D.B.A. in Management in Information Systems, Turabo University.

Laudon, K.C., & Laudon, J.P. (2017). *Management Information Systems: Managing the Digital Firm.* (15th ed.). Pearson.

INTB 4220 INTERNATIONAL BUSINESS STRATEGY

Analysis of the global environment and its impact on strategic planning of international businesses. Review of the concepts and techniques of the planning process and selection of business strategies in the international environment. Includes the identification of existing opportunities, the positioning of the product and promotional strategies, decisions on price and distribution in the international market. Prerequisites: INTB 2100, MKTG 1210.

3 credits

VEGA LOZADA, FEDERICK, Professor of Business Administration. B.B.A. in Finance, University of Puerto Rico; M.B.A. in International Business and Finance, Long Island University, Brookville, NY; Master of Law, University of Strathclyde, United Kingdom.

Verbeke, A. (2013). *International Business Strategy*. (2nd ed.). Cambridge Press.

INTB 4911 PRACTICE IN INTERNATIONAL BUSINESS

Supervised work experience in an organization or company related with international business. Students are required to devote at least 90 hours during the academic term. Prerequisites: INTB 2301, 2302 and MAEC 3243.

3 credits

RIVERA DE MARQUEZ, ELBA, Professor of Business Administration. B.A. in Business Education, Bernard M. Baruch College, New York, NY; M.A. in Administration and Supervision, Inter American University; Ph.D. Business Education, New York University; Knowledge Management and Organization (Professional Certificate), Universidad Iberoamericana Miguel de Cervantes.

No Textbook

MAEC 3243 INTERNATIONAL ECONOMICS
Survey of the theory of international trade, tariffs, other trade barriers, balance of payments, commercial policies, international finance, foreign exchange rates, foreign investments and international financial institutions. Prerequisite: MAEC 2212.

3 credits

GONZALEZ NUNEZ, GERARDO, Professor of Economics and International Business. Bachelor in Economics, Havana University; Master's in Economics, Havana University; Ph.D. in International Business, Inter American University of Puerto Rico.

Pugel, T. (2015). *International Economics*. (16th ed.). McGraw Hill.

Finance (B.B.A.)

The major in finance is designed to prepare the student to understand, analyze and apply the principles that govern financial activities. The Program trains the student to use instruments of analysis in solving problems and in formulating decisions in the areas of corporate finance, public finance, insurance, real estate, banking and investment. Students must pass the required core and major courses with a minimum grade of C.

Program Objectives

1. Integrate knowledge of finance, management, economics, accounting and marketing with the arts, science and technology to enable students to choose those procedures that best suit their work environment.
2. Demonstrate knowledge of financial regulations and government fiscal policies and how they affect companies and business.

3. Demonstrate knowledge and understanding of stock markets and the causes of market volatility.
4. Demonstrate knowledge and understanding of trends in financial markets and regulations.
5. Evaluate the best use of financial resources and assets of a company to achieve the highest profitability.
6. Apply mathematical formulas that facilitate decision-making about investment strategy.
7. Use electronic means to calculate and evaluate financial indicators.
8. Develop strategies to maximize return on investments.

9. Analyze financial data of the company to compare it with others in the industry to evaluate its competitive position and opportunities for growth.
10. Recognize the interrelationship among employees and their functions within a company.
11. Demonstrate an attitude of trustworthiness, honesty, responsibility and discretion in the handling of financial matters.
12. Learn to maintain cordial relations with co-workers, superiors, suppliers and clients.

The requirements for the Bachelor in Business Administration Degree in Finance include the following: (1) 48 general education credits; (2) 41 core course credits, (3) 24 major credits; (4) 6 prescribed distributive (elective concentration) credits; and (5) 3 elective credits.

Students have the option of taking courses for this program entirely in-person, entirely on line, or any hybrid of the two.

TOTAL COST OF PROGRAM

Tuition	$23,750
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,726

REQUIREMENTS FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE IN FINANCE

General Education Requirements	48 credits
Core Course Requirements	41 credits
Major Requirements	27 credits
Prescribed Distributive Requirements	6 credits
Elective Courses	3 credits
Total	125

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 41 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
BADM 4300	Managerial Economics	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3

MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements - 27 credits

FINA 1000	Ethics in Finance	3
FINA 2102	Corporate Finance II	3
FINA 3130	Credit Risk Management	3
FINA 3150	Personal Finance	3
FINA 3235	Money and Banking	3
FINA 3300	Financial Markets	3
FINA 3700	Fundamentals of Investments	3
FINA 4100	International Finance	3
FINA 4970	Seminar in Finance	3

Prescribed Distributive Requirements - 6 credits
(Select two of the following courses)

FINA 3400	Introduction to Risk and Insurance	3
BADM 3313	Mercantile Law	3
MAEC 3236	Public Finance and Fiscal Policy	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Finance)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation with the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

ROMEU-POLANCO, ELIEZER. Associate Professor of Business Administration. B.B.A. in Economics and Administrative Sciences, Inter American University of Puerto Rico; M.B.A. in Accounting, Catholic University of Puerto Rico; Ph.D. in Entrepreneurial Management Sciences, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

ROMEU-POLANCO, ELIEZER. Associate Professor of Business Administration. B.B.A. in Economics and Administrative Sciences, Inter American University of Puerto Rico; M.B.A. in Accounting, Catholic University of Puerto Rico; Ph.D. in Entrepreneurial Management Sciences, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

VEGA-ROSARIO, LUZ L. Associate Professor of Business Administration. B.A. in Secretarial Sciences, University of Puerto Rico; M.B.A. in Management, University of Puerto Rico; Ph.D. in Business Administration, University of Puerto Rico.

VELEZ, WALDEMAR. Professor of Business Administration. B.A. in Economics, Inter American University of Puerto Rico; M.B.A. in Industrial Relations, Inter American University of Puerto Rico; D.B.A. in Management, University of Sarasota.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

TORRES-RIVERA, LESTER. Assistant Professor of Business Administration. B.B.A. in Management Information Systems, Inter American University of Puerto Rico; M.B.A. in Management Information Systems, Inter American University of Puerto Rico; 32 approved credits towards a Ph.D. in Information and Knowledge Society, Universitat Oberta de Catalunya, Barcelona, Spain.

ZORNOZA, LUIS. Associate Professor of Business Administration. B.S. in Industrial Engineering, University of Los Andes, Bogota, Colombia; M.S. in Manufacturing Engineering, Boston University; 48 approved credits towards a Ph.D in Computer Information Systems, Nova Southeastern University.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

BADM 4300 MANAGERIAL ECONOMICS
Application of contemporary economic theory. Use of analytical instruments from other disciplines in the managerial decision-making process. Prerequisites: MAEC 2212, 2221.
3 credits

DEVARIS, PIERRE J. Associate Professor of Business Administration. B.B.A. in Business Administration and Economics, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; 36 approved credits towards a Ph.D. in Marketing, Baruch College

JIMENEZ PEREZ, DIANA L. Assistant Professor of Business Administration. B.A. in Psychology, University of Puerto Rico; M.B.A. in Finance, Marketing and Management, University of Puerto Rico.

Keat, P.G. & Young, P.K.Y. (2011). *Economía de Empresa.* (4th ed.). Prentice Hall

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.
3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

ZORNOZA, LUIS. Associate Professor of Business Administration. B.S. in Industrial Engineering, University of Los Andes, Bogota, Colombia; M.S. in Manufacturing Engineering, Boston University; 48 approved credits towards a Ph.D in Computer Information Systems, Nova Southeastern University.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

DEVARIS, PIERRE J. Associate Professor of Business Administration. B.B.A. in Business Administration and Economics, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; 36 approved credits towards a Ph.D. in Marketing, Baruch College

Mankiw, N.G. (2020). *Principles of Microeconomics.* (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

DEVARIS, PIERRE J. Associate Professor of Business Administration. B.B.A. in Business Administration and Economics, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; 36 approved credits towards a Ph.D. in Marketing, Baruch College

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9th ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

REYES, JORGE A. Associate Professor of Computers and Statistics. B.S. in Engineering, INCCA University, Colombia; M.B.A. Marketing, La Salle University, Colombia; Ph.D. Candidate in Computer Science, Nova Southeastern University.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

REYES, JORGE A. Associate Professor of Computers and Statistics. B.S. in Engineering, INCCA University, Colombia; M.B.A. Marketing, La Salle University, Colombia; Ph.D. Candidate in Computer Science, Nova Southeastern University.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía.* McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

PERDOMO SANCHEZ, LILLIAM. Professor of Marketing. M.B.A. in Marketing, Inter American University of Puerto Rico; Ph.D. in International Business, Major in Interregional and International Business, Inter American University of Puerto Rico.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

BONILLA CRESPO, MARIA. Full Professor of Business Administration. B.A. in Business Education, University of Puerto Rico; M.A. in Business Education, New York University; Ed.D. in Business Education, University of Maryland.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

FINA 1000 ETHICS IN FINANCE
Discussion of ethical and moral aspects related to the finance professional. Their importance in the success and integrity of the profession. Emphasis on the most commonly used fraud systems.

3 credits

IRIZARRY-GUZMAN, CARLOS E. Associate Professor of Business Administration. B.B.A. in Accounting, Inter American; M.B.A. in Accounting. Catholic University of Puerto Rico; D.B.A. in Accounting (Minor in Finance), Nova Southeastern University.

Hendry, J. (2013). *Ethics and Finance: An Introduction*. Cambridge University Press.

FINA 2102 CORPORATE FINANCE II
Analysis and solution of problems in corporate governance. Emphasis on investments and financing, as well as the dividend policy using the electronic data sheet. Discussion of the acquisition, consolidation, restructuring and liquidation processes. Analysis of cases and integrative problems related to the capital structure. Requisite: FINA 2101.

3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

Asquith, P., & Weiss, L.A. (2019). *Lessons in Corporate Finance: A Case Studies Approach to Financial Tools, Financial Policies, and Valuation*. (2nd ed.). Wiley.

FINA 3130 CREDIT RISK MANAGEMENT
Analysis of the identification, measurement, administration and mitigation of credit risk. Discussion of the best practices, the legal aspects and the decision to grant the credit. Emphasis on the development of models through the use of the electronic spreadsheet. Requisites: FINA 2101 and MAEC 2222.

3 credits

IRIZARRY-GUZMAN, CARLOS E. Associate Professor of Business Administration. B.B.A. in Accounting, Inter American; M.B.A. in Accounting. Catholic University of Puerto Rico; D.B.A. in Accounting (Minor in Finance), Nova Southeastern University.

Baesens, B., Roesch, D., & Scheule, H. (2016). *Credit Risk Analytics: Measurement Techniques, Applications, and Examples in SAS (Wiley and SAS Business Series).* (1st Ed.). Wiley.

FINA 3150 PERSONAL FINANCE

Discussion of personal finance planning of available resources on a short and long term basis. Analysis of financial and investment decisions with regard to present and future available income and the personal or family budget. Emphasis on the decision-making process for the selection of resources for financial protection (insurance); retirement planning, personal investment and the tax payments. Prerequisite: FINA 2101.

3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

Keown, A.J. (2016). *Personal Finance: Turning Money into Wealth*. (7th ed.). Pearson.

FINA 3700 FUNDAMENTALS OF INVESTMENT

Identification of the characteristics and mechanisms of the investment process. Discussion of the risk and yield theory. Analysis of the main stock-exchange investments: bonds, stocks, options, mutual funds, futures, and others. Emphasis on the models of evaluation used in the investment portfolio. Prerequisites: FINA 3300.

3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

IRIZARRY-GUZMAN, CARLOS E. Associate Professor of Business Administration. B.B.A. in Accounting, Inter American; M.B.A. in Accounting. Catholic University of Puerto Rico; D.B.A. in Accounting (Minor in Finance), Nova Southeastern University.

Jones, C.P. (2016). *Investments: Analysis and Management*. (13th ed.). Wiley.

FINA 3300 FINANCIAL MARKETS

Discussion of the operation and characteristics of the main primary and secondary financial markets. Discussion of the role of brokers and financial institutions as well as control mechanisms and regulations. Analysis of the main indices and averages of the markets, as well as the interpretation of published financial information. Emphasis on the theory of efficient markets, other contemporary theories and their application to investment strategies. Prerequisite: FINA 2102 y MAEC 2222.

3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

Gitman, L., Joehnik, M. & Smart, S. (2016). *Fundamentals of Investing*. (13th ed.). Prentice Hall.

Jones, C.P. (2016). *Investments: Analysis and Management*. (13th ed.). Wiley.

FINA 3400 INTRODUCTION TO RISK AND INSURANCE
Evaluation and selection of the insurances in different companies. Emphasis on the methodology to carry out the analysis of risk, and the theoretical and practical principles in the insurance industry. Application of the techniques of handling subscriptions and insurance appraisals. Discussion of civil responsibility, bodily injuries and other people's property. Analysis and interpretation of financial statements, laws and ethics in the insurance industry. Prerequisite: FINA 2101.

3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

Rejda, G.E. (2016). *Principles of Risk Management and Insurance*. 13th ed. Prentice Hall.

FINA 4100 INTERNATIONAL FINANCE
Analysis and practices of enterprise financial administration within the context of globalization. Includes the analysis of international financial markets. Evaluation of resources and uses of funds abroad and the criteria in the selection of diverse investment opportunities. Emphasis on interchange mechanisms and financial instruments that cover risk in international transactions. Prerequisite: FINA 3300.

3 credits

IRIZARRY-GUZMAN, CARLOS E. Associate Professor of Business Administration. B.B.A. in Accounting, Inter American; M.B.A. in Accounting. Catholic University of Puerto Rico; D.B.A. in Accounting (Minor in Finance), Nova Southeastern University.

Shapiro, A. C. (2013). *Multinational Financial Management*. 10th ed. McGraw Hill.

FINA 4970 SEMINAR IN FINANCE
Analysis of topics in the world of finance, with emphasis on modern trends. Integration of new developments in the finance field. Prerequisite: FINA 4100.

3 credits

IRIZARRY-GUZMAN, CARLOS E. Associate Professor of Business Administration. B.B.A. in Accounting, Inter American; M.B.A. in Accounting. Catholic University of Puerto Rico; D.B.A. in Accounting (Minor in Finance), Nova Southeastern University.

No Textbook

FINA 3235 MONEY AND BANKING
Role of money in the development and financing of financial institutions of a banking and non-banking nature and in the economic system in general. The instruments of the money market, of capital, the role of the Federal Reserve System, monetary policy and the International Monetary Fund are studied. Prerequisite: MAEC 2212.

3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

PADILLA GONZALEZ, AILIN. Full Professor of Economics and Management. B.B.A. in Industrial Management, University of Puerto Rico; M.B.A. in Management, University of Puerto Rico; Ph.D. in Interregional and International Business, Inter American University of Puerto Rico; Educational Leadership Certificate, Simon Bolivar University, Venezuela.

Mishkin, F.S. (2015). *The Economics of Money, Banking, and Financial Markets*. 11th ed. Pearson-Addison Wesley/Prentice-Hall.

MAEC 3236 PUBLIC FINANCE AND FISCAL POLICY
General survey of governmental finance at the federal, state and local levels. Prerequisite: MAEC 2212.

3 credits

SEPULVEDA PADILLA, LAURA. Associate Professor of Business Administration. B.A. in Business Administration, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in Entrepreneurial and Managerial Development, Major in Interregional and International Business.

IRIZARRY-GUZMAN, CARLOS E. Associate Professor of Business Administration. B.B.A. in Accounting, Inter American; M.B.A. in Accounting. Catholic University of Puerto Rico; D.B.A. in Accounting (Minor in Finance), Nova Southeastern University.

BADM 3313 MERCANTILE LAW
Analysis of the principles and requirements that regulate civil and mercantile contracting. Applicable laws according to the business code, civil code, jurisprudence and special laws. Also included are the laws and regulations that rule the organization, operation and responsibilities of the different types of enterprises. Typical negotiable tools and the laws that apply will also be studied. Contemporary trends of trade laws.

3 credits

VEGA-ROSARIO, LUZ L. Associate Professor of Business Administration. B.A. in Secretarial Sciences, University of Puerto Rico; M.B.A. in Management, University of Puerto Rico; Ph.D. in Business Administration, University of Puerto Rico.

Kuchhal M.C. (2010). *Mercantile Law.*(7th ed.).Vikas Publishing House Pvt.Ltd.

Information Technology (B.B.A.)

The Bachelor's Degree Program in Business Administration in Information Technology provides practical preparation for administrators in the areas of Information Technology.
The Program has been designed to facilitate a complete understanding of the goals, functions and operations of business organizations, their information needs and the role of information systems in such organizations. The Program also provides for the development of analytical and technical skills to identify, study and resolve problems of information control as well as the development of the communication skills that allow for effective interaction with other members of a business organization, especially the users and implementers of computerized systems of management information. The Program also provides a background for the continuation of graduate studies and professional development in this discipline.
Students must pass the required core and major courses with a minimum grade of C.

Profile of the Competencies of Graduates
This Program is designed to develop the competencies that will permit students to:

Knowledge
Demonstrate to knowledge and understanding of:
1. foundations and trends in the field of information technology.
2. aspects of audit and security of the information technology.
3. legal implications for the implementation and use of information technologies.
4. processes to carry out electronic businesses, Enterprise Resource Planning and the management of information system projects.
5. trends in programming languages, data bases and communications networks.

Skills
1. Program applications using computer languages.
2. Analyze the requirements for the implementation of computer networks in harmony with the company's needs.
3. Apply analytical techniques that will allow students to make decisions in a rational and efficient way.
4. Develop projects based on the information system development cycle and on the administration of new technologies.
5. Develop applications using the resources and services of the Internet that will allow the expansion of the company's functions at the global level.
6. Design data bases that will allow the development of enterprise applications.
7. Recommend policies of audit and security in information systems.
8. Communicate recommendations and findings with clarity and precision, both orally and in writing.

Attitudes
Demonstrate:

1. leadership under ethical and legal principles related to the field of information technology.
2. capacity to perform collaborative work.
3. a positive attitude towards professional improvement.

The requirements for the Bachelor in Business Administration Degree in Information Technology include the following: (1) 48 general education credits; (2) 35 core course credits, (3) 36 major credits; and (4) 3 elective credits.

Students have the option of taking courses for this program entirely in-person, entirely on line, or any hybrid of the two.

TOTAL COST OF PROGRAM

Tuition	$23,180
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,156

REQUIREMENTS FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE IN INFORMATION TECHNOLOGY

General Education Requirements		48 credits
Core Course Requirements		35 credits
Major Requirements		36 credits
Elective Courses		3 credits
	Total	122

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 35 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements - 36 credits

ITEC 1100	Introduction to Information Technology	3
ITEC 1200	Programming Algorithms	3
ITEC 2310	Visual Programming in Information Systems	3
ITEC 2450	Development of Web Page	3
ITEC 3130	Database Design and Management	3
ITEC 3350	Telecommunications and Business Networks	3
ITEC 3400	Electronic Businesses	3
ITEC 3420	Information System Analysis and Design	3
ITEC 3570	Programming in Internet	3
ITEC 4500	Audit and Security of Information Systems	3
ITEC 4916	Project	3
ITEC 4970	Seminar in Information Systems	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Information Technology)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

ROBLES ORTIZ, MARIA DE LOS A., Adjunct Professor of Accounting. A.A.S. in Education, University of Puerto Rico; B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

ROBLES ORTIZ, MARIA DE LOS A., Adjunct Professor of Accounting. A.A.S. in Education, University of Puerto Rico; B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

RIVERA DE MARQUEZ, ELBA, Professor of Business Administration. B.A. in Business Education, Bernard M. Baruch College, New York, NY; M.A. in Administration and Supervision, Inter American University; Ph.D. Business Education, New York University; Knowledge Management and Organization (Professional Certificate), Universidad Iberoamericana Miguel de Cervantes.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

RIOS CINTRON, ALEJANDRO, Part Time Professor of Business Administration. B.B.A. in Accounting, Inter American University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics*. (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9th ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía.* McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

WAYLAND, PAUL, Assistant Professor of Business Administration. B.S. in Mathematics, Inter American University of Puerto Rico; M.B.A. in Management, Inter American University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

RODRIGUEZ GINORIO, ALEX, Associate Professor of Marketing. B.A. in Marketing, Inter American University of Puerto Rico; M.B.A. in Marketing, Inter American University of Puerto Rico; D.B.A. in Marketing, Northcentral University, Scottsdale, AZ.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

ITEC 1100 INTRODUCTION TO INFORMATION TECNOLOGY
Discussion of the components, concepts, principles and ethical aspects that govern information systems. Use of spreadsheet programs and management of databases in the solution of business problems. Requires a total of 45 hours of lecture/lab. Requires additional time in an open lab.

3 credits

SEPULVEDA IRIZARRY, DOROLES. Part-Time Professor of Information Technology. B.A. in Secretarial Sciences, Inter American University of Puerto Rico; M.B.A. in Management Information Systems, Inter American University of Puerto Rico.

Kelly-Rainer, R., & Cegielski, C.G. (2012). *Introduction to Information Systems: Supporting and Transforming Business***.** (4th ed.). Wiley.

ITEC 1200 PROGRAMMING ALGORITHMS
Discussion of programming algorithms. Application of means for the development of logic in the solution of a problem. Description of basic structures such as sequence, decision and repetition. Includes programming logic for the management of arrays and archives. Requires a total of 45 hours of lecture/lab. Requires additional time in an open lab.

3 credits

NAVARRO, JOSE. Assistant Professor. B.S. in Computer Science Engineering; M.S. in Computer Engineering; M.S. in Electrical Engineering.

Cormen, T.H., Leiserson, C.E., Rivest, R.L. & Stein, C. (2009). *Introduction to Algorithms*. (3rd ed.). MIT Press.

ITEC 2310 VISUAL PROGRAMMING IN INFORMATION SYSTEMS
Analysis, design and implementation of programs that use a visual programming language. Administration of objects, their properties, events and methods. Requires a total of 45 hours of lecture/lab. Requires additional hours in an open lab. Prerequisite: ITEC 1200.

3 credits

NAVARRO, JOSE. Assistant Professor. B.S. in Computer Science Engineering; M.S. in Computer Engineering; M.S. in Electrical Engineering.

Victoria, H. & Fischer, L.G. (2014). *Visual Basic.NET: An Introduction to Computer*. Kendall Hunt Publications**.**

ITEC 2450 DEVELOPMENT OF WEB PAGE
Design, development and publication of commercial pages in Internet sites that uses a programming language oriented towards the Web. Requires a total of 45 hours of lecture/lab. Requires additional hours in an open lab.

3 credits

MORALES VILLARRUBIA, JOSUE Part-Time Professor. B.S. in Computer Science, Inter American University of Puerto Rico; M.A. in Teaching in Higher Education, Inter American University of Puerto Rico.

Connolly, R. & Hoar, R. (2018). *Fundamentals of Web Development*. (2nd ed.). Pearson.

ITEC 3130 DATABASE DESIGN AND MANAGEMENT
Analysis of the basic foundations and the application of database system management. Emphasis on the design and administration of data bases by using different models, methodologies and environments. Requires a total of 45 hours of lecture/lab. Requires additional hours in an open lab. Prerequisite: ITEC 2310.

3 credits

SANCHEZ SANTIAGO, JOHMAR J. Adjunct Professor of Information Technology. B.S. in Aviation Management, Inter American University of Puerto Rico; M.B.A. in Management in Information Systems, Inter-American University of Puerto Rico.

Kroenke, D.M. & Auer, D.J. (2015). *Database Processing: Fundamentals, Design, and Implementation*. (14th ed.). Prentice Hall.

ITEC 3350 TELECOMMUNICATIONS AND BUSINESS NETWORKS
Analysis of the concepts of telecommunications and networks from an organizational perspective. Discussion of technologies, topologies, equipment and security of networks. Analysis of models OSI and TCP/IP. Prerequisite: ITEC 2450.

3 credits

SOLORZANO, LEO R. Part-Time Professor of Computers. Bachelor in Computer Science, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Business Administration, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Computer Engineering – Computing Systems, University of Puerto Rico.

Shepard, S. (2014). *Telecommunications Crash Course*. (3rd ed.). McGraw Hill.

ITEC 3400 ELECTRONIC BUSINESSES
Analysis of the theoretical and practical foundations of electronic businesses. Discussion of business strategies and the integration of information systems to the new economy and technology in the Internet. Examination of the different models of electronic businesses. Requires a total of 45 hours of lecture/lab. Requires additional time in an open lab. Prerequisite: ITEC 2450.

3 credits

SOLORZANO, LEO R. Part-Time Professor of Computers. Bachelor in Computer Science, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Business Administration, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Computer Engineering – Computing Systems, University of Puerto Rico.

Laudon, K.C., & Guercio-Travel, C. (2017). *E-Commerce*. (13th ed.). Pearson.

ITEC 3420 INFORMATION SYSTEM ANALYSIS AND DESIGN
Analysis of the methodologies for the design of information systems. Emphasis on the application of the means and techniques in the life cycle of the development of an information system. Requires a total of 45 hours of lecture. Requires additional hours in an open lab. Prerequisite: ITEC 3130.

3 credits

SANCHEZ SANTIAGO, JOHMAR J. Adjunct Professor of Information Technology. B.S. in Aviation Management, Inter American University of Puerto Rico; M.B.A. in Management in Information Systems, Inter-American University of Puerto Rico.

Kendall, K.E. & Kendall, J.E. (2013). *Systems Analysis and Design*. (9th ed.). Pearson.

ITEC 3570 PROGRAMMING OF INTERNET
Analysis of the concepts, structures and syntax of a programming language for Internet to be used in business problem solving. Requires 3 hours of lecture/lab. Requires a total of 45 additional hours in an open lab. Prerequisite: ITEC 2450

3 credits

SOLORZANO, LEO R. Part-Time Professor of Computers. Bachelor in Computer Science, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Business Administration, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Computer Engineering – Computing Systems, University of Puerto Rico.

Ullman, L. (2016). *PHP for the Web*. (5th ed.). Peachpit Press.

ITEC 4500 AUDITING AND SECURITY OF INFORMATION SYSTEMS
Analysis of the procedures and methods of the audit applied to information systems. Includes the aspects of security and the physical and logical controls. Prerequisite: ITEC 3420.

3 credits

KARMAN FERNANDEZ, JUAN C., Professor of Information Systems. B.B.A. in Management in Information Systems, University of Puerto Rico; M.B.A. in Management in Information Systems, Sagrado Corazon University; D.B.A. in Management in Information Systems, Turabo University.

Davis, C., Schiller, M., & Wheeler, K. (2011). *IT Auditing Using Controls to Protect Information Assets*. (2nd ed.). McGraw Hill.

ITEC 4916 PROJECT
Development of a practical project of information systems, under the direction of a faculty member. Prerequisite: Authorization of the director of the department or coordinator of the Program.

3 credits

NAVARRO, JOSE. Assistant Professor. B.S. in Computer Science Engineering; M.S. in Computer Engineering; M.S. in Electrical Engineering.

SOLORZANO, LEO R. Part-Time Professor of Computers. Bachelor in Computer Science, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Business Administration, Universidad Centro Americana Jose Simeon Canas, El Salvador; Master in Computer Engineering – Computing Systems, University of Puerto Rico.

No Textbook

ITEC 4970 SEMINAR IN INFORMATION SYSTEMS
Current topics that may give a view of future trends in computer technology and their interactions with information systems. Areas of the great demand such as communications, artificial intelligence, the optimization of operations and the interaction of media in a changing society in search of new technological alternatives to meet the challenges of an organizational environment in continuous evolution. Prerequisite: ITEC 3420.

3 credits

SEPULVEDA IRIZARRY, DOROLES. Part-Time Professor of Information Technology. B.A. in Secretarial Sciences, Inter American University of Puerto Rico; M.B.A. in Management Information Systems, Inter American University of Puerto Rico.

No Textbook

Entrepreneurial and Managerial Development (B.B.A.)

The Entrepreneurial and Managerial Development Program is designed to provide the student with knowledge of the principles that govern the commercial development of companies and their business activities. The Bachelor's in Business Administration Program with a major in Entrepreneurial and Managerial Development seeks to prepare professionals with the skills and knowledge necessary to explore self-employment as a feasible alternative in their professional career or to occupy a position as a business manager.

The student is presented with the concepts, principles and fundamental practices of the different disciplines that include the development and the administration of companies and entrepreneurialism, such as: management, entrepreneurialism, accounting, marketing, economics, finance, quantitative methods and human resources. Students must pass the required core and major courses with a minimum grade of C.

Profile of the Competencies of Graduates
This Program is designed to develop the competencies that will permit students to:

Knowledge
1. Know the theoretical principles on administration, design and organizational behavior.
2. Know the scientific and mathematical concepts and their applicability in the operation of an organization.
3. Know the basic principles the financial information and their effect in decision-making.
4. Know the nature and function of organizations and their effects in society.
5. Know the concepts of social and ethical responsibility and their contribution to society.
6. Know the fundamental principles and concepts of entrepreneurship and their application in the organization.

7. Know the diverse business and managerial strategies.
8. Know the administrative concepts, theories and principles of the operation of an organization.

Skills
1. Analyze the legal framework that the company is responsible for.
2. Administer the resources, policies and procedures of the company in harmony with the internal challenges and of the organizational environment.
3. Examine critically and creatively the changes of the environment that affect the organization and propose strategies to face them.
4. Apply the basic functions of administration in the organization.
5. Apply the quantitative and qualitative analysis through the use of contemporary technology in the solution of organizational problem.
6. Design strategic plans for the achievement of organizational goals and objectives.
7. Exert leadership to develop and administer a company.
8. Integrate managerial theory into the different work scenarios.
9. Prepare a Business Plan.
10. Execute a Business Plan.

Attitudes
1. Appreciate the ethical values that predominate in the creation, development and administration of a company.
2. Recognize the importance of entrepreneurship in the company and in the economy of a country.
3. Express the importance of the development of critical and creative thought.
4. Foster collaborative work.
5. Recognize the importance of family businesses in the economic and social development of a country.
6. Show interest in establishing their own company.

The requirements for the Bachelor in Business Administration Degree in Entrepreneurial and Managerial Development include the following: (1) 48 general education credits; (2) 41 core course credits, (3) 30 major credits; and (4) 3 elective credits.

Students have the option of taking courses for this program entirely in-person, entirely on line, or any hybrid of the two.

TOTAL COST OF PROGRAM

Tuition	$23,180
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,156

REQUIREMENTS FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE IN ENTREPRENEURIAL AND MANAGERIAL DEVELOPMENT

General Education Requirements		48 credits
Core Course Requirements		41 credits
Major Requirements		30 credits
Elective Courses		3 credits
	Total	122

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 41 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
BADM 4300	Managerial Economics	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements - 30 credits

BADM 2650	Human Behavior in the Organization	3
BADM 3313	Mercantile Law	3
BADM 3330	Human Resources Management	3
BADM 4340	Protective Labor Legislation	3
BADM 4800	Operations Management	3
ENTR 2200	Fundamentals of Entrepreneurship	3
ENTR 3900	Entrepreneurial and Managerial Strategies	3
ENTR 3910	Family Businesses	3
ENTR 4400	Design and Development of a Business Plan	3
ENTR 4930	Entrepreneurial or Managerial Project	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Entrepreneurial and Managerial Development)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

RIVERA HERNANDEZ, CARMEN L. Full-Time Assistant Professor of Accounting, B.B.A. in Accounting; Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

RIVERA HERNANDEZ, CARMEN L. Full-Time Assistant Professor of Accounting, B.B.A. in Accounting; Inter American University of Puerto Rico; M.B.A. in Accounting, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

ARROYO OTERO, BEATRIZ M. Full-Time Assistant Professor of Business Administration, B.A. in Business Education; Inter American University of Puerto Rico; M.A. in Business Education, New York University.

REYES TALAVERA, VICTOR L. Part-Time Professor of Business Administration, B.A. in Criminal Justice, Inter American University of Puerto Rico; M.B.A. in Business Administration, Inter American University of Puerto Rico; J.D. in Law, Inter American University of Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

GONZALEZ QUILES, LOURDES. Full-Time Professor of Computers and Mathematics, B.A. in Mathematics, Inter-American University of Puerto Rico; B.S. in Computer Science, Inter American University of Puerto Rico; M.S. in Mathematics, University of Puerto Rico; Ed.D in Instructional Technology and Distance Education, Nova Southeastern University.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

BADM 4300 MANAGERIAL ECONOMICS
Application of contemporary economic theory. Use of analytical instruments from other disciplines in the managerial decision-making process. Prerequisites: MAEC 2212, 2221.

3 credits

GIRARDO CONCHA, GERMAN. Full-Time Professor Economics, B.B.A. in Economics, Universidad del Valle, Cali, Colombia; M.A. in Economics, University of Puerto Rico.

Keat, P.G. & Young, P.K.Y. (2011). *Economía de Empresa.* (4th ed.). Prentice Hall

FINA 2101 CORPORATE FINANCE
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

DE HOYOS BALESQUIDE, CELESTINO. Full-Time Assistant Professor of Finance, B.B.A. in Business Administration and Math; Bayamon Central University; M.B.A. in Finance and Math, Inter American University of Puerto Rico.

Jordan, B., & Westerfield, R. (2021). *Fundamentals of Corporate Finance*. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

SIERRA PADILLA, JAVIER O. Full-Time Professor of Mathematics, B.S. in Mathematics, University of Puerto Rico; M.S. in Mathematics, University of Puerto Rico;

COTTO CRUZ, JORGE L. Part-Time Professor of Business Administration, B.S. in Biology, University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; M.B.A. in Industrial Management, Inter American University of Puerto Rico.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

GIRARDO CONCHA, GERMAN. Full-Time Professor Economics, B.B.A. in Economics, Universidad del Valle, Cali, Colombia; M.A. in Economics, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics*. (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

GIRARDO CONCHA, GERMAN. Full-Time Professor Economics, B.B.A. in Economics, Universidad del Valle, Cali, Colombia; M.A. in Economics, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9^{th} ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

DE HOYOS BALESQUIDE, CELESTINO. Full-Time Assistant Professor of Finance, B.B.A. in Business Administration and Math; Bayamon Central University; M.B.A. in Finance and Math, Inter American University of Puerto Rico.

COLON PAGAN, EDWIN. Part-Time Professor of Business Administration, B.A. in General Studies, University of Puerto Rico; M.A. in Planning, University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

DE HOYOS BALESQUIDE, CELESTINO. Full-Time Assistant Professor of Finance, B.B.A. in Business Administration and Math; Bayamon Central University; M.B.A. in Finance and Math, Inter American University of Puerto Rico.

COLON PAGAN, EDWIN. Part-Time Professor of Business Administration, B.A. in General Studies, University of Puerto Rico; M.A. in Planning, University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

RIVERA ALGARIN, JUAN O. Full-Time Professor of Business Administration, A.D. in AV Production and Instructional Technology, University of Puerto Rico; B.A. in Advertising and Public Relations, University of Puerto Rico; M.A. in Communication Theory and Research, University of Puerto Rico; Ph.D. in Organizational Communication, University of Kansas.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

OTERO, BEATRIZ M. Full-Time Assistant Professor of Business Administration, B.A. in Business Education; Inter American University of Puerto Rico; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

CRUZ GARCIA, GLADYS. Full-Time Associate Professor in English, B.A. in Elementary and Secondary Education in English; University of Puerto Rico; M.A. in English as a Second Language, Inter American University of Puerto Rico.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

BADM 2650 HUMAN BEHAVIOR IN THE ORGANIZATION
Integrated study of the knowledge and skills necessary to work with individuals and groups. Analysis of the dynamics of human interactions in the organization. Emphasis on managerial strategies for handling situations related to work such as motivation, communication, change, conflict, organizational design, decision making, leadership, team work, ethical values and principles. Prerequisite: BADM 1900.

3 credits

ALVARADO ZAYAS, IRMA L. Full-Time Professor of Business Administration, B.B.A. in Marketing, University of Puerto Rico; M.B.A. in Human Resources, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Ribbins, S.P. (2009). *Comportamiento Organizacional*. Pearson-Prentice Hall.

BADM 3313 MERCANTILE LAW
Analysis of the principles and requirements that regulate civil and mercantile contracting. Applicable laws according to the business code, civil code, jurisprudence and special laws. Also included are the laws and regulations that rule the organization, operation and responsibilities of the different types of enterprises. Typical negotiable tools and the laws that apply will also be studied. Contemporary trends of trade laws.

3 credits

SANTIAGO RIOS, VANESA. Full-Time Professor of Business Administration, B.B.A. in Business Administration (General), University of Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de PR; Ph.D. in Entrepreneurial Development, Inter American University of Puerto Rico.

REYES TALAVERA, VICTOR L. Part-Time Professor of Business Administration, B.A. in Criminal Justice, Inter American University of Puerto Rico; M.B.A. in Business Administration, Inter American University of Puerto Rico; J.D. in Law, Inter American University of Puerto Rico.

Kuchhal M.C. (2010). *Mercantile Law.*(7th ed.).Vikas Publishing House Pvt.Ltd.

BADM 3330 HUMAN RESOURCES MANAGEMENT
Analysis of the effectiveness of rules and practices related to human resources in the public and private sectors. Emphasis on the activities of strategic planning of human resources, analysis, description, specification and design of positions, recruitment, selection and hiring, equal opportunity laws, orientation, training, development, personnel changes, personnel evaluation, compensation, health and occupational security, industrial and labor relations, discipline, and audit of human resources. Prerequisite: BADM 1900.

3 credits

ALVARADO ZAYAS, IRMA L. Full-Time Professor of Business Administration, B.B.A. in Marketing, University of Puerto Rico; M.B.A. in Human Resources, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Bohlander, G. & Snell, S. (2008). *Administración de Recursos Humanos*. Thomson.

BADM 4340 PROTECTIVE LABOR LEGISLATION
Analysis of the federal and state legal framework for Protective Labor Legislation. Constitutional guarantees, laws relative to work, contract, antidiscrimination, labor insurance, and health and occupational security. The articulation of public policy and the solution to labor conflicts in private and public enterprises. Prerequisite: BADM 3330.

3 credits

ALVARADO ZAYAS, IRMA L. Full-Time Professor of Business Administration, B.B.A. in Marketing, University of Puerto Rico; M.B.A. in Human Resources, Inter American University of Puerto Rico; Ph.D. in International Business, Inter American University of Puerto Rico.

Acevedo-Colón, A. (2005). *Legislación Protectora del Trabajo*. Ediciones Situm Inc.

BADM 4800 OPERATIONS MANAGEMENT
Principles and methods of production and operations management. Organization and operation of an industrial enterprise, planning techniques, and control management. Application of these principles and methods to business activities. Prerequisite: BADM 4300.

3 credits

COTTO CRUZ, JORGE L. Part-Time Professor of Business Administration, B.S. in Biology, University of Puerto Rico; M.B.A. in Finance, Inter American University of Puerto Rico; M.B.A. in Industrial Management, Inter American University of Puerto Rico.

Slack, N., Johnston, R., & Brandon-Jones, A. (2013). *Operations Management.* (7th ed.). Prentice Hall.

ENTR 2200 FUNDAMENTALS OF ENTREPRENEURSHIP
Integral study of companies, emphasizing the following topics: their basic principles, their development process or acquisition and the identification of enterprise opportunities in the real world.

3 credits

RIVERA ALGARIN, JUAN O. Full-Time Professor of Business Administration, A.D. in AV Production and Instructional Technology, University of Puerto Rico; B.A. in Advertising and Public Relations, University of Puerto Rico; M.A. in Communication Theory and Research, University of Puerto Rico; Ph.D. in Organizational Communication, University of Kansas.

Allen, K., & Meyer, E.C. (2012). *Empresarismo: Construye tu Negocio.* (2nd ed.). Mexico: McGraw-Hill Interamericana.

ENTR 3900 ENTREPRENEURIAL AND MANAGERIAL STRATEGIES
Evaluation of the entrepreneurial and managerial strategies. Emphasis on the analysis of the strategies through the study of a company. Prerequisites: ENTR 2200, MKTG 1210.

3 credits

SIGNORET, MARIO. Full-Time Professor of Business Administration, B.S. in Aeronautics, Embry-Riddle University; M.B.A. in Finance, University of Puerto Rico.

Wheelen, T., & Hunger, J.D. (2014). *Strategic Management and Business Policy: Globalization, Innovation and Sustainability*. (14th ed.). Pearson.

ENTR 3910 FAMILY BUSINESSES
Study of family businesses and their importance in the economy of Puerto Rico and at the world-wide level. Analysis of the strengths and the weaknesses of family businesses. Discussion of the challenges that face these businesses regarding business strategies. Prerequisite: ENTR 3900.

3 credits

RIVERA ALGARIN, JUAN O. Full-Time Professor of Business Administration, A.D. in AV Production and Instructional Technology, University of Puerto Rico; B.A. in Advertising and Public Relations, University of Puerto Rico; M.A. in Communication Theory and Research, University of Puerto Rico; Ph.D. in Organizational Communication, University of Kansas.

Carlock, R., & Ward, J. (2001). *Strategic Planning for the Family Business: Parallel Planning to Unify the Family and Business*. Palgrave MacMillan.

Poza, E. (2013). *Family Business*. 4th ed. South Western College Publications.

ENTR 4400 DESIGN AND DEVELOPMENT OF A BUSINESS PLAN
Application of entrepreneurial and managerial principles to the design and development of a Business Plan. Prerequisites: ENTR 3900, ACCT 1162.

3 credits

SANTIAGO RIOS, VANESA. Full-Time Professor of Business Administration, B.B.A. in Business Administration (General), University of Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de PR; Ph.D. in Entrepreneurial Development, Inter American University of Puerto Rico.

Barringer, B. R. (2014). *Preparing Effective Business Plans: An Entrepreneurial Approach*. 2nd ed. New Jersey: Pearson Education, Inc.

ENTR 4930 ENTREPRENEURIAL OR MANAGERIAL PROJECT
Integration of knowledge and entrepreneurial or managerial skills through one of the following special projects under the supervision of a professor: the implementation of the Businesses Plan developed by the student in course ENTR 4400 *Design and Development of a Business Plan* or the carrying out of a computerized enterprise simulation. Prerequisite: ENTR 4400.

SANTIAGO RIOS, VANESA. Full-Time Professor of Business Administration, B.B.A. in Business Administration (General), University of Puerto Rico; M.B.A. in Human Resources, Pontificia Universidad Católica de PR; Ph.D. in Entrepreneurial Development, Inter American University of Puerto Rico.

No Textbook

Operations Management (B.B.A.)

Operations Management is an area of significant importance in business. The aim of this Program is to provide the student with the knowledge for an effective application of production factors in manufacturing and service activities. Students must pass all courses required in the major with a minimum grade of "C".

The requirements for the Bachelor in Business Administration Degree in Operations Management include the following: (1) 48 general education credits; (2) 41 core course credits, (3) 21 major credits; (4) 6 prescribed distributive (elective concentration) credits; and (5) 6 elective credits, all as set forth in detail on the next page.

Program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$23,180
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$32,156

REQUIREMENTS FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE IN OPERATIONS MANAGEMENT

General Education Requirements	48 credits
Core Course Requirements	41 credits
Major Requirements	21 credits
Prescribed Distributive Requirements	6 credits
Elective Courses	6 credits
Total	122

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." Students will take the course GEMA 1200 in the Basic Skills in Mathematics category.

Core Course Requirements - 41 credits

ACCT 1161	Introduction to Financial Accounting	4
ACCT 1162	Introduction to Managerial Accounting	4
BADM 1900	Fundamentals of Management	3
BADM 3900	Information Systems in Business	3
BADM 4300	Managerial Economics	3
FINA 2101	Corporate Finance I	3
MAEC 2140	Fundamentals of Quantitative Methods	3
MAEC 2211	Principles of Economics (MICRO)	3
MAEC 2212	Principles of Economics (MACRO)	3
MAEC 2221	Basic Statistics	3
MAEC 2222	Managerial Statistics	3
MKTG 1210	Introduction to Marketing	3
OMSY 3030	Business Communication in Spanish	
or		
OMSY 3040	Business Communication in English	3

Major Requirements - 21 credits

BADM 3250	Transportation Management	3
BADM 3340	Management Policies and Strategies	3
BADM 3820	Management Science	3
BADM 4800	Operations Management	3
BADM 4820	Buying and Materials Management	3
ENTR 2200	Fundamentals of Entrepreneurship	3
INRE 2063	Industrial Safety and Occupational Health	3

Prescribed Distributive Requirements - 6 credits

Six (6) additional credits in 3000 and 4000 level courses in Business Administration (BADM).

Elective Requirements - 6 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Operations Management)

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in Finance, Universidad Interamericana de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

ACCT 1162 INTRODUCTION TO MANAGERIAL ACCOUNTING
Introduction to the fundamentals of managerial accounting as part of the planning, decision making and cost control processes in a company. Construction of budgets and their use in the decision making process. The use of technology is integrated. Prerequisite: ACCT 1161.

4 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

VÁZQUEZ TORRES, HÉCTOR L. Assistant Professor of Management and Accounting. B. B. A. in Management, Universidad de Puerto Rico; M. B. A. in Management and Accounting, Pontificia Universidad Católica de Puerto Rico.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2016). Fundamentals of Management: Essential Concepts and Application. Prentice Hall.

BADM 3900 INFORMATION SYSTEMS IN BUSINESS
Study of the foundations and concepts of information systems and their use in organizations. The application of information systems in the solution of problems and their implications in managerial processes. Use of application programs that help in decision making. Sixty hours of lecture-lab. Prerequisites: BADM 1900, GEIC 1010.

3 credits

MUÑIZ RIVERA, EDGARDO L. Assistant Professor of Information Systems. B. B. A. in Management and Computers, Pontificia Universidad Católica de Puerto Rico; M.B.A. in System Information for Management, Universidad del Sagrado Corazón.

Shelly, G.B., & Vermaat, M.E. (2010). *Microsoft Office 2010: Introductory.* Course Technology.

BADM 4300 MANAGERIAL ECONOMICS
Application of contemporary economic theory. Use of analytical instruments from other disciplines in the managerial decision-making process. Prerequisites: MAEC 2212, 2221.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Keat, P.G. & Young, P.K.Y. (2011). *Economía de Empresa.* (4th ed.). Prentice Hall

FINA 2101 CORPORATE FINANCE I
Study of the basic and contemporary principles of corporate financial management and its use in decisionmaking. Emphasis on the use of mathematical models to determine the present and future value of investments. Use of techniques to evaluate the financing of the company's assets, risk and project performance. Analysis of the structure and cost of capital. Requisites: ACCT 1161 and GEMA 1200.

3 credits

BURGOS NIÑO, JOSÉ H. Associate Professor of Finance and Accounting. B. A. in Business Administration, Universidad Interamericana de Puerto Rico; M. B. A. in Finance, Universidad Interamericana de Puerto Rico.

ORTIZ NEGRÓN, LUIS. Assistant Professor of Finance and Accounting. B. B. A. in Accounting, Universidad Interamericana de Puerto Rico; M. B. A in Accounting, Universidad Interamericana de Puerto Rico.

Jordan, B., & Westerfield, R. (2021). Fundamentals of Corporate Finance. (13th ed.). McGraw-Hill.

MAEC 2140 FUNDAMENTALS OF QUANTITATIVE METHODS
Application of mathematics in business administration. Discussion of the variable concepts, joint theory, linear and quadratic functions, linear models, and exponential and logarithmic functions. Use of linear equation and inequation systems, matrices, and linear programming in problem solving. Prerequisite: GEMA 1200.

3 credits

RIVERA VEGA, LUZ M. Professor of Mathematics. B.S. in Teaching in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.Ed. in Teaching and Curriculum in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.S. in Mathematics, Salem State College Massachusetts; Ed. D. in Teaching in Mathematics, Teachers College, Columbia University.

Soskin, M. (1999). *Fundamentals of Quantitative Business Methods: Business Tools and Cases in Mathematics, Descriptive Statistics, and Probability.* McGraw-Hill/Irwin.

MAEC 2211 PRINCIPLES OF ECONOMICS (MICRO)
Basic theories and principles relative to the operation of the market in an economic system with special emphasis on the microanalysis of the individual decision-making economic units. Prerequisite: GEMA 1200.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Microeconomics.* (9th ed.). Cengage Learning.

MAEC 2212 PRINCIPLES OF ECONOMICS (MACRO)
Functioning of the economy as a whole; integration of global economy; principles, hypotheses and theories attempting to explain the macroeconomic process. Prerequisite: MAEC 2211.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Mankiw, N.G. (2020). *Principles of Macroeconomics.* (9^{th} ed.). Cengage Learning.

MAEC 2221 BASIC STATISTICS
Emphasis on the descriptive aspects of statistical analysis. Collection, organization and presentation of statistical data. Frequency distribution. Measures of central tendency, skewness, kurtosis and dispersion. The normal curve and tables. Prerequisite: GEMA 1200.

3 credits

TORRES NAZARIO, MARCOS. Assistant Professor of Education and Statistics. B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.A. in Educational Management, Universidad Interamericana de Puerto Rico; Ed.D. in Education with a major in Educational Management, Universidad Interamericana de Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MAEC 2222 MANAGERIAL STATISTICS
Time series analysis; analysis of variance; bivariate linear regression and correlation; tests of significance; statistical quality control; and index numbers. Introduction to statistical inference stressed. Prerequisites: MAEC 2140, 2221.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

Lind, D. (2020). *Estadística Aplicada a los Negocios y la Economía*. McGraw-Hill.

MKTG 1210 INTRODUCTION TO MARKETING
Basic concepts of integrated marketing from the conception of the product until its distribution and use. Meeting needs through the process of goods exchange, services and ideas. Variables that organization can and cannot control.

3 credits

BALZAC CARPENA, RAFAEL. Associate Professor of Economics and Statistics. B.A. in Economics, Universidad Interamericana de Puerto Rico; M.B.A. in Economics, Universidad Interamericana de Puerto Rico; Course in Labor Statistics, New York University; Course in Statistics and Finance, University of Puerto Rico.

LABOY VÉLEZ, LILLIAM. Associate Professor of Marketing. B.B.A. in Marketing, Universidad Interamericana de Puerto Rico; M.B.A. in Marketing, Universidad de Puerto Rico; D.B.A. in Marketing, Argosy University.

Palmer, A. (2012). *Introduction to Marketing: Theory and Practice*. (3rd ed.). Oxford University Press.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

RIVERA APONTE, RITA E. Associate Professor of Office System Management. B.S. in Business Education, Pontificia Universidad Católica de Puerto Rico; M. Ed. in Business Education Management and Supervision, Pontificia Universidad Católica de Puerto Rico; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

MÁRQUEZ ESPINET, DELIA. Associate Professor of Office System Management. B.A. in Business Education, Universidad de Puerto Rico; M.A. in Business Education, New York University.

Conelly,M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

BADM 3250 TRANSPORTATION MANAGEMENT
Application of the knowledge of materials distribution. Emphasis on theoretical aspects applied to transportation. Includes the discussion of transportation modes integrated with topics of product distribution, company policies and external forces. Analysis of the relation between demand, cost and rates, and their influence in the economic and corporative system. Prerequisite: BADM 1900.

3 credits

VÉLEZ, SAMUEL. Assistant Professor of Industrial Management. B. S. in Industrial Enginnering, Universidad de Puerto Rico; M.B.A. in Industrial Management, Universidad Interamericana de Puerto Rico; Ph.D in progress in Entrepreneur Development in Human Resources, Universidad Interamericana de Puerto Rico.

Coyle, J.J., Novak, R.A., Gibson, B., & Bardi, E.J. (2010). *Transportation: A Supply Chain Perspective*. (7th ed). South-Western College Pub.

BADM 3340 MANAGEMENT POLICIES AND STRATEGIES
Behavioral management analysis and commercial ethics as part of the production process at the national and international levels. Application to small businesses. Prerequisite: BADM 1900.

3 credits

GALARZA RIVERA, MARÍA P. Assistant Professor of Human Resources and Management. B.S.S. in Office Systems, Universidad de Puerto Rico; M.B.A. in International Business, Pontificia Universidad Católica de Puerto Rico; D.B.A. Candidate in Management, Argosy University.

Hitt, M.A., & Ireland, R.D. (2007). *Administración Estratégica*. (7th ed.). Thomson Learning.

BADM 3820 MANAGEMENT SCIENCE
Application of quantitative methods that are adaptable to production and operations under conditions of certainty, risk and uncertainty to company decision-making. Problem solving using the techniques of linear programming, transportation, allocations, project management, queuing theory, decision analysis and simulation. Prerequisite: MAEC 2140.

3 credits

RIVERA VEGA, LUZ M. Professor of Mathematics. B.S. in Teaching in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.Ed. in Teaching and Curriculum in Mathematics, Pontificia Universidad Católica de Puerto Rico; M.S. in Mathematics, Salem State College Massachusetts; Ed. D. in Teaching in Mathematics, Teachers College, Columbia University.

Taylor, B.W. (2012). *Introduction to Management Science*. (11th ed.). Prentice Hall.

BADM 4800 OPERATIONS MANAGEMENT
Principles and methods of production and operations management. Organization and operation of an industrial enterprise, planning techniques, and control management. Application of these principles and methods to business activities. Prerequisite: BADM 4300.

3 credits

VÉLEZ, SAMUEL. Assistant Professor of Industrial Management. B. S. in Industrial Enginnering, Universidad de Puerto Rico; M.B.A. in Industrial Management, Universidad Interamericana de Puerto Rico; Ph.D in progress in Entrepreneur Development in Human Resources, Universidad Interamericana de Puerto Rico.

Slack, N., Johnston, R., & Brandon-Jones, A. (2013). *Operations Management.* (7th ed.). Prentice Hall.

BADM 4820 BUYING AND MATERIALS MANAGEMENT
Analysis of the purchasing functions as the primary activity in production planning. Bargaining and contracting principles. Selection and evaluation of supply sources. Computerized purchasing systems. Prerequisite: BADM 4800.

3 credits

VÉLEZ, SAMUEL. Assistant Professor of Industrial Management. B. A. in in Industrial Engineering, Universidad de Puerto Rico; M.B.A. in Industrial Management, Universidad Interamericana de Puerto Rico; Ph.D in progress in Entrepreneur Development in Human Resources, Universidad Interamericana de Puerto Rico.

Fraser-Johnson, P., Lenders, M., & Flynn, A. (2010). *Purchasing and Supply Management*.(14th ed.). McGraw Hill.

ENTR 2200 FUNDAMENTALS OF ENTREPRENEURSHIP
Integral study of companies, emphasizing the following topics: their basic principles, their development process or acquisition and the identification of enterprise opportunities in the real world.

3 credits

ORTIZ RIVERA, EILEEN. Associate Professor of International Commerce and Marketing. B.B.A. in Business Administration, Universidad Interamericana de Puerto Rico; M.B.A. in International Trade, Texas Agronomy and Management International University; Ph. D in Entrepreneurial and Managerial Development with Specialization in Interregional and International Business, Universidad Interamericana de Puerto Rico

Allen, K., & Meyer, E.C. (2012). *Empresarismo: Construye tu Negocio.* (2nd ed.). Mexico: McGraw-Hill Interamericana.

INRE 2063 INDUSTRIAL SAFETY AND OCCUPATIONAL HEALTH
Introduction to the fundamental concepts of industrial safety and occupational health, covering industrial and environmental factors and hazards, their effects and control.
3 credits

VÉLEZ, SAMUEL. Assistant Professor of Industrial Management. B. A. in Industrial Engineering, Universidad de Puerto Rico; M.B.A. in Industrial Management, Universidad Interamericana de Puerto Rico; Ph.D in progress in Entrepreneur Development in Human Resources, Universidad Interamericana de Puerto Rico.

Creighton, B. (1985). *The Industrial Relations of Occupational Health and Safety.* Croom Helm Ltd. Tudor, T. *Successful Management of the OSHA Process. Occupational Safety and Health Administration: Industrial Management;* May 1, 1995.

Office Systems Administration (B.A.)

The Bachelor of Arts in Office Systems Administration responds to the need for professionals of administrative support with knowledge in the operation of electronic systems, with the knowledge, techniques, procedures, and skills required to perform successfully in the office. This program offers the cultural background and the basic knowledge of office administration that allow the professional administrative support personnel to participate effectively in decision-making, analysis of data, managing and processing of information, oral and written communication and in establishing effective interpersonal relations. During the first years of studies, the student is offered the knowledge and skills of the associate degree, while during the last two years, there is emphasis on the knowledge and skills at the professional or bachelor degree levels. This program aims to prepare professional administrative support personnel with the skills and knowledge necessary to explore self-employment as a viable alternative in other professional careers. In addition, it aspires to prepare self-directed students that can work in their future job with a minimum of supervision and that have the ability to work in a team. The Bachelor of Arts in Office Systems Administration responds to the need in the modern workplace for professionals with the knowledge, techniques, and skills in electronic and other office management systems required to supervise an office successfully. This program enables students to participate effectively in decision-making, analysis of data, managing and processing information, communicating orally and in writing, and establishing effective interpersonal relations with employees in a cross-cultural environment.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$22,800
Fees	$3,200
Books	$3,472
Additional Computer Programs	$1,500
Supplies	$2,304
Total	$33,276

***The courses that require the use of technological equipment have a special fee. Such courses are identified by an asterisk.**

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN OFFICE SYSTEMS ADMINISTRATION

General Education Requirements		48 credits
Major Requirements		62 credits
Related Requirements		7 credits
Elective Courses		3 credits
	Total	120

General Education Requirements - 48 credits

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees." In addition to the course GEHS 2001F--Historical Process of Florida, students of this Program will take course GEHS 2020 – Global Vision of Economy from the Historic and Social Context category. Students will select the other three (3) prescribed distributive credits from those available in this category.

Major Requirements - 62 credits

OMSY	1010	Speed Writing in Spanish	3
OMSY	1101	Information Processing Skills I*	4
OMSY	1102	Information Processing Skills II*	4
OMSY	2000	Production of Business Documents*	4
OMSY	2040	Electronic Spreadsheets*	3
OMSY	2060	Administration of Documents and Databases*	4
OMSY	2233	Information Processing in Legal Affairs Offices*	4
OMSY	2240	Information Processing in Medical Service Offices*	3
OMSY	2250	Human Resources in the Organizational Environment	3
OMSY	3000	Medical Services Billing*	3
OMSY	3030	Business Communication Workshop in Spanish	3
OMSY	3040	Business Communication Workshop in English	3
OMSY	3080	Office Systems Administration	3
OMSY	3500	Interactive Business Communication in English	3
OMSY	4010	Integrated Application Programs in Office Administration*	3
OMSY	4500	Telecommunications in the Office*	3
OMSY	4910	Professional Practicum	3
OMSY	4920	Design and Administration of Trainings	3
OMSY	4970	Integrating Seminar	3

Related Requirements - 7 credits

ACCT	1161	Introduction to Financial Accounting	4
BADM	1900	Fundamentals of Management	3

Elective Requirements - 3 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Office Systems Administration)

OMSY 1010 SPEED WRITING IN SPANISH
Development of reading, writing and dictation-taking skills using an alphabetical system of abbreviated writing. Includes the fundamental principles of the theory of a system of alphabetical writing in Spanish designed for fast writing and reading. Emphasis on transcription skills and taking dictation at optimal levels, vocabulary development, accuracy, checking, spelling and other grammatical aspects. Prerequisite: GESP 1101.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Rosado, M. (2005). *Escritura Abreviada*. (3rd ed.). McGraw-Hill Co.

OMSY 1101 INFORMATION PROCESSING SKILLS I*
Development of skills using the computer keyboard. Introduction to the basic functions of the operative system and of the word processing program in use. Development of basic skills for speed and accuracy and their application to the creation of documents, such as letters, memos, and simple reports. Importance given to the basic techniques of proofreading.

4 credits

HERNÁNDEZ, ABIGAIL. Part-Time Professor. B.A. in Office Systems Administration, Universidad Interamericana de Puerto Rico; M.A. in Business Education, Universidad Interamericana de Puerto Rico.

Ober, S. , J. E. Johnson, and A. Zimmerly (2008). (*Gregg College Keyboarding & Document Processing.* (10th ed.). McGraw-Hill Company.

OMSY 1102 INFORMATION PROCESSING SKILLS II*

Development of basic skills for speed and accuracy and their application when processing business correspondence in the computer. Development of skills in the production of business documents, such as letters with special lines, manuscripts, tables, agendas, itineraries, envelopes, templates, and statistical forms of frequent use in the office. Prerequisite: OMSY 1101.

4 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Ober, S. , J. E. Johnson, and A. Zimmerly (2008). (*Gregg College Keyboarding & Document Processing.* (10th ed.). McGraw-Hill Company.

OMSY 2000 PRODUCTION OF BUSINESS DOCUMENTS*

Application of advanced functions in word processing to the production of complex documents, such as reports with footnotes and endnotes, forms, proposals, documents produced in journalistic and parallel columns, table of contents, indexes, minutes, and labels, among others. Emphasis on the quality of documents, development of basic skills at optimum levels and proofreading. Prerequisite: OMSY 1102.

4 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

ALVARADO RODRIGUEZ, SANDRA E. Part Time Professor of Office Management Systems. B.A. in Secretarial Sciences, Inter American University of Puerto Rico; M.A. Business Education, New York University.

Ober, S. , J. E. Johnson, and A. Zimmerly (2008). (*Gregg College Keyboarding & Document Processing.* (10th ed.). McGraw-Hill Company.

OMSY 2040 ELECTRONIC SPREADSHEETS*

Application of skills in the management of electronic spreadsheets. Using the program's tools for producing different documents and financial and statistical reports that are part of the duties of the office systems administrator. Evaluation of information for decision-making. Emphasis on the effective application of the electronic spreadsheet within the context of office systems. Prerequisite: OMSY 1000 or 1101.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Shelly, G.B., & Quasney, J.J. (2010). *Microsoft Office Excel 2010, Introductory (Shelly Cashman Series).* Course Technology.

OMSY 2060 ADMINISTRATION OF DOCUMENTS AND DATABASES*
Discussion of the different systems of receiving, classifying, processing, controling, filing, and disposing of documents. Emphasis on the theory and concepts related with manual, mechanical and automated systems of handling and locating documents in their administration. Application of skills in the use of a database program under the environment of Windows. Prerequisite: OMSY 1101.

4 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Read, J., & Ginn, M.L. (2007). *Records Management*. Cincinnati: South Western Educational Publishing.

OMSY 2233 INFORMATION PROCESSING IN LEGAL AFFAIRS OFFICES*
Discussion of terminology of a legal nature and of ethical aspects related to the processing of information in legal affairs offices. Analysis of procedures for preparing and processing documents used in courts and administrative agencies, the Property Registry, the Demographic Register and the Treasury Department, among others. Includes the creation of formats and the preparation of documents of a legal nature. Prerequisite: OMSY 2000.

4 credits

SOTO, MILDRED. Associate Professor of Office System Administration. B.A. in Systems Administration, Universidad de Puerto Rico; M.A. in Business Education, State University of New York.

Gilmore, D. (2007). *Legal Office Projects;* South-Western Publishing.

Morton, J. (2006). *Legal Office Procedures.* (6th ed.). New Jersey: Pearson-Prentice Hall.

OMSY 2240 INFORMATION PROCESSING IN MEDICAL SERVICE OFFICES *
Discussion of terminology of a legal nature and ethical aspects related to the processing of information in medical service offices. Analysis of the impact of state and federal laws that regulate health services in Puerto Rico. Practice of procedures to prepare and process documents that are used in health service offices. Prerequisite: OMSY 1102.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Read, J., & Ginn, M.L. (2007). *Records Management.* Cincinnati: South Western Educational Publishing.

OMSY 2250 HUMAN RESOURCES IN THE ORGANIZATIONAL ENVIRONMENT
The importance of the human resource in an organizational environment. Emphasis on the adequate aspects of personality for working effectively in an office environment. Analysis of teamwork techniques, interpersonal relations, office ethics, communication channels, motivation, employment satisfaction, performance, professional development, and organizational culture.

3 credits

ROMÁN, ANA L. Professor of Business Administration and Commercial Education. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University; Ed.D. in Education Administration, Universidad Interamericana de Puerto Rico.

DuBrin, A. (2008). *Human Relations: Human Behavior on the Job*. (9th ed.). Mexico: Pearson/Prentice Hall.

OMSY 3000 MEDICAL SERVICES BILLING*
Study of the fundamental concepts of medical service billing. Basic applications for the processing of billing these services using a computer program. Prerequisite: OMSY 2240.

3 credits

SOTO, MILDRED, Associate Professor of Office System Administration. B.A. in Systems Administration, Universidad de Puerto Rico; M.A. in Business Education, State University of New York.

Newby, C. (2009). *From Patient to Payment.* (6th ed.). McGraw-Hill.

OMSY 3030 BUSINESS COMMUNICATION WORKSHOP IN SPANISH
Development of oral and written communication skills in Spanish. Writing and revision of business documents. Analysis of the basic elements of business communication. A computer will be used for writing and revising business documents. Prerequisites: GESP 1102 or its equivalent, and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Sánchez, C. (2005). *Redacción Comercial*. San Juan, PR.: Editorial UPR.

OMSY 3040 BUSINESS COMMUNICATION WORKSHOP IN ENGLISH
Development of oral and written communication skills in English. Emphasis on writing and revising business documents. Application of the language rules and simple oral practices. A computer will be used for the direct writing and revision of business documents. Prerequisites: GEEN 1102 or its equivalent and GEIC 1010.

3 credits

CORA, ROSA. Associate Professor of Office System Administration. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University.

Conelly, M. (2010). *Get Writing-Sentences and Paragraphs*. Cengage.

OMSY 3080 OFFICE SYSTEMS ADMINISTRATION
Evaluation of the impact of technology and global market on business. Discussion of administrative procedures and their application to office systems. Analysis of duties and responsibilities of the office personnel and the impact on productivity. Emphasis on concepts, such as effective administration of resources, self-business, mail management, decision-making, and quality management applied to processes. Prerequisite: OMSY 1102.

3 credits

ROMÁN, ANA L. Professor of Business Administration and Commercial Education. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University; MA with majors in Counseling and Educational Supervision; Ed.D in Education with a major in Educational Administration, Universidad Interamericana de Puerto Rico.

Burton, S. & Shelton, N. (2010). *Office Procedures for the 21st Century*. (8th ed.). New Jersey: Pearson/Prentice Hall.

Maldonado Amelia, Delgado Conchita, Román de Martínez Ana L. (2008). *Procedimientos Administrativos para la Oficina.* (2nd ed.). McGraw Hill.

OMSY 3500 INTERACTIVE BUSINESS COMMUNICATION IN ENGLISH
Development of oral communication skills and the effective use of business vocabulary. Oral practice in simulations of office situations with the goal of improving pronunciation in the English language and reducing barriers in communication. Technological resources to develop and reinforce oral communication skills. Requires 45 hours of instruction. Prerequisites: GEEN 1103 or its equivalent and OMSY 3040.

3 credits

SOTO, MILDRED. Associate Professor of Office System Administration. B.A. in Systems Administration, Universidad de Puerto Rico; M.A. in Business Education, State University of New York.

Jones, L. (2008). *Working in English, Student's Book.* Cambridge University Press.

Sweeney, S. (2007). *English for Business Communication Students.* (2nd ed.). Cambridge University Press.

OMSY 4010 INTEGRATED APPLICATION PROGRAMS IN OFFICE ADMINISTRATION*
Integration of the functions of word processing, graphic, art design, electronic spreadsheets, databases and calendars in the preparation of different documents in the office. Prerequisites: OMSY 2000, 2040, 2060, 3050.

3 credits

ROMÁN, ANA L. Professor of Business Administration and Commercial Education. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University; MA with majors in Counseling and Educational Supervision; Ed.D in Education with a major in Educational Administration, Universidad Interamericana de Puerto Rico.

Van Huss, S. ,Forde, C.M., & Woo,D. (2008). *Integrated Computer Applications : Microsoft Office 2007*. (5th ed.). Thomson-South-Western Educational Publishing.

OMSY 4500 TELECOMMUNICATIONS IN THE OFFICE*

Study of the theoretical and practical basis of telecommunications and their application in business. Development of the necessary basic skills for using tools of e-mail, Internet, electronic calendars, and videoconferencing, among others. Study of the ethical and safety principles when using these tools. Creation of an Internet web page. Prerequisite: OMSY 2000.

3 credits

ROMÁN, ANA L. Professor of Business Administration and Commercial Education. B.A. in Office Systems Administration, New York University; M.A. in Business Education, New York University; MA with majors in Counseling and Educational Supervision; Ed.D in Education with a major in Educational Administration, Universidad Interamericana de Puerto Rico.

Brown,B., Elaine,M., & Marrelli, J. (2007). *A Guide to Microsoft Office: For Information and Communication Technologies.* Lawrenceville Publishers PR.

Goldstuck, A. & Ambrose, S. (2009). *The Mobile Office: The Essential Small Business Guide to Office Technology.* Double Storey Books Publishers.

Marcus, N.M. (2009). *Phone Systems & Phones for Small Business & Home.* Silver Sands Book Publishers.

OMSY 4910 PROFESSIONAL PRACTICUM

Direct on the job training by carrying out the administrative support duties in selected offices in the external community or in the University. Requires 10 hours of lecture and 180 hours of practice. Prerequisites: Have passed all OMSY courses at the 1000, 2000 and 3000 levels and the course 4010. Co-requisite: OMSY 4970.

3 credits

SANTIAGO BETANCOURT, AIDA. Part-Time Professor. B. A. in Office Systems Administration, Universidad Interamericana de Puerto Rico; M.B.A. in Human Resources, Universidad Interamericana de Puerto Rico.

No textbook.

OMSY 4920 DESIGN AND ADMINISTRATION OF TRAINING
Development of the skills for giving training within the role of the administrative assistant in diverse organizational scenarios.

3 credits

SANTIAGO BETANCOURT, AIDA. Part-Time Professor. B. A. in Office Systems Administration, Universidad Interamericana de Puerto Rico; M.B.A. in Human Resources, Universidad Interamericana de Puerto Rico.

McArdle, G. (2015). *Training Design and Delivery: A Guide for Every Trainer, Trainer Manager, and Occasional Trainer*. Association for Talent Development.

OMSY 4970 INTEGRATING SEMINAR
Integration of the knowledge, skills and required aptitudes of all members of a work team in an office system. Emphasis on the transition from student to employee. Critical analysis, evaluation and recommendations for facing situations that occur in the work environment. Includes the concepts of the virtual office, labor legislation, globalization and the skills for the preparation of trainings. Prerequisites: OMSY 3080, 4010. Co-requisite: OMSY 4910.

3 credits

HERNÁNDEZ, ABIGAIL. Part-Time Professor. B. A. in Office Systems Administration, Universidad Interamericana de Puerto Rico; M.A. in Business Education, Universidad Interamericana de Puerto Rico.

Bonilla-Romero, M., Guzmán-Perez, A., & Ortiz-Justiniano, M. (2006). *Simulación: Integración Tecnológica.* Tecno-Milanmar, Inc.

ACCT 1161 INTRODUCTION TO FINANCIAL ACCOUNTING
Introduction to accounting and its relation to the business environment. Study and application of the accounting system (accounting cycle) in services and retail companies. Financial statement presentation and its utility in decision making. Discussion of general aspects related to internal control, assets, liabilities and capital structures. The use of technology is integrated.

4 credits

BORRÁS, BELMA. Associate Professor of Business Administration. B.B.A. in Accounting, Universidad de Puerto Rico; M.B.A. in Accounting, La Salle University.

Weygandt, J.J., Kimmel, P.D., Kieso, D.E. (2020). Accounting Principles. (14th ed.). John Wiley & Son.

BADM 1900 FUNDAMENTALS OF MANAGEMENT
Description of organizational fundamentals, development and operations. Emphasis on managerial functions: planning, organization, direction and control. Discussion of topics that affect modern management, such as globalization, ethics, technology, human resource integration, handling of change, competitiveness, and innovation and the handling of diversity. Examples of theory through case studies.

3 credits

MIRANDA, DELIA I. Associate Professor of Business Administration. B. A. in Spanish Literature, Universidad de Puerto Rico; M.S. in Supervision, Purdue University.

Decenzo, D.A., Coulter, A., & Robbins, S.P. (2016). Fundamentals of Management: Essential Concepts and Application. Prentice Hall.

Psychology (B.A.)

The Program of studies for the Bachelor of Arts Degree in Psychology is designed to provide the student with the basic knowledge and skills needed to make a start in the study of psychology. The curriculum has a particular emphasis on developing the student's capacity for critical judgment and for professional ethical values. In addition, it emphasizes the acquisition of scientific research skills, cultural diversity and dealing with relationships at the intrapersonal and interpersonal levels.

Profile of the Competencies of Graduates

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

Knowledge and understanding of:

1. The main theories and currents of psychological thought, the historical background as a science and contemporary trends.
2. The principle methods of research used in behavioral sciences.
3. The main ethical aspects that govern psychology as a profession.
4. The biological bases that form part of human behavior.
5. The sociocultural factors that affect psychological behavior.
6. The applicability of mental health services and the contemporary trends.

Skills:

1. Assume positions and offer their analytical and critical judgment.
2. Apply and integrate the theory and basic practice skills required at the bachelor's level.
3. Apply the principles of scientific research in psychology.
4. Communicate with effectiveness in both oral and written form.

Attitudes:

1. Incorporate in their professional life respect and esteem for human diversity.
2. Apply the ethical principles of the discipline in the exercise of their profession.
3. Establish interpersonal relations that foment collaborative work in their work environment.
4. Demonstrate commitment to the discipline by means of participation in related activities, such as symposiums, congresses, workshops and by belonging to organizations that represent them.

Students that complete the Psychology (BA) program are not authorized by the Florida Board of Psychology to become a licensed psychologist in the State of Florida.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$22,800-$22,990
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$31,776-$31,966

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

General Education Requirements	48 credits
Major Requirements	57 credits
Prescribed Distributive Requirements	9-10 credits
Elective Courses	6 credits
	Total 120-121

General Education Requirements - 48 credits

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors' Degrees."

Major Requirements - 57 credits

PSYC	1051	General Psychology I	3
PSYC	1052	General Psychology II	3
PSYC	2001	Writing in Psychology	3
PSYC	2010	Developmental Psychology	4
PSYC	3001	Statistical Methods I	3
PSYC	3002	Statistical Methods II	3
PSYC	3100	Learning	3
PSYC	3113	Physiological Psychology	3
PSYC	3300	Social Psychology	3
PSYC	4000	Fundamentals of Psychological Interviews	3
PSYC	4103	Community Psychology	3
PSYC	4200	Principles of Psychological Testing	3
PSYC	4213	Psychopathology	3
PSYC	4234	Psychology of Personality	3
PSYC	4600	Experimental Psychology	4
PSYC	4971	Integration Seminar	3
ANTH	2030	Social Anthropology	3
BIOL	1006	Fundamentals of Biology	4

Prescribed Distributive Requirements – 9-10 credits

Select nine or ten credits from the following courses.

PSYC	3144	Motivation and Emotion	3
PSYC	3268	Introduction to the Counseling and Psychotherapy	3
PSYC	3313	Introduction to Industrial-Organizational Psychology	3

PSYC	3315	Introduction to School Psychology	3
PSYC	397_	Special Topics	3
PSYC	4100	Behavior Modification	3
PSYC	4113	Contemporary Theories	3
PSYC	4210	Cognitive Psychology	3
PSYC	4300	Group Processes	3
PSYC	4520	Crisis Intervention	3
PSYC	4910	Experiences in Psychology Scenarios	3
CJUS	4500	Social-Scientific Research Methodology	4

Elective Requirements - 6 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Psychology)

PSYC 1051 GENERAL PSYCHOLOGY I
Discussion of the historical origins of psychology. The subjects to be studied include the biological bases of conduct, development and human growth, human sexuality, personality, psychopathology and social psychology.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and studies. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

VELEZ OTERO, MAGDA. Professor of Psychology. B.A. in Psychology, Universidad de Puerto Rico – Mayaguez Campus; Ph.D. in Psychology – Experimental and Child Psychology, University of Barcelona, Spain.

VAZQUEZ ROSADO, MARIA A. Associate Professor of Psychology. B.A. in Psychology, University of Puerto Rico; M.S. in Clinical Psychology, Centro de Estudios Caribeños; Ph.D in Psychology; University of Puerto Rico.

Morris, C. & Maisto, A. (2009). *Psicología.* Mexico: Pearson.

PSYC 1052 GENERAL PSYCHOLOGY II
Description of the principles and the basic methods of psychology and its relation to the neurosciences applied to conduct and the psychological processes. Includes the discussion of subjects, such as sensation, perception, consciousness, thought, memory, intelligence, learning, motivation and emotion. Prerequisite: PSYC 1051

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

VAZQUEZ ROSADO, MARIA A. Associate Professor of Psychology. B.A. in Psychology, University of Puerto Rico; M.S. in Clinical Psychology, Centro de Estudios Caribeños; Ph.D in Psychology; University of Puerto Rico.

Morris, C. & Maisto, A. (2009). *Psicología.* Mexico: Pearson.

PSYC 2001 WRITING IN PSYCHOLOGY
Application of the skills of bibliographical research and writing. Includes the writing of monographs, review of scientific literature, critical analysis and reports of scientific research using the American Association of Psychology (APA) publishing style.

3 credits

RODRIGUEZ RIVERA, MIGUEL. Part-Time Professor. B.A. in Psychology, Inter -American University of Puerto Rico; M.S. in Clinical Psychology, Centro Caribeño de Estudios Graduados.

MARTINEZ VAZQUEZ, LYDIA. Part-Time Professor of Psychology. M.A.in Clinical Psychology, Graduate School of Social Sciences (UPR-Cayey); Ph.D in Social Psychology, University of Puerto Rico.

Miller, S.A. (2013). *Writing in Psychology.* Routledge.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th ed.). APA.

PSYC 2010 DEVELOPMENTAL PSYCHOLOGY
Review of the physical, cognitive and psycho-social processes of development, from conception to death. Prerequisite: PSYC 1052.

4 credits

VELEZ OTERO, MAGDA. Professor of Psychology. B.A. in Psychology, Universidad de Puerto Rico – Mayaguez Campus; Ph.D. in Psychology – Experimental and Child Psychology, University of Barcelona, Spain.

Miller, P.H. (2016). *Theories of Developmental Psychology.* Worth Publishing.

PSYC 3001 STATISTICAL METHODS I
Statistical techniques and their practical application as used in the field of the behavioral sciences. Special emphasis given to descriptive statistics. Prerequisite: GEMA 1000.

3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Vera-Vélez, L. (2003). *Manual Básico de Estadística Descriptiva para la Educación y las Ciencias Sociales.* Puerto Rico: Publicaciones Puertorriqueñas.

Aron, A., Aron, E.N., & Coups, E. (2012). *Statistics for Psychology*, (6th ed.). Pearson.

PSYC 3002 STATISTICAL METHODS II
Statistical inference, probability and the statistical inference with independent and correlated models. Requires 45 hours of lecture and 15 hours of lab. Prerequisite: PSYC 3001.

3 credits

VILLA RODRÍGUEZ, JOEL. Associate Professor of Criminal Justice. B.A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Sociology, Universidad de Puerto Rico; Ph.D. in Sociology, Universidad Complutense de Madrid.

Vera-Vélez, L. (2003). *Manual Básico de Estadística Descriptiva para la Educación y las Ciencias Sociales.* Puerto Rico: Publicaciones Puertorriqueñas.

Aron, A., Aron, E.N., & Coups, E. (2012). *Statistics for Psychology*, (6th ed.). Pearson.

PSYC 3100 LEARNING
Analysis of the conditions and fundamental principles of the process of learning derived from scientific research. Emphasis on classic conditioning, operating conditioning, cognitive psychology of learning, motivation and emotion. Includes the study of individual differences. Prerequisite: PSYC 1052.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

Coon, D., & Mitterer, J.O. (2021). *Psychology: Modules for Active Learning.* (15th ed.). Cengage.

PSYC 3113 PHYSIOLOGICAL PSYCHOLOGY
Study of the relation between behavior, physiological processes and the nervous system. Emphasis on theories and empirical findings related to physiological psychology and neuroscience. Prerequisites : PSYC 1052 and BIOL 1006.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

VAZQUEZ ROSADO, MARIA A. Associate Professor of Psychology. B.A. in Psychology, University of Puerto Rico; M.S. in Clinical Psychology, Centro de Estudios Caribeños; Ph.D in Psychology; University of Puerto Rico.

Kalat, J.W. (2018). *Biological Psychology. (*13th ed.). Cengage.

PSYC 3144 MOTIVATION AND EMOTION
Investigation of the theories and studies related to motivation and emotion, as well as their effect on human behavior.
3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

Reeve, J. (2018). *Understanding Motivation and Emotion*. (7th ed.). Wiley.

PSYC 3268 INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY
Review of the main approaches and psychotherapeutic models. Emphasis on the basic skills of counseling and psychotherapy, their application in diverse clinical-therapeutic scenarios and their ethical aspects. Includes the models for individual, group and family therapy.
3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

Corey, G. (2012). *Case Approach to Counseling and Psychotherapy*. (8th ed.). Brooks Cole.

PSYC 3300 SOCIAL PSYCHOLOGY
Analysis of the development of social psychology considering the social I, the social perception, social influence, the social relations and their application to the reality of the social context. Prerequisite: PSYC 1051.
3 credits

VELEZ OTERO, MAGDA. Professor of Psychology. B.A. in Psychology, Universidad de Puerto Rico – Mayaguez Campus; Ph.D. in Psychology – Experimental and Child Psychology, University of Barcelona, Spain.

VAZQUEZ ROSADO, MARIA A. Associate Professor of Psychology. B.A. in Psychology, University of Puerto Rico; M.S. in Clinical Psychology, Centro de Estudios Caribeños; Ph.D in Psychology; University of Puerto Rico.

Aronson, E., Wilson, T.D., & Sommers, S.R. (2018). *Social Psychology.* (10th ed.). Pearson.

PSYC 3313 INTRODUCTION TO INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

Study of the origins of Industrial-Organizational Psychology as a scientific and application discipline. Emphasis on the subjects related to psychology of the human resource, organizational psychology and the labor environment.

3 credits

VAZQUEZ ROSADO, MARIA A. Associate Professor of Psychology. B.A. in Psychology, University of Puerto Rico; M.S. in Clinical Psychology, Centro de Estudios Caribeños; Ph.D in Psychology; University of Puerto Rico.

Aamodt, M.G. (2015). *Industrial/Organizational Psychology: An Applied Approach*. 8th ed. Wadsworth.

PSYC 3315 INTRODUCTION TO SCHOOL PSYCHOLOGY

Review of the origin and evolution of school psychology as a specialization for psychologists. Emphasis on the code of ethics and roles of the school psychologist. Includes aspects of mental delay and learning problems.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

Ficksman, M., & Utley-Adelizzi, J. (2010). *The Clinical Practice of Educational Therapy: A Teaching Model*. Routledge.

PSYC 4000 FUNDAMENTALS OF THE PSYCHOLOGICAL INTERVIEW

Analysis of the principles and application of psychological interview as an instrument of evaluation, follow up and decision making.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

Zuckerman, E.L. (2010). *The Guide to Conducting Interviews and Writing Psychological Reports*. (7th ed.). The Guilford Report.

Othmer, E. (2002). *The Clinical Interview using DSM-IV-TR, Vol.1.* American Psychiatric Publishing.

Rivero-Vergne, A. (2000). *La Ciencia y el Arte de Entrevistar*. San Juan, Puerto Rico, Publicaciones Puertorriqueñas.

PSYC 4103 COMMUNITY PSYCHOLOGY
Investigation of the methods and theoretical models of community psychology and human behavior from a group perspective. Emphasis on practical experience to develop intervention skills and community evaluation. Includes preventive aspects of psychosocial problems. Prerequisite: PSYC 3300.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

Kloos, B., Hill, J., & Thomas, E. (2020). *Community Psychology: Linking Individuals and Communities.* (4th ed.). APA.

PSYC 4100 BEHAVIOR MODIFICATION
Analysis of the theories, principles, methods and controversies in the modification of conduct. Emphasis on the design of programs for conduct modification. Includes simulations and analysis of cases. Prerequisite: PSYC 3100.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

Miltenberger, R.G. (2015). *Behavior Modification: Principles and Procedures*. (6th ed.). Cengage.

PSYC 4113 CONTEMPORARY THEORIES
Development of psychology in recent times with emphasis on trends and issues in current psychological theory.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

VELEZ OTERO, MAGDA. Professor of Psychology. B.A. in Psychology, Universidad de Puerto Rico – Mayaguez Campus; Ph.D. in Psychology – Experimental and Child Psychology, University of Barcelona, Spain.

MARTINEZ VAZQUEZ, LYDIA. Part-Time Professor of Psychology. M.A.in Clinical Psychology, Graduate School of Social Sciences (UPR-Cayey); Ph.D in Social Psychology, University of Puerto Rico.

Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). *Contemporary Human Behavior Theory: A Critical Perspective for Social Work*. (3rd ed.). Pearson.

PSYC 4200 PRINCIPLES OF PSYCHOLOGICAL TESTING
Principles and methods underlying the construction and evaluation of psychological tests. The process of psychological testing in a broad and dynamic context. The implications of psychological testing taking into account the sociocultural context of the person being evaluated. Prerequisites: PSYC 1051, 3001.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

VELEZ OTERO, MAGDA. Professor of Psychology. B.A. in Psychology, Universidad de Puerto Rico – Mayaguez Campus; Ph.D. in Psychology – Experimental and Child Psychology, University of Barcelona, Spain.

VAZQUEZ ROSADO, MARIA A. Associate Professor of Psychology. B.A. in Psychology, University of Puerto Rico; M.S. in Clinical Psychology, Centro de Estudios Caribeños; Ph.D in Psychology; University of Puerto Rico.

Gregory, R.J. (2017). *Psychological Testing: History, Principles and Applications.*(7th ed.). Pearson.

PSYC 4210 COGNITIVE PSYCHOLOGY
Review of theoretical and empirical foundations of cognitive psychology. Emphasis is given to attention, memory, recognition of objects, motor control, spatial processing, executive functions, language, and intellectual processes. Prerequisite: PSYC 3113.

3 credits

VELEZ OTERO, MAGDA. Professor of Psychology. B.A. in Psychology, Universidad de Puerto Rico – Mayaguez Campus; Ph.D. in Psychology – Experimental and Child Psychology, University of Barcelona, Spain.

Sternbern, R.J., & Sternberg, K. (2016). *Cognitive Psychology*. (7th ed.). Wadsworth.

PSYC 4213 PSYCHOPATHOLOGY
Analysis of the concept of the psychology of deviant or abnormal behavior. Emphasis on the historical background, the pertinent theories and the classification of conditions according to the Manual of Diagnosis and Statistics of current mental disorders. Includes the discussion of cases in which the different types of behavioral disorders appear. Prerequisite: PSYC 2010.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

Maddux, J.E., & Winstead, B.A. (2012). *Psychopathology: Foundations for a Contemporary Understanding*. Routledge.

PSYC 4234 PSYCHOLOGY OF PERSONALITY
Analysis of the diverse approaches related to personality from a historical perspective. Emphasis on the analysis of the role assigned to personality as an object of study and treatment. Prerequisite: PSYC 2010

3 credits

RODRIGUEZ RIVERA, MIGUEL. Part-Time Professor. B.A. in Psychology, Inter -American University of Puerto Rico; M.S. in Clinical Psychology, Centro Caribeño de Estudios Graduados.

MARTINEZ VAZQUEZ, LYDIA. Part-Time Professor of Psychology. M.A.in Clinical Psychology, Graduate School of Social Sciences (UPR-Cayey); Ph.D in Social Psychology, University of Puerto Rico.

Carducci, B.J. (2015). *Psychology of Personality: Viewpoints, Research, and Applications*. (3rd ed.). Wiley.

PSYC 4300 GROUP PROCESSES
Theory and practical experience pertaining to small group behavior. Small group work to produce an awareness of group forces and pressures, and to develop insight into personal relationships.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

Schneider-Corey, M., Corey, G., & Corey, C. (2017). *Groups: Process and Practice*. (10th ed.). Cengage.

PSYC 4520 CRISIS INTERVENTION
Discussion and application of models and techniques for intervention in crisis. Exposure to simulated practical experience in which psychotherapeutic methods are used. Prerequisite: PSYC 1051.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

James, R.K., & Gilliland, B.E. (2016). *Crisis Intervention Strategies*. Brooks Cole.

PSYC 4910 EXPERIENCE IN PSYCHOLOGY SCENARIOS
Supervised practice in scenarios or activities related to applied psychology or research. Requires 120 work-hours of practice or assigned research, with prior authorization of the professor and the department director.

3 credits

TORRES ROSARIO, VIRGENMINA. Associate Professor of Psychology. B.S. in Psychology, Pontificia Universidad Católica de Puerto Rico; M.S. in Psychology, Inter -American University of Puerto Rico, Psy.D. in Psychology, Pontificia Universidad Católica de Puerto Rico.

No Textbook.

PSYC 4600 EXPERIMENTAL PSYCHOLOGY
Exposure to the scientific method in the study of behavior. The rationale and methodology in the interpretation of data and design of experiments, as well as the application of research principles to theory and practice. Requires 45 hours of lecture and 30 hours of lab. Prerequisite: PSYC 3002.

4 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

VELEZ OTERO, MAGDA. Professor of Psychology. B.A. in Psychology, Universidad de Puerto Rico – Mayaguez Campus; Ph.D. in Psychology – Experimental and Child Psychology, University of Barcelona, Spain.

Kantowitz, B.H., Roediger, H.L., & Elmes, D.G. (2014). *Experimental Psychology*. (10th ed.). Wadsworth.

PSYC 4971 INTEGRATION SEMINAR
Integration of the concepts, theories and principles of psychology as a science. Includes a work of original research on a relevant subject in the field of psychology, presented in written and oral form. The research will be presented according to the criteria of the "American Psychological Association" (APA). Prerequisites: have approved 50 credits of the major in psychology courses. The authorization of the director of the department or his representative must be obtained.

3 credits

BAHAMONDE RODRÍGUEZ, MANUEL. Associate Professor of Psychology and Religion. B.A. in Psychology, Universidad de Puerto Rico; M. Div.in Theology, Seminario Evangélico de Puerto Rico; M.A. in Psychology, Universidad Interamericana de Puerto Rico; Ph.D. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico.

No Textbook.

BIOL 1006 FUNDAMENTALS OF BIOLOGY
Basic concepts in biology. The anatomy and function of the human respiratory, cardiovascular, excretory, digestive, nervous, endocrine and immunological systems. This course cannot be taken to meet the requirements of majors in natural sciences and nursing. Requires 45 hours of lecture and 30 hours of lab.

4 credits

MUJICA VAZQUEZ, EVELYN. Assistant Professor of Biology. B.S. in Biology, University of Puerto Rico; M.A. in Education in Biology, University of Puerto Rico.

Mader, S., & Windelspecht, M. (2019). *Human Biology*. (16th ed.). McGraw-Hill.

CJUS 4500 SOCIAL-SCIENTIFIC RESEARCH METHODOLOGY
Study of the nature, scope, methods, and designs of research and the steps to follow in social-scientific research and its application to the discipline. Analysis of research projects performed in the field of social sciences for the identification of the different research components, such as the topic, the problem, the method and the design used, the instruments and the techniques for data collection, data analysis, and interpretation of the results. Includes the discussion of a responsible conduct in research. Prerequisite: PSYC 3001.

4 credits

VEGA GARCÍA, ELIA. Assistant Professor of Criminal Justice. B. A. in Criminal Justice, Pontificia Universidad Católica de Puerto Rico; M.A. in Criminal Justice, Universidad Interamericana de Puerto Rico.

Augusto, C. (2009). *Metodología de la Investigación.* México: Pearson Education.

ANTH 2030 SOCIAL ANTHROPOLOGY
Description of the processes of acquisition of culture and language by the individual and his participation in structural terms in the five basic institutions that compose any socio-cultural system: economical, political, kinship, educational and religious.

3 credits

GONZALEZ ACABA, DYALMA. Associate Professor. B.A. in Anthropology, University of Puerto Rico; M.A. in Anthropology, State University of New York; PhD (ABD) in Anthropology, State University of New York.

Ember, C.R., Ember, M.R., & Peregrine, P.N. (2014). *Anthropology*. (14th ed.). Pearson.

Mair, L. (2006). *Introducción a la Antropología Social*. Alianza Editorial.

Studies in Religion (B.A.)

The courses in religion are in harmony with the Christian ecumenical orientation of the University and the related official norms appearing in this Catalog under "Religious Life Policy". The Institutional goal is to develop individuals with an ecumenical perspective who: 1) understand the Christian faith and its implications for our culture; 2) know and respect the most important aspects of the world's major religions, and 3) know and appreciate the study of religion in a university curriculum which maintains a dynamic and harmonious relationship

between faith and critical reasoning; and between religion and the arts and sciences. The Bachelor of Arts degree in Studies in Religion aims to forge facilitators capable of offering ecumenical instruction in agreement with the needs of society. The requirements for the Bachelor of Arts degree in Studies in Religion Marketing include 48 general education credits, 54 major course credits, and 20 elective credits.

This program is authorized to be offered online.

TOTAL COST OF PROGRAM

Tuition	$22,800
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$31,776

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN STUDIES IN RELIGION

General Education Requirements		48 credits
Major Requirements		57 credits
Elective Courses		15 credits
	Total	120

General Education Requirements - 48 credits

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors" Degrees."

Major Requirements - 57 credits

RELI 2013	Compared Religions	3
RELI 2020	Introduction to the Bible	3
RELI 2023	Geography and Biblical Archaeology	3
RELI 2311	History and Theology I	3
RELI 2312	History and Theology II	3
RELI 3013	Old Testament	3
RELI 3024	New Testament	3
RELI 3034	Spirituality	3
RELI 3065	Christian Ethics	3
RELI 3220	Religious Organizations	3
RELI 3313	History and Theology III	3
RELI 3337	Religion in Latin America	3
RELI 397_	Special Topics	3
RELI 4100	Christian Education	3
RELI 4200	Analysis of Religious Discourse	3
RELI 4300	Christian Education Curriculum	3
RELI 4353	Philosophy of Religion	3

EDUC 2021	History and Philosophy of Education	3
EDUC 2031	Developmental Psychology	3

Elective Requirements - 15 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Studies in Religion)

RELI 2013 COMPARED RELIGIONS
Analysis of the current principal religions of the world, their historical development, beliefs, practices and influence on the contemporary world. Prerequisite: GECF 1010.

3 credits

RODRIGUEZ, JESUS. Professor of Theology. B.A. in Social Work; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; D. Min. Pastor Care, Northern Baptist Theological Seminary; Ph.D. in Culture, Garrett Evangelical Theological Seminary.

Hopfe, L.M., & Woodward, M.R. (2008). *Religions of the World.* (11th ed.). Pearson.

Noss, D.S. (2017). *History of World's Religions*. (14th ed.). Prentice Hall.

RELI 2020 INTRODUCTION TO THE BIBLE
Review of the history and the formation process of the Bible as a sacred text. Panoramic introduction to the literature of the Hebrew Bible, the New Testament and the deuterocanonical materials. Demonstration of some methods of Biblical exegesis. Prerequisite: GECF 1010.

3 credits

HERNANDEZ, DAVID. Associate Professor of Religion. B.S. in Natural Science, Universidad de Puerto Rico; M.Div.in Divinity, Seminario Evangélico de Puerto Rico.

Hayes, C. (2012). *Introduction to the Bible*. Yale University Press.

(1994). *Biblia Dios Habla Hoy.* (3rd ed.). Bogotá: Sociedades Bíblicas Unidas.

RELI 2023 BIBLICAL ARCHAEOLOGY AND GEOGRAPHY
Comparative study between the secular and religious perspective of the biblical world: emphasis on the geography, archaeology, culture and history of biblical events.

3 credits

MOORE, DONALD. Associate Professor of Religion. B.A. in History and Education, Baylor University; B.S. in Divinity; Th.D. in Missionology, Southwestern Baptist Theological Seminary.

Pfeiffer, C.F. (1988). *Wycliffe Dictionary of Biblical Archaeology.* Hendrickson Pub.

Pfeiffer, C.F., & Scharlemann, E. L. (2003). *Baker's Bible Atlas.* Baker Pub Group.

Kitchen, K.A. (2003). *On the Reliability of the Old Testament.* Grand Rapids: Eerdmans Publishing, Co.

RELI 2311 HISTORY AND THEOLOGY
Analysis of the development of theological thought within its historical context. Includes the period from the Pauline letters to Saint Agustin. Prerequisite: GECF 1010. Corequisite: RELI 2020.

3 credits

MOORE, DONALD. Associate Professor of Religion. B.A. in History and Education, Baylor University; B.S. in Divinity; Th.D. in Missionology, Southwestern Baptist Theological Seminary.

Marquerat, D., Parsons, M.C., Wolter, M., & Moessner, D.P. (2012). *Paul and the Heritage of Israel: Paul's Claim upon Israel's Legacy in Luke and Acts in the Lights of the Pauline Letters*. T&T Clark.

St. Augustine, & Ryan, J.K. (1960). *The Confessions of Saint Augustine.* Image Books.

Hagglund, B. (2007). *History of Theology*. Concordia Publishing.

RELI 2312 HISTORY AND THEOLOGY II
Analysis of the development of theological thought within its historical context. Includes the period from the fall of the Western Roman Empire in the fifth century to the Protestant Reformation of the 16th century. Prerequisite: RELI 2311.

3 credits

HERNANDEZ, DAVID. Associate Professor of Religion. B.S. in Natural Science, Universidad de Puerto Rico; M.Div.in Divinity, Seminario Evangélico de Puerto Rico.

Clark, G. (2004). *Christianity and Roman Society*. Cambridge University Press.

Hillerbrand, H.J. (2009). *The Protestant Reformation.* Harper Perennial.

Hagglund, B. (2007). *History of Theology*. Concordia Publishing.

RELI 3013 OLD TESTAMENT
Historical-critical re4view of the Old Testament. Emphasis on the religion of Ancient Israel, its institutions and prophets. Prerequisite: RELI 2020.

3 credits

HERNANDEZ, DAVID. Associate Professor of Religion. B.S. in Natural Science, Universidad de Puerto Rico; M.Div.in Divinity, Seminario Evangélico de Puerto Rico.

Brueggemann W. (2003). *An Introduction to the Old Testament: The Canon and Christian Imagination.* Louisville, Kentucky Westminster John Knox Press

Benware, P. (1993). *Panorama del Antiguo Testamento.* Editorial Portavoz Michigan.

RELI 3024 NEW TESTAMENT
Historical-critical review and of the New Testament with emphasis on the Gospels and the letters of Saint Paul. Prerequisite: RELI 2020.

3 credits

PAGAN, CARMEN J. Associate Professor of Theology. B.S. in Chemistry, Universidad de Puerto Rico; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; Ed.D. in Religion and Education, Columbia University.

Ehrman, B.D. (2008). *A Brief Introduction to the New Testament*. New York: Oxford University Press.

(1994). *Biblia Dios Habla Hoy.* (3rd ed.). Bogotá: Sociedades Bíblicas Unidas.

White, M.L. (2007). *De Jesús al cristianismo: El Nuevo Testamento y la fe Cristiana; un Proceso de Cuatro Generaciones.* Villatuerta (Navarra): Editorial Verbo Divino.

RELI 3034 SPIRITUALITY
Study and analysis of spiritual thought of different mystics from different Christian traditions. Presentation and praxis of diverse models that encourage spiritual growth through prayer, worship, contemplation and introspection. Prerequisite: GECF 1010.

3 credits

RODRIGUEZ, JESUS. Professor of Theology. B.A. in Social Work; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; D. Min. Pastor Care, Northern Baptist Theological Seminary; Ph.D. in Culture, Garrett Evangelical Theological Seminary.

McGinn, N. (2006). *The Essential Writings of Christian Mysticism.* Modern Library.

RELI 3065 CHRISTIAN ETHICS
Review of ths history of Christian ethical thinking in an ecumenical context. Prerequisite: GECF 1010.

3 credits

RODRIGUEZ, JESUS. Professor of Theology. B.A. in Social Work; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; D. Min. Pastor Care, Northern Baptist Theological Seminary; Ph.D. in Culture, Garrett Evangelical Theological Seminary.

Wogaman, J. P. (2006). *Moral Dilemmas: An Introduction to Christian Ethics;* Westminster John Knox.

RELI 3220 RELIGIOUS ORGANIZATIONS
Review of the diverse approaches and theological theories: the scientific social and the scientific cultural that analyze religious organizations and their interactions with the community and society. Application of approaches, theories, and analysis of data for administration and decision making. Prerequisite: GECF 1010.

3 credits

PAGAN, CARMEN J. Associate Professor of Theology. B.S. in Chemistry, Universidad de Puerto Rico; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; Ed.D. in Religion and Education, Columbia University.

Watton, V.W., & Stone R.M. (2009). *Religion and Society.* (3rd ed.) Hodder Education.

Wagner, C. P. (1984). *Your Church Can Grow, Seven Vital Signs of a Healthy Church*. Regal Books.

RELI 3313 HISTORY AND THEOLOGY III
Analysis of the development of theological thought within its historical context. Includes the period from 16th century to the present. Prerequisite: RELI 2312.

3 credits

MOORE, DONALD. Associate Professor of Religion. B.A. in History and Education, Baylor University; B.S. in Divinity; Th.D. in Missionology, Southwestern Baptist Theological Seminary.

Muller, R.A. (2003). *Post-Reformation Reformed Dogmatics: The Rise and Development of Reformed Orthodoxy, ca. 1520 to ca. 1725*. Baker Academic.

Ferm, V.T.A. (2012). *Religion in the Twentieth Century*. Literacy Lic.

Hagglund, B. (2007). *History of Theology*. Concordia Publishing.

RELI 3337 RELIGION IN LATIN AMERICA
Discussion of the influence of religion in relation to political, economic, social and educational concerns in Latin America. Prerequisite: RELI 2312.

3 credits

HERNANDEZ, DAVID. Associate Professor of Religion. B.S. in Natural Science, Universidad de Puerto Rico; M.Div.in Divinity, Seminario Evangélico de Puerto Rico.

Penvak, L.M., & Petry, W.J. (2006). *Religion in Latin America: A Documentary History.* Orbis Books.

RELI 397_ SPECIAL TOPICS
Discussion and analysis of topics of interest in the area of studies in religion, aimed to enrich the academic formation of the student. Prerequisite: Authorization of the Department Director.

3 credits

PAGAN, CARMEN J. Associate Professor of Theology. B.S. in Chemistry, Universidad de Puerto Rico; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; Ed.D. in Religion and Education, Columbia University.

According to the topic to be discussed.

RELI 4100 CHRISTIAN EDUCATION
Synoptic study of the development of Christian education within the community of faith. Emphasis on the philosophy, objectives, history, organization and general characteristics of Christian education. Prerequisite: GECF 1010.

3 credits

PAGAN, CARMEN J. Associate Professor of Theology. B.S. in Chemistry, Universidad de Puerto Rico; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; Ed.D. in Religion and Education, Columbia University.

Habermas, R.T. (2008). *Introduction to Christian Education and Formation.* Grand Rapids: Zondervan.

RELI 4200 ANALYSIS OF RELIGIOUS DISCOURSE
Analysis of the religious discourse and its function in faith communities. Evaluation and critique of the structure, style and the symbolic, theological, sociopolitical and cultural content of liturgies, homilies (sermons) and other forms of the religious discourse. Construction of discursive forms that foment a communicative action of universal solidarity. Prerequisites: RELI 2020, 2311.

3 credits

HERNANDEZ, DAVID. Associate Professor of Religion. B.S. in Natural Science, Universidad de Puerto Rico; M.Div.in Divinity, Seminario Evangélico de Puerto Rico.

Heather, N. (2000). *Religious Language and Critical Discourse Analysis: Ideology and Identity in Christian Discourse Today.* Peter Lang Publishing.

RELI 4300 CHRISTIAN EDUCATIONAL CURRICULUM
The principles, concepts and available resources for developing a curriculum by levels within the educational program of the church. Prerequisite: GECF 1010.

3 credits

PAGAN, CARMEN J. Associate Professor of Theology. B.S. in Chemistry, Universidad de Puerto Rico; M. Div. in Divinity, Seminario Evangélico de Puerto Rico; Ed.D. in Religion and Education, Columbia University.

Kelly, A. V. (2009). *The Curriculum: Theory and Practice.* Thousand Oaks: SAGE Publications.

RELI 4353 PHILOSOPHY OF RELIGION
Critical examination of such religious concepts as God and proof of the existence of God, that which is holy, the problem of evil, miracles, the immortality of the soul, and an examination of the tension between faith and reason. Prerequisite: GECF 1010.

3 credits

HERNANDEZ, DAVID. Associate Professor of Religion. B.S. in Natural Science, Universidad de Puerto Rico; M.Div.in Divinity, Seminario Evangélico de Puerto Rico.

Rowe, W.L. (2000). *Philosophy of Religion: An Introduction.* (3rd ed.). Wadsworth Publishing.

EDUC 2021 HISTORY AND PHILOSOPHY OF EDUCATION
Critical analysis of the philosophical and historical development of education and its objectives. Consideration of educational practice in light of historical developments in the western world in general and Puerto Rico in particular.

3 credits

VEGA, PEDRO. Part-Time Professor. B.A. in Education, Universidad Interamericana de Puerto Rico; M. A. in Education, Universidad Interamericana de Puerto Rico; M.A. in Secondary Education in History of Puerto Rico, Universidad Interamericana de Puerto Rico; Ed.D. in Education, University of Puerto Rico.

Murphy, M. (2005). *The History and Philosophy of Education: Voices of Educational Pioneers.* Prentice Hall.

EDUC 2031 DEVELOPMENTAL PSYCHOLOGY
Processes of development during the life cycle and their effect on behavior, especially those occurring from birth to old age including death. Identification and analysis of developmental problems and their repercussions on the teaching-learning process and on students' future development.

3 credits

GARCÍA ROSALY, LETICIA. Associate Professor of Education. B. A. in Clinical Psychology, Pontificia Universidad Católica de Puerto Rico; M. A. in Counseling, Universidad Interamericana de Puerto Rico; Ed. D. in Curriculum and Instruction, Universidad Interamericana de Puerto Rico.

Bogin, B. (2008). *Patterns of Human Growth*. (2nd ed.). Cambridge University Press.

Social Work (B.A.)

This Program aims to form professional generalist social workers in a broad and profound manner in the theoretical and methodological areas, in the development of the necessary competencies, as well as in the clarification of values and attitudes to practice the profession in an effective way.

The teaching method used in each course makes it necessary to limit course sections to a maximum of 25 students.

Core Competencies of Graduates

The Program is designed to develop the core competencies, in agreement with the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) that will allow students at the generalist level to:
1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Admission Requirements

To be admitted to the BASW program, students must:
1. Submit an application
2. Have a GPA of 2.5 or higher
3. Approve SOWO 2503, Introduction to Social Work, with a minimum grade of B.

Internal and External Transfer Requirements

To be admitted to the Program, internal and external transfer students must:
1. Comply with all admission regulations for transfer and intra-university transfer students as established in the General Catalog.
2. Have a minimum general grade point average of 2.25 of the campus or university of origin.
3. Have an evaluation from the director or academic counselor of the IAUPR if the student wishes to transfer from another institution that offers the Social Work program.
4. To graduate from the Council on Social Work Education (CSWE) accredited program in Social Work, the student must have approved the last courses, equivalent to 51 % of the major credits, in a Social Work Program accredited by the CSWE.

Practice Requirements

To be admitted to the Practice and to enroll Practice Experience in Generalist Social Work I, II: SOWO 4911 and 4912, students must:
1. Have approved ninety (90) credits.
2. Have a general minimum grade point average of 2.50, and also in the major.
3. Complete the application process for the Practice with all the documents required by the Program:

- Obtain a Criminal History Record Check from the Florida Department of Law Enforcement (FDLE), Division of Criminal Justice Information Services (CJIS) with a negative result.
- Health Certificate valid for one year issued by the Department of Health.

Some agencies or programs stipulate additional requirements. The student is responsible for complying with any other requirement that the agency or practice center stipulates. These requirements may be: negative doping test, sex offender registration and hepatitis vaccines.

STUDENT ARE RESPONSIBLE FOR THE ASSOCIATED FEES RELATED TO OBTAINING CERTIFICATES FOR PRACTICE REQUIEREMENTS.

Graduation Requirements
To graduate with a Bachelor of Arts Degree in Social Work, the student must:
1. Have a minimum grade point average of major of 2.50.
2. Have approved course SOWO 2503 with a minimum grade of B.
3. Have approved the other courses that make up the Major Requirements with a minimum grade of C.
4. To graduate from the Council on Social Work Education (CSWE) accredited program in Social Work, the student must have approved the last courses, equivalent to 51 % of the major credits, in a Social Work Program accredited by the CSWE.

This program is offered throught the Metropolitan campus which is accredited by the Council on Social Work Education, (**http://www.cswe.org**).

TOTAL COST OF PROGRAM

Tuition	$22,800
Fees	$3,200
Books	$3,472
Supplies	$2,304
Total	$31,776

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN SOCIAL WORK

General Education Requirements		48 credits
Major Requirements		54 credits
Related Requirements		12 credits
Elective Courses		6 credits
	Total	120

General Education Requirements - 48 credits

Forty-eight (48) credits are required as explained in the section "General Education Requirements for Bachelors" Degrees."

Major Requirements - 54 credits

SOWO 2503	Introduction to Social Work	3
SOWO 2505	Theories and Debates in the Social Context of the Profession	3
SOWO 2514	Social Policies and Services	3
SOWO 3461	Individuals and Their Social Environment I	3
SOWO 3462	Individuals and Their Social Environment II	3
SOWO 3504	Introduction to Social Agencies Administration and Supervision	3
SOWO 3801	Communication and Interview Process	3
SOWO 3802	Report Writing	3
SOWO 4873	Social Research Methodology	4
SOWO 4911	Practice Experience in Generalist Social Work I	4
SOWO 4912	Practice Experience in Generalist Social Work II	4
SOWO 4931	Generalist Social Work with Individuals and Families	3
SOWO 4932	Generalist Social Work with Groups	3
SOWO 4933	Generalist Social Work with the Community	3
SOWO 4951	Seminar in Education Practice I	3
SOWO 4952	Seminar in Education Practice II	3
SOWO 497_	Seminar	3

Related Course Requirements - 12 credits

BIOL 1010	Principles of Human Biology	3
POLS 1011	Introduction to Political Science	3
STAT 1201	Statistics	3
SOCI 3010	Diversity and Marginality	3

Elective Requirements - 6 credits

An elective course is (i) any course a student takes in any General Education, Major or Prescribed Distributive Course within the student's degree program, in addition to the courses that the student has taken to satisfy the minimum degree program requirements in each category and/or (ii) any course in another degree program. Provided that the student must meet course prerequisites and cannot count the same course twice.

Major Course Descriptions, Faculty and Learning Resources (Social Work)

SOWO 2503 INTRODUCTION TO SOCIAL WORK
Study of the purpose, values and ethics of social work. Analysis of the historical perspective of the development of the social work profession and the social welfare system. Self reflection on the potential and interest in the practice of the profession. The course is approved with a grade of B or above. The student has a maximum of three (3) opportunities to pass the course.

3 credits

MEDINA MONTANEZ, ANA V. Part Time Instructor of Social Work. B.A. in Occupational Therapy, University of Puerto Rico; M.S.W. in Social Work, University of Puerto Rico.

No Textbook

SOWO 2505 THEORIES AND DEBATES IN THE SOCIAL CONTEXT OF THE PROFESSION
Analysis of the sociological and psychological theories that explain the individual and collective social dynamics. Integration and analysis of these perspectives for their critical analysis in the debates and discussions on the social problems in which the profession of social work becomes involved. Prerequisite: SOWO 2503.

3 credits

NAZARIO, CARMEN R. Assistant Professor of Social Work. B.S.in Sociology, University of Puerto Rico; M.S.W. in Social Work, Virginia Commonwealth University.

No Textbook

SOWO 2514 SOCIAL POLICY AND SERVICES
Study of the development of the social policies related to the social welfare system. Critical analysis of the social policies and their relation with social problems, the programs and the services offered. Prerequisite: SOWO 2505.

3 credits

NAZARIO, CARMEN R. Assistant Professor of Social Work. B.S.in Sociology, University of Puerto Rico; M.S.W. in Social Work, Virginia Commonwealth University.

No Textbook

SOWO 3461 INDIVIDUALS AND THEIR SOCIAL ENVIRONMENT I
Study of human development and behavior through the general systems theory. Analysis of environmental forces, their implications for individuals, the analysis of society, culture, community, social organization and groups as human systems, and the implications for social work. Prerequisite: SOWO 2505.

3 credits

AVILES, ZORAIDA. Professor of Social Work.B.A. in Psychology,University of Puerto Rico; M.S.W. in Social Work,University of Puerto Rico;Ph.D. in Policy and Administration, University of Puerto Rico.

MEDINA MONTANEZ, ANA V. Part Time Instructor of Social Work. B.A. in Occupational Therapy, University of Puerto Rico; M.S.W. in Social Work, University of Puerto Rico.

Greene, R.R., Schriver, J. (2017). *Handbook of human behavior and the social environment.* New York: Routledge. (9th Ed). Belmont, CA: Brooks Cole/Cengage Learning.

SOWO 3462 INDIVIDUALS AND THEIR SOCIAL ENVIRONMENT II

Analysis of behavioral theories and human development in the study of the family and the individual as a social system. Study of the eco-systemic perspectives and the strengths of their application in the intervention with the family, the individual and other social systems. Prerequisite: SOWO 3461.

3 credits

AVILES, ZORAIDA. Professor of Social Work.B.A. in Psychology,University of Puerto Rico; M.S.W. in Social Work,University of Puerto Rico;Ph.D. in Policy andAdministration, University of Puerto Rico.

Greene, R.R., Schriver, J. (2017). *Handbook of human behavior and the social environment.* New York: Routledge. (9th Ed). Belmont, CA: Brooks Cole/Cengage Learning.

SOWO 3504 INTRODUCTION TO SOCIAL AGENCIES ADMINISTRATION AND SUPERVISION

Analysis of the roles of the generalist social worker in the administration and supervision of social agencies and their basic processes of planning, organization, coordination, direction and control. Discussion of general principles of the administration and supervision of social agencies and the role of the administrator in the transformation of social policies that promote social and economic justice. Evaluation of basic characteristics of current social agencies and how these are committed to cultural diversity. Prerequisite: SOWO 2514.

3 credits

COLON RONDON, CARMEN I. Associate Professor of Social Work. B.A. in Sociology, University of Puerto Rico; M.S.W. in Social Work, Inter American University of Puerto Rico.

No Textbook

SOWO 3801 COMMUNICATION AND INTERVIEW PROCESS

Analysis of the conceptual structure of communication and the intra and interpersonal skills for conducting the interview. Study of the nature, elements, types and characteristics of the interview, as well as of its relation to human diversity, the values, ethics and purposes of the profession. Integration of the theoretical knowledge of communication and the interview to the models of intervention used in Social Work. Prerequisite: SOWO 3462.

3 credits

AVILES, ZORAIDA. Professor of Social Work.B.A. in Psychology,University of Puerto Rico; M.S.W. in Social Work,University of Puerto Rico;Ph.D. in Policy and Administration, University of Puerto Rico.

Kadushin, A, & Kadushin, G. (2013). *The social work interview.* 5th ed. New York: Columbia University Press.

SOWO 3802 REPORT WRITING
Study of the concepts related to the writing of case histories used in different social welfare agencies and programs. Analysis of social files for individuals, groups and communities. Discussion of ethical and legal aspects of file management. Prerequisite: SOWO 3801.
3 credits

COLON RONDON, CARMEN I. Associate Professor of Social Work. B.A. in Sociology, University of Puerto Rico; M.S.W. in Social Work, Inter American University of Puerto Rico.

No Textbook

SOWO 4873 SOCIAL RESEARCH METHODOLOGY
Analysis of the relation of the social research process and the professional practice of social work. Study of the qualitative and quantitative approaches for understanding the social phenomena that affect the diverse human systems. Emphasis on research as an instrument to promote an efficient professional practice. Prerequisite: PSYC 3001.
4 credits

AVILES, ZORAIDA. Professor of Social Work.B.A. in Psychology,University of Puerto Rico; M.S.W. in Social Work,University of Puerto Rico;Ph.D. in Policy andAdministration, University of Puerto Rico.

Padget, D. K. (2016). *Qualitative Methods In Social Work Research*. (3rd. Ed). California: SAGE Publications.

Rubin, A., & Babbie, E. R. (2013). *Research Methods For Social Work*. Canada: Pearson Educational.

SOWO 4911 PRACTICE EXPERIENCES IN GENERALIST SOCIAL WORK I
Application of the knowledge, skills and principles of professional ethics of the generalist social worker in a community agency. Emphasis on the work with individuals and families, groups and community. A minimum of 200 hours of practice is required during the semester under the supervision of a specialist. The course may not be substituted by work experience. Prerequisites: SOWO 3802, 4932.
4 credits

NAZARIO, CARMEN R. Assistant Professor of Social Work. B.S.in Sociology, University of Puerto Rico; M.S.W. in Social Work, Virginia Commonwealth University.

No Textbook

SOWO 4912 PRACTICE EXPERIENCES IN GENERALIST SOCIAL WORK II
Application of the knowledge, skills and principles of professional ethics of the generalist social worker in a community agency. Continuation of generalist social work with the human systems. Experience with the organization and the research area are included. A minimum of 200 hours of practice under the supervision of a specialist in the area is required. The course may not be substituted by work experience. Prerequisite: SOWO 4911.

4 credits

NAZARIO, CARMEN R. Assistant Professor of Social Work. B.S.in Sociology, University of Puerto Rico; M.S.W. in Social Work, Virginia Commonwealth University.

No Textbook

SOWO 4931 GENERALIST SOCIAL WORK WITH INDIVIDUALS AND FAMILIES
Study of the phases of the generalist model and its methods, techniques and skills in social work practice. Application of the generalist model with individuals and families. Prerequisites: SOWO 3462, 3801.

3 credits

AVILES, ZORAIDA. Professor of Social Work.B.A. in Psychology,University of Puerto Rico; M.S.W. in Social Work,University of Puerto Rico;Ph.D. in Policy andAdministration, University of Puerto Rico.

No Textbook

SOWO 4932 GENERALIST SOCIAL WORK WITH GROUPS
Study of the conceptual and theoretical frames and application of the intervention methods from the generalist perspective of social work with groups. Prerequisite: SOWO 3801. Corequisite: SOWO 4931.

3 credits

NAZARIO, CARMEN R. Assistant Professor of Social Work. B.S.in Sociology, University of Puerto Rico; M.S.W. in Social Work, Virginia Commonwealth University.

Zastrow, C. (2015). Social *Work With Groups*: *A Comprehensive Practice And Self-Care*. (9th Ed.) Stamford, CT: Cengage Learning.

SOWO 4933 GENERALIST SOCIAL WORK WITH THE COMMUNITY
Development of skills, knowledge and values in communitarian social work with a generalist perspective in the social work profession. Discussion and application of conceptual and theoretical frames that permit communitarian social intervention in Puerto Rico. Analysis of communitarian social work models, their main stages of development, strategies and techniques. Prerequisites: SOWO 3802, 4873, 4931, 4932.

3 credits

MEDINA MONTANEZ, ANA V. Part Time Instructor of Social Work. B.A. in Occupational Therapy, University of Puerto Rico; M.S.W. in Social Work, University of Puerto Rico.

Hardcastle, D. A., Powers, P.R., & Wenocur, S. (2011). *Community Practice: Theories And Skills For Social Workers*. (3rd.Ed.) New York: Oxford University Press.

Zastrow, C. (2015). Social *Work With Groups*: *A Comprehensive Practice And Self-Care*. (10th Ed.) Stamford, CT: Cengage Learning.

SOWO 4951 SEMINAR IN EDUCATION PRACTICE I
Self reflexive examination of the personal and professional learning experiences in the practice. Development of critical thinking skills, their relation to the theories and practice of Social Work and the current social policies. Analysis of ethical and diversity matters related to the profession, which may be linked to students' interventions in their practice centers. Prerequisites: SOWO 3802, 4873, 4931, 4932. Corequisite: SOWO 4911.

3 credits

NAZARIO, CARMEN R. Assistant Professor of Social Work. B.S.in Sociology, University of Puerto Rico; M.S.W. in Social Work, Virginia Commonwealth University.

Woodside, M. (2017). *The Human Service Internship Experience: Helping Students Find Their Way*. California: Sage Publications.

Zastrow, C.H. (2016). *Generalist Social Work Practice*. (11th Ed.) Chicago, Illinois: Lyceum Books, Inc.

SOWO 4952 SEMINAR IN EDUCATION PRACTICE II
Analysis of the learning experiences that integrate critical thinking skills and their relation to the theories and practice of social work, social intervention based on the current research and social policies. Discussion of controversial and ethical matters in social work practice. Analysis of professional and personal learning as a continuum throughout life. Exchange of experiences and integration of conceptual and operational aspects in the diverse practice scenarios. Prerequisites: SOWO 4951, 4911. Corequisite: SOWO 4912.

3 credits

COLON RONDON, CARMEN I. Associate Professor of Social Work. B.A. in Sociology, University of Puerto Rico; M.S.W. in Social Work, Inter American University of Puerto Rico.

Woodside, M. (2017). *The Human Service Internship Experience: Helping Students Find Their Way*. California: Sage Publications.

Zastrow, C.H. (2016). *Generalist Social Work Practice*. (11th Ed.) Chicago, Illinois: Lyceum Books, Inc.

SOWO 497_ SEMINAR
Seminar of current topics relevant to the social work discipline. Prerequisite: Authorization from the Director of the Department.

3 credits

AVILES, ZORAIDA. Professor of Social Work.B.A. in Psychology,University of Puerto Rico; M.S.W. in Social Work,University of Puerto Rico; Ph.D. in Policy and Administration, University of Puerto Rico.

No Textbook

POLS 1011 INTRODUCTION TO POLITICAL SCIENCE
Introduction to basic concepts, institutions and processes of political science.

3 credits

MATOS GONZALEZ, LUIS A. Assistant Professor Professor of Social Sciences. B.A. in Social Sciences, University of Puerto Rico; M.A. in Public Administration, University of Puerto Rico; Ph.D. in Government and Public Policy, University of Costa Rica.

Grigsby, E. (2011). *Analyzing Politics: An Introduction to Political Science*. (5th ed.). Wadsworth.

BIOL 1011 PRINCIPLES IN HUMAN BIOLOGY (HUMAN BIOLOGY PRINCIPLES)
Study of the fundamental principles of biology, related to human behavior and its sociological activities. Emphasis on cellular, genetic, evolutionary, systemic and ecological biological processes that influence human activities. Forty-five hours of conference.

3 credits

TORRES RIVERA, ERNESTO A. Associate Professor of Biology. B.S. in Biology, University of Puerto Rico; M.S. in Biology, University of Puerto Rico.

Goodenough, J., & McGuire, B. (2017). *Biology of humans: Concepts, applications, and issues*, 6th ed. Pearson.

SOCI 3010 DIVERSITY AND MARGINALITY
Analysis of the exclusion and inclusion processes of social groups from the point of view of ethnic differences and similarities and of gender, age, handicapped people and other point of view related to prejudices and the social tensions.

DUPREY SALGADO, NESTOR R. Assistant Professor of Social Sciences. B.A. in Political Sciences, University of Puerto Rico; M.A. in History, Inter American University of Puerto Rico; Ph.D. in History, Inter American University of Puerto Rico.

Murakami, E.T., & Mackey, H.J. (2018). *Beyond Marginality*. Information Age Publishing.

STAT 1201 STATISTICS

Study of descriptive statistics and the basic concepts of probability theory applied to situations related to those of different disciplines. Use of frequency distribution to create tables and graphs. Study of the central tendency measures, position measures and dispersion measures for grouped and ungrouped data. Study of the normal probability distribution. Emphasis on the characteristics of the normal probability curve and its various applications to solve problems related to probabilities. Prerequisites: GEMA 1000 or GEMA 1200.

3 credits

RIVERA CARRASQUILLO, ELBA I. Professor of Mathematics. B.A. in Secondary Education in Mathematics, University of Puerto Rico; M.A. in Secondary Education in Mathematics, University of Puerto Rico; Ed.D. in Currirulum and Instruction, Inter American University of Puerto Rico.

Badalian, R. (2014). Probability and Statistics, A traditional/technology Approach, 1st Ed. Educo International

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